

**Enhancing writing skills in 11th graders through the creation of a Pamplona tourist guide
using task based learning at the Agueda Gallardo de Villamizar School.**

Segny Piedad Muñoz Olivares

University of Pamplona

Education faculty

English and French foreign languages degree

Integral practice

Pamplona

2019

**Enhancing writing skills in 11th graders through the creation of a Pamplona tourist guide
using task based learning at the Agueda Gallardo de Villamizar School.**

Segny Piedad Muñoz Olivares

Mentor: Mayeini Katherine García Parada

University of Pamplona

Education faculty

English and French foreign languages degree

Integral practice

Pamplona

2019

Acknowledgments

It is the perfect moment to thank God primarily for giving me the strength to reach this point in my career and never abandon me. Likewise, I want to thank my parents who always supported me in this whole process and gave me the love and sustenance to be able to achieve my goal.

Thanks my teachers, who with their knowledge, experience, and demands contributed to my training not only professional, but also personal. Especially my tutor Mayeini García who was guiding this internship process and gave me her accompaniment. On the other hand, thanks my supervisor Yolima Parra who more than an excellent teacher is an excellent person who supported me and gave me her direction.

In this process I cannot leave aside my students, whom I want to thank for opening their hearts to me and giving me the opportunity to teach them, but at the same time learn from them, from their vitality and kindness, I will take them in me, as appreciated and precious stones.

In general, thanks to all the people who directly and indirectly contributed to this process that is not only summed up in this practice but also in the effort of years, with good days and others of suffering.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

Table of Content

<i>Proposal presentation</i>	1
<i>Introduction</i>	2
<i>Justification</i>	3
<i>Objectives</i>	4
<i>General Objective</i>	4
- <i>To enhance writing skills in 11th graders through creation of a Pamplona tourist guide using task based learning at the Agueda Gallardo de Villamizar School.</i>	4
<i>Specific Objectives</i>	4
<i>Institutional Observation</i>	5
<i>The topographic location of the school</i>	5
<i>The educational authorities</i>	7
<i>Key aspects of the institutional education project (PEI)</i>	7
<i>Relevant aspects of the rulebook</i>	15
<i>Distribution of the physical plant</i>	22
<i>School calendar of the institution</i>	22
<i>Institutional Organization Chart</i>	23
<i>Supervisor and practitioner schedule</i>	24
<i>Pedagogical Aspects Observed</i>	24
<i>Chapter I:</i>	26
<i>Pedagogical Component:</i>	26
<i>Enhancing writing skills in 11th graders through creation of a Pamplona tourist guide using task based learning at the Agueda Gallardo de Villamizar School.</i>	26
<i>Introduction</i>	26
<i>Problem</i>	27
<i>Justification</i>	28
<i>Objectives</i>	29
<i>General Objective</i>	29
<i>Specific Objectives</i>	29
<i>Theoretical Framework</i>	30
<i>Task-Based Learning</i>	30

<i>Written Production</i>	31
<i>Culture in the society</i>	34
<i>Tourism and the Tourist Guide</i>	35
<i>Literature Review</i>	36
<i>Improvement of writing skills</i>	37
<i>The role of culture in language learning Foreign</i>	42
<i>Pedagogical Methodology</i>	47
<i>Planning of the Implementation of the Project</i>	48
<i>Planning 1</i>	48
<i>Planning 2</i>	49
<i>Planning 3</i>	50
<i>Preparation task and Orientation stage:</i>	50
<i>Vocabulary “Places in a city”</i>	51
<i>Task #1 Interest test:</i>	54
<i>Execution Stage</i>	58
<i>Evaluation stage</i>	63
<i>Research Methodology</i>	64
<i>Population:</i>	65
<i>Participant observation:</i>	65
<i>Interview:</i>	65
<i>Analysis of Data</i>	66
<i>Codification of all the instruments</i>	70
<i>Findings</i>	71
<i>Written Production Skills</i>	71
<i>Culture and Society</i>	76
<i>Conclusions</i>	80
<i>Recommendations</i>	81
<i>Chapter II: Research Component</i>	83
<i>Introduction</i>	83
<i>Justification</i>	83
<i>Research Problem</i>	84
<i>Objectives</i>	85

<i>General objectives</i>	85
<i>Specific Objectives</i>	85
<i>Theoretical Framework</i>	86
<i>The Teaching Profession</i>	86
<i>Reflection</i>	87
<i>The Reflective Practice</i>	88
<i>The pedagogical practice</i>	90
<i>Methodology</i>	92
<i>Reflection workshops</i>	92
<i>Self-observation sheet</i>	93
<i>Narrative</i>	93
<i>Class records</i>	93
<i>Context</i>	94
<i>Population</i>	96
<i>Expected results</i>	97
<i>Instruments application dates</i>	98
<i>Instruments</i>	98
<i>Narrative</i>	98
<i>Self-Evaluations</i>	99
<i>Analysis of the class</i>	99
<i>Conclusions</i>	100
<i>Narratives and self-evaluations</i>	100
<i>Chapter III: Outreach Component</i>	104
<i>Presentation</i>	104
<i>Introduction</i>	104
<i>Justification</i>	106
<i>Objectives</i>	107
<i>General Objectives</i>	107
<i>Specific objectives</i>	107
<i>Project Typology</i>	108
<i>Lines of Contribution</i>	108
<i>Theoretical Framework</i>	109

<i>Language Teaching</i>	109
<i>National Bilingualism Program</i>	110
<i>English Teaching in Primary School</i>	111
<i>The context of Pamplona</i>	115
<i>Benefited population</i>	116
<i>The direct population benefited</i>	116
<i>The indirect population benefited</i>	116
<i>Institutional dependencies articulated to the Project</i>	117
<i>External institutions linked to the Project</i>	117
<i>Subprojects</i>	118
<i>Teaching English through Games and Songs in Primary</i>	118
<i>Methodology</i>	119
<i>Chapter IV: Administrative Component</i>	133
<i>Introduction</i>	133
<i>Objectives</i>	133
<i>General Objective</i>	133
<i>Specific Objectives</i>	133
<i>Methodology</i>	134
<i>Conclusion</i>	139
<i>Appendices</i>	141
<i>Appendix A. Journal of Observation</i>	141
<i>Appendix B. Interview</i>	142
<i>References</i>	144
<i>Electronic Bibliography</i>	148

Table Index

Table 1 <i>Intitutional Assessment Scale</i>	15
Table 2 <i>Supervisor's class schedule</i>	24
Table 3 <i>Schedule assigned to the practitioner</i>	24
Table 4 <i>Pedagogical Methodology</i>	47
Table 5 <i>Implementation Research Methodology</i>	64
Table 6 <i>Basis Categories</i>	69
Table 7 <i>Instrument application dates</i>	98

<i>Table 8</i> Extected language levels in the BNP.....	110
<i>Table 9</i> Scenario for the outreach component	116
<i>Table 10</i> Schedule: Primary.....	119
<i>Table 11</i> Primary planning 1	120
<i>Table 12</i> Primary planning 2	122
<i>Table 13</i> Primary Planning 3.....	123
<i>Table 14</i> Primary Planning 4.....	125
<i>Table 15</i> Primary Planning 5.....	127
<i>Table 16</i> Primary Planning 6.....	129
<i>Table 17</i> Timeline of the activities.....	134

Figure Index

<i>Figure 1</i> organization of the institution, taken of the Institutional Educational Project 2016. p.112.....	23
<i>Figure 2</i> Stages of reflection as a process	88

Images Index

<i>Image 1</i> School.....	6
<i>Image 2</i> Emblem	15
<i>Image 3</i> Flag.....	16
<i>Image 4</i> Slides.....	51
<i>Image 5</i> Description example	52
<i>Image 6</i> Book work 1.....	52
<i>Image 7</i> Book work 2.....	53
<i>Image 8</i> Students productions 1.....	54
<i>Image 9</i> Rubric 1.....	55
<i>Image 10</i> Rubric 2.....	56
<i>Image 11</i> Distribution of places.....	59
<i>Image 12</i> Example guide	59
<i>Image 13</i> Students' productions 2.....	60
<i>Image 14</i> Final Version.....	61
<i>Image 15</i> Tourist Guide.....	63
<i>Image 16</i> Interview.....	67
<i>Image 17</i> Interview Data	68
<i>Image 18</i> Data Codification	70
<i>Image 19</i> Narrative	98
<i>Image 20</i> Self-Observation.....	99
<i>Image 21</i> Analysis of a Class.....	99
<i>Image 22</i> Parts of the house	121

<i>Image 23 Animals Flashcards</i>	123
<i>Image 24 Adjectives Flashcards</i>	124
<i>Image 25 Prepositions Vocabulary</i>	126
<i>Image 26 Prepositions Practice</i>	126
<i>Image 27 Prepositions practice</i>	127
<i>Image 28 Body Part Word search</i>	128
<i>Image 29 Body Parts practice</i>	129
<i>Image 30 Touch the object game</i>	130
<i>Image 31 Clothes Flashcards</i>	131
<i>Image 32 Salesian Family Day</i>	135
<i>Image 33 Parents Meeting</i>	136
<i>Image 34 Evacuation Preparation</i>	137
<i>Image 35 Evacuation Drill</i>	137
<i>Image 36 Salesian song festival Certificate</i>	138
<i>Image 37 Mother Superior Visit</i>	139

Appendices Index

<i>Appendix A. Journal of Observation</i>	141
<i>Appendix B. Interview</i>	142

Proposal presentation

This project aimed at implementing the proposal for a comprehensive teaching practice, consists of a first part containing the institutional observation that seeks to contextualize the reader and the practicing teacher on all the institutional aspects that allow us to know the institution in which this proposal is carried out. In addition, this proposal contains 4 chapters related below:

Chapter I: Pedagogical component, which provides a pedagogical proposal that aims to improve the writing skills of 11th graders through the development of some tasks.

Chapter II: Investigative Component, which describes the macro-project of which we as practitioners must be part. This project aims at encouraging the reflection of the teaching practice.

Chapter III: Extension Component, this chapter as above, practicing teachers are part of a project that aims at spreading learning English as foreign languages in primary schools.

Chapter IV: Administrative component, in this chapter are recorded all the extracurricular activities of which practitioners must take part, in order to achieve an insertion into the school environment.

Introduction

In our country and framed in state policies, learning and mastery of English as a foreign language plays an indispensable role for a society with a view to academic, economic, cultural and technological advancement (Fandiño, Bermúdez and Lugo, 2012). In this way, we trained teachers responsible for contributing to this improvement and appropriation of the English language in our country, we are called to bring this knowledge to different areas and levels of the national education and in the same way analyze our practices and strategies to improve in the process.

That is why, in the next project, we focus first and foremost on studying and analyzing the environment in which as pre-service teachers we will work. Furthermore, it is proposed a strategy to contribute to the English skills improvement and at the same time analyze our practice, reflect about what we are doing, in order to identify our strengths and weaknesses and generate a better development of teaching skills.

On the other hand, the national government with his national bilingualism program aims to make teachers and students perform high in the English language (Teachers: B2-C1 Students 11^o: B1). (MEN, 2005). It is well known that there are many shortcomings in the implementations of these proposals, but that the objective remains. That is why foreign language English teachers should take up the subject and propose strategies that help their students achieve a good level of language proficiency.

As teachers we would like our students to improve all skills at the same time. However, it is better to follow a process and gradually work each skill. In this proposal, we aimed at improving the writing skill through the implementation of a short-term classroom project,

concerning the creation of a Pamplona tourist guide. This project arose from the need to articulate the technical training in recreation (Tourist Animation) that students have with the Servicio Nacional de Aprendizaje SENA.

Justification

The learning of foreign languages in our case "English" is part of one of the proposals of the national government that the Colombian population acquire a high level (B1 – B2 CEFL) of competence in this language. However, despite the efforts of institutions to achieve this goal, there are gaps in the performance of this language in students of primary and secondary educational institutions. According to Cárdenas (2006) cited by (Fandiño, Bermúdez and Lugo, 2012), the hours and materials dedicated to teaching English in the country are few, the number of students per classroom is high and the lack of authentic communication in the language would be the main brake on the advancement of desired proficiency in the foreign language. Nonetheless, we as pre-service teachers and future teachers in action have the obligation of continuing being part of the change and searching strategies that contribute to the reinforcement of our own language and the foreign one.

On the other hand, we note the importance of articulating the learning of culture with that of foreign languages, since this articulation allows students to generate a high degree of motivation and commitment to the development of activities, also, articulating these two concepts allows a more meaningful learning in which students can learn not only academic aspects but also social and cultural aspects, not only those of the foreign country, but also the recognition of our own culture. (Rodríguez, 2004)

In this way, through the proposal of a classroom task consisting of the development of a Pamplona tourist guide, students will have the opportunity to improve their written production skills and appropriate their culture to be able to share it to others in a foreign language.

With the application of this task will benefit the students of eleventh B of the institution Agueda Gallardo de Villamizar who develop the course of Tourist Animation of the Servicio Nacional de Aprendizaje (SENA) and those who must not only meet the requirements demanded by this entity, but also have the need to improve their communication skills that in our case focuses on writing skills.

Furthermore, English teaching must be part of the curriculum in children education, that is why, we reach this process of teaching to the primary school institutions, taking into account that children who start learning a foreign language in the school show a more positive performance than others, they have a great brain flexibility and they are not afraid to make mistakes, aspect that favor a more significant learning process. (Fandiño, Bermúdez and Lugo, 2012)

Objectives

General Objective

- To enhance writing skills in 11th graders through creation of a Pamplona tourist guide using task based learning at the Agueda Gallardo de Villamizar School.

Specific Objectives

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

- Attend training needs in English, of the children's population of the primary school in the city of Pamplona.
- Enrich personal and professional training during the practice stay at the Agueda Gallardo de Villamizar School.

Institutional Observation

In this section it will be exposed the most important aspects about the Agueda Gallardo de Villamizar School with the objective of contextualize the reader and the pre-service teacher herself about the institutional knowledge with the purpose to be aware about the institution in which the teaching practice is developed. It will be exposed the topographic location of the school, the educational authorities, key aspects of the institutional education project (PEI), relevant aspects of the rulebook, the distribution of the physical plant, the institutional organization chart, the calendar of the institution, English Supervisor's Class schedule and some pedagogical aspects observed.

The topographic location of the school

In the Colombian Northeast, near the border with Venezuela, it is the city of Pamplona, with a cultural, historical and educational tradition that has made it present in the national concert as the founding city of cities and city educator, who still in the 21st century provides academic training to young people throughout the region, the department and various departments of the North coast and the East of the country. The central headquarter of the institution is located in the urban zone, in the neighborhood "Salesiano" Street 9 #9 – 103.

The institution offers comprehensive education at the levels of pre-school, primary basic education (1°- 5°), secondary basic (6°- 9°) and academic and technical media (10° and 11°) to a population that according to the socio-economic study that has been carried out in the Institution can be described with the following characteristics:

The students come from most of the neighborhoods of the municipality being the neighborhood “El Progreso” that contributes the most students.



Image 1 School

The educational authorities

The institution is under the direction of the rector Sor Sol Cristina Redondo Ávila, who is Master in Local Development, in the company of the coordinator specialist Oscar Enrique Suárez.

Key aspects of the institutional education project (PEI)

Last date of approbation of the PEI: 14-10-2016

The institution has 28 teachers, two directors and ten administrators, we can contact it through the E-mail: salesianaspamplona@gmail.com. Furthermore, the institution is of a mixed nature, it has five headquarters: for providing the pre-school and primary basic service “El Escorial” and “El Jardín Nacional”, the headquarters “Alfonso López” and “la Santísima Trinidad” who are of a Multigrade nature and for providing Secondary service “Agueda Gallardo de Villamizar Technical Institution”.

Internal efficiency. (Retention, Removal and Promotion)

During the last three years we have found that: During the year a total enrolment is reached between 750 and 815 students, who belong to a social stratum from 1 to 3, concentrated the largest population in stratum one. The rates of repetition, transfers and desertion are quite high as they exceed one hundred (100) students per year.

External tests

As for external quality tests or tests Saber no student is excluded from his presentation and in this regard the following results have been obtained:

From 2013 the institution receives accompaniment of the program "All to learn" that among its benefits allows access to the essentials of primary basic to the texts of mathematics and Spanish language of personalized way.

These texts in their language and structure favor the reading and understanding of the questions of the SABER tests, this with the work focused on 3rd and 5th allowed the institution to obtain a high score in the results of the year 2014, unfortunately in 2015 results dropped.

There's a low result on the Ninth Grade Saber tests. 11th graders have held up at a high level and have been showing progress in scores, in the location table of the schools of the municipality we remain in the sixth position.

Academic Organization

The secondary basic and the technical media offer two groups per grade and all teachers have the academic assignment of 22 hours of class plus responsibilities related to the role of group counselor, animator of youth clubs, Transversal project coordinators, among others.

Institutional Principles

The Preventive System seeks within each one, the qualities and gifts with which people are endowed to promote the development of their potentialities and that is done through the Salesian trinomial: "Work, piety and joy".

Work: It is the study environment where students live and from which they learn responsibility and tenacity in the face of their own duty.

Mercy: It is an environment of God, of prayer, of practice of the sacraments, of listening to the Word of God that offers children, girls, young people the mysteries of salvation.

Joy: it is the characteristic party climate of the lifestyle of Don Bosco, atmosphere that is expressed in the multiple proposals and activities for leisure time.

Articulators

Beliefs

At the Agueda Gallardo de Villamizar Educational Institution, we are clear that the principles of education of the Salesian Preventive System give a particular identity to the Salesian school in Pamplona and that hence the fixation of key ideas or leit motif help the achieving the kind of person we want to train.

Institutional Values

Through transversal projects, classroom projects, and above all the family atmosphere and party climate are generated and develop activities that help to appropriate and experience the following values: respect for life, honesty, gratitude, punctuality, responsibility, solidarity and peaceful coexistence.

Institutional Goals

General Objective.

Strengthen the educational and pastoral response of the Educational Institution "Technical College Agueda Gallardo De Villamizar" from the experience of Christian human values with a Salesian face, the educational quality at all levels and the family climate for one's own life and the lives of others.

Specific Objectives

- To live relationships of co-responsibility, which allow all members of the educational community to actively participate in the decision-making and development of the institutional educational proposal.

- To guide the formation of the new generations with the style of the Preventive system, so that they are generating agents of safe and healthy environments and strengthen the improvement of the quality of life for them and their families

- Rationalize human and economic resources in order to offer quality education with access to new technologies and in response to the human, academic and technical qualification needs of Colombians of the 21st century.

- Strengthen relationship ties with the various government agencies and institutions in the city, region and department for joint work of projection to the educational community and to citizens in general from transversal projects, the social service and technical media specialties.

Philosophical Foundations

The Educational Institution Agueda Gallardo de Villamizar, governed by the community of the Daughters of María Auxiliadora (Salesianas), bases its institutional process on the experience of the Preventive System, method and spirituality that becomes st. John Bosco's own educational proposal.

Pedagogical Basics

The practices and educational processes that are lived within the Agueda Gallardo Institution are based on an active methodology, of learning by training for life, of preparing to be an active citizen, an honest person with personal and work skills that allows him to be self-sufficient and a generator of quality of life around him.

Quality Policies

The Agueda Gallardo de Villamizar Educational Institution guarantees the provision of the educational service achieving the satisfaction of the needs and requirements of students and parents through:

- Continuous improvement of the Quality Management System.
- Quality Humanistic-constructivist and academic training from the preventive system of St. John Bosco.
- The men's lines and departmental education secretariat.

Quality Objectives

- To respond in quality to the needs and expectations of parents or tutors in the humanistic-constructivist and academic training from the preventive system of St. John Bosco.
- Ensure continuous improvement of the quality management system.
- Maintain the men's lines and departmental education secretariat.

School governance

- The Rector

- The Board of Directors: it is the body that leads the construction of the PEI, encourages its constant improvement and watches over its execution.
- The Academic Council: it is the advisory body for the pedagogical and academic orientation of the College in everything related to the curriculum, the organization of the curriculum, the institutional evaluation and the evaluation of students.

Registration System

The institution welcomes the regulation of free policy for pre-school, primary, secondary and Middle Education students in accordance with Decree 1075 of 2015. Book2. Part 3. Title 1. Chapter 6. Section 4, with free understanding as the exemption from payment of academic rights and supplementary services.

However, it should be noted that parents can freely and voluntarily become members of the Parents Association and that includes payment of associative fee and the contribution for their support in the amount determined annually by the Association Assembly.

The policy of gratuitousness does not cover the expenses of: pedagogical outings, coexistences, spiritual retreats, and other events of this style.

Regulations and/or Manuals

Procedure Manual

The Manual of Procedures is an instrument that allows regular conduits in the use of services, spaces and places of the institution, in order to provide a quality contribution to the processes of teaching – learning and to the requirements of the community in general.

Function Manual

The function manual allows defining the responsibilities of each of the actors of the institutional educational process promotes the quality of life within the same institution and values the wealth of gifts of each of its members.

Rulebook

The school rulebook is conceived in the I. E. Agueda Gallardo as a pact between all members of the Institution.

Integrating Pedagogy Model: Humanist - Constructivist

This analysis is understood by integrating process, the educational framework in which the Salesian student who articulates personal, social and emotional training and growth, with specific learnings in each area or dimension in the little ones, to the apprehensive, compressive process and use your knowledge assertively and efficiently when you need it.

Curriculum

Preschool education

The students stay at least four and a half hours (of 60 minutes) in the establishment, with a globalized curriculum design that allows the formative development through integrated units or projects with a thematic axis and programmatic cores, which include topics from different areas of knowledge in the same span of time.

Primary Basic Education

In primary basic, 6 periods of 45 minutes are worked, plus two hours per week for the development of play, association and work by cores of interest.

Secondary Basic Education.

In Secondary Basic the Single Day was implemented, that is that we work 40 hours a week that is served in class periods of sixty minutes, seeking that the 10 hours of strengthening really work in a playful and recreational way developing competencies according to each area of knowledge.

Technical Media Education

The educational institution offers its students of the basic cycle the possibility of continuing their studies in Middle Education, obtaining their degree of Technical Bachelor, in articulation with the Servicio Nacional de Aprendizaje SENA, being able to opt for one, according to their interests and skills.

Student Assessment

Within the Institutional Evaluation System, written tests are frequently conducted agreed between teachers and students; but it is defined the bimonthly exam of an academic quality test of the different areas, whose style of questions is the same as the SABER tests.

The Educational Institution Technical College Agueda Gallardo de Villamizar pursuant to Decree 1290 of 2009 adopted the Institutional Evaluation System and has made the necessary reforms and adjustments taking into account the different educational models that are use at school for the training of children, adolescents, young people and adults for a systematic,

comprehensive and formative evaluation that allows students and parents or children to know the academic situation, behavioral and promotional of each student.

Table 1

Institutional Assessment Scale

ESCALA INSTITUCIONAL	EQUIVALENCIA ESCALA NACIONAL	APROBACIÓN
DE 0 A 2.9	Desempeño bajo	NO APROBADO
DE 3.0 A 3.9	Desempeño básico	APROBADO
DE 4.0 A 4.5	Desempeño alto	APROBADO
DE 4.6 A 5.0	Desempeño superior	APROBADO

Valuation scale of the academic and behavioral processes of the students of the levels of primary, basic, secondary and middle school

Relevant aspects of the rulebook

Emblem



Image 2 Emblem

The emblem contains the initials of the Mother and Teacher of the Salesian Community: María Auxiliadora; at the bottom is the Latin motto "Ora et Labora" which translates prayer and work, pillars of the philosophy of the school.

Flag

Image 3 Flag

The Flag of the Institution consists of two horizontal stripes of equal size light-blue color that represents the sky and pink that are the same colors that the patron saint of the Institution Maria Auxiliadora wears.

Motto

"Good Christian and Honest Citizens"

Salesian trinomial

Mercy, Joy, Study

Mission

The Agueda Gallardo de Villamizar Educational Institution, provides an academic, humanistic, preventive and quality training from preschool to the technical medium in the area of health with relevant theoretical-practical knowledge and a high degree of responsibility and honesty placed at the service of the region and the country.

Vision

In 2020 the Agueda Gallardo de Villamizar Educational Institution will be consolidated as a certified institution in the provision of the educational service in the department of Norte de Santander, in the training of young active and self-employed citizens, healthy environments managers with academic and working skills in the area of health.

Orienting principles

The Institution is of Christian philosophy, educational action is basically inspired by the Preventive System, pedagogical option of St. John Bosco. The institution is an open house, is defined as an inclusive family without discrimination of creed, race, sex and socio-economic conditions. It has three fundamental pillars: **reason, religion and kindness.**

Some Students' Rights and Obligation

Rights

- Life and physical integrity
- To be heard and valued as a person
- To receive fair, respectful, cordial, tolerant treatment, as well as a good example, inside and outside the Institution on the part of directors, teachers, parents, colleagues, administrative staff and operational staff.
- To your personal and family intimacy, good name and honor.
- To the free development of personality
- Receive quality education on equal terms, taking into account individual differences and special educational needs.

- Establish in common agreement with the teacher the guidelines for the presentation of homework, assignments and evaluations.
- Participate in cultural, social, academic, religious, sports and other events that contribute to their integral formation. Programmed inside and outside the Institution.
- To enjoy a pleasant, hygienic and preventive educational environment that preserves their individual health and prevents them from using psychotropic substances.
- Have moments of rest, healthy recreation, play, participate in the life of culture and art.

Obligations

- Maintain good communication, family treatment, respectful and cordial with all members of the Educational Community.
- Give respectful treatment to all people,
- Call others by name and not with nicknames that assault them
- Avoid bullying and other offensive practices
- Politely accept corrections by kindly requesting explanations when you feel assaulted
- Show support in the face of calamities, accidents and difficulties that may arise in the educational community
- Respect the good name of the school and all its members by managing the proper processes and the proper vocabulary

- Avoid any exaggerated manifestation of affection, not in line with the time and place.
- Know and respect cultural, religious and ethnic differences
- Assume institutional philosophy.
- Participate with your attendance at all activities that take place in the school or on behalf of the school, within or outside of school hours.

Disciplinary Faults

Minor Faults Situations Type I

Minor faults, type I, are considered to be the failure to fulfill some of the duties contemplated in this Rulebook, if that does not significantly affect the development of the educational process, improperly managed conflicts and those sporadic situations that negatively affect the school climate, and that in no case generate damage to the body or health.

Serious Faults or Type II Situations

The seriousness of the faults is given in the first place by the recidivism of minor offenses, committed with irresponsibility and contempt against the formative proposal. The situations of school aggression, bullying and cyberbullying which do not have the characteristics of the commission of a crime and that meet any of the following characteristics: a. that occurs repeatedly or systematically. b. That causes damage to the body or health without generating any disability for anyone involved.

In addition, the followings are considered to be serious faults:

- Recurrence to contravene expected behaviors (up to three times)
- Absent from the institution without proper authorization

- Promote and demonstrate Satanism, sorcery, witchcraft or induce others to participate in such practices
- Hide your own identity or impersonate another person.
- Repeated non-compliance with your duty as a student
- Fraud in the presentation of works and written evidence
- Bring pornographic material to school
- Use the Internet to view pornography, information, and others that endanger your computer and disorganize the class
- Present to the establishment in a drunken state or under the effects of hallucinogenic or psychoactive drugs or consume alcohol or any psychoactive substance within the Institutional
- Failure to fulfil the commitments made to represent the school in academic, cultural, sporting and recreational events
- Participate in the disappearance of the belongings of their classmates and teachers.
- Use distracting equipment during class hours (cellular, baffle, iPod, etc.) to make or receive calls during class hours or in pedagogical activities.
- Repeated and unjustified non-attendance to the institution or its activities.
- Use any form of intimidation with deliberate use of information technologies to exercise psychological and continued abuse against a member of the educational community.
- Demonstrate negative, methodical and systematic conduct of aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or

incitement to violence or any form of psychological, verbal, physically or electronically against members of the educational community.

PARAGRAPH: When a student first incurs a serious offense and does not record any disciplinary record in the current year or in previous years, it will be annotated with the observer, summons to the public and disciplinary commitment signature.

Protocol of Attention to Minor Faults

- Identifying and communicating the situation
- Dialogue with the student(s) involved in the lack
- If the student does not show change, the attendant will be called
- In the event of non-compliance with the signed commitment, the fault becomes a serious fault or type II situation. The case will be referred by the Coordinator to the Coexistence Committee.

Protocols for attention of type II situations or great failures

- Dialogue with the student involved and evidence collection
- When conflicts arise between students, the tutor will be immediately summoned
- The case is referred to the Cohabitation Committee
- In cases of damage to the body or physical or mental health, the student will be referred to the nearest health center or the institution's psychologist with prior notice to the tutor.
- Where rights restoration measures are required, the case will be referred to the Colombian Institute of Family Welfare
- If the student reoffends a serious misconduct, this action is typified as a very serious fault.

- The president of the school cohabitation committee will report the case information

Distribution of the physical plant

The physical plant of the different headquarters is distributed according to the needs and interests of students and teachers in such a way that an optimal use is given to all its facilities and spaces, ensuring that it is adequately equipped according to the resources of the budget and purchasing plan; as well as maintenance and beautification, there is a panorama of risks and signage of the buildings with the evacuation route according to the risk prevention project.

The institution counts on:

- Libraries
- Classrooms (Each teacher has assigned a personal classroom)
- Meeting Rooms and Media and Audiovisual.
- Sport scenarios.
- Ludoteca
- Offices
- Fitness center
- Sanitary battery
- School restaurant
- Nursing
- Chapel
- Cafeteria

School calendar of the institution

The academic calendar is adopted annually by the Board of Directors, taking into account the guidelines of the MEN and the resolution on the issue issued by the Education secretary. The institution is calendar A and it has single school day. Students must complete 40 weeks of academic work (20 in each semester) and 12 weeks of student recess; while teachers have 7 weeks of vacation and 5 weeks of institutional development.

Supervisor and practitioner schedule

Table 2

Supervisor's class schedule

HOUR		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 – 8:25	1		11A	11A	10A	10C
8:25 – 9:20	2		9B	10C	10B	11B
9:20 -10:15	3	AREA	9 ^a	ATENCIÓN	11B	9A
10:15 – 10:45 BREAK						
10:45 – 11:40	4	11 ^a	10A	10B	10C	
11:40 – 12:30	5	11B				
12:30 – 2:00 LUNCH BREAK						
2:00 – 2:55	6	10A			9B	
2:55 – 3:50	7	9B			9A	
3:50 – 4:45	8	10B				

It is presented all the schedule of the English Supervisor.

Table 3

Schedule assigned to the practitioner

HOUR		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 – 8:25	1		11A	11A		
8:25 – 9:20	2		9B			11B
9:20 -10:15	3	AREA	9A	ATENCIÓN	11B	9A
10:15 – 10:45 BREAK						
10:45 – 11:40	4	11A				
11:40 – 12:30	5	11B				
12:30 – 2:00 LUNCH BREAK						
2:00 – 2:55	6				9B	
2:55 – 3:50	7	9B			9A	
3:50 – 4:45	8					

It is presented the schedule in which the practitioner will develop the integral practice.

Pedagogical Aspects Observed

During the institutional observation I could have the first contact with the institutions entities, students and English supervisor. In this period, I could observe how the teacher

developed her classes and how she organized them. Regarding this, the teacher plans her classes in Spanish for the Secretary of Education visit, and additionally she records activities and reflections in a field diary. In addition, teacher has a notebook in which she registers in an organized way the students' attendance, absence and grades. Concerning to the support for the class, the teacher usually uses slides for explaining a topic, work sheets of grammar activities and for each course they use "English Please" textbook for guiding the process.

Concerning the course observation, I could notice that the teacher keeps a friendly relationship with her students, she favors the active participation of students and allows the free expression of them. The students of 11° show a good behavior during the class, they developed the assigned activities without hesitation. On the contrary, the students of 9° were a little bit hyperactive and they require more control and keep them always working.

Besides, in the institution an atmosphere of tranquility is breathed and it is a very comfortable place propitious to the good development of my practices.

Another important aspect of the observation is that each teacher has his classroom, in order words, they don't have to move them for searching another classroom, and they just wait their students' arrival.

On the other hand, regarding the use of the native and foreign language, the majority of the time it is the Spanish that is used, teacher greets students in English and gives some instructions in English, but then, she translates them.

Chapter I:

Pedagogical Component:

Enhancing writing skills in 11th graders through creation of a Pamplona tourist guide using task based learning at the Agueda Gallardo de Villamizar School.

Introduction

Social and cultural promotion in young people plays a fundamental role in the appropriation and appreciation of it by the new generations. Generating that sense of belonging to ours and our community has become a challenge for educational institutions to preserve traditions and know our immediate environment.

In this way, as educational agents of children and young people, society requires us to train them in such a way that they can face and function in society once they finish their studies and face the true sociocultural reality.

In the context of national education, teaching English as a foreign language in educational institutions can facilitate the dissemination of our culture globally and create that sense of belonging in our young people.

In order to generate the aforementioned dissemination, it is necessary to develop communicative skills, these understood as a set of skills and knowledge that allow speakers of a linguistic community to be understood (Hymes, 1971).

Of all the skills that encompasses communicative competence, in this project we will focus on improving written production in eleventh graders through the creation of a tourist guide,

a strategy that will allow to the students a social and cultural approach to their immediate surroundings making use of a foreign language “English” as a vehicle for dissemination.

Problem

In the national bilingualism program, students in 11th grade are required to be in B1 level according to the Common European Framework of Reference for Languages (CEFR). (MEN, 2006). However, analyzing what we could observe most students of that grade do not reach the proposed level, taking into account their performance in the area. Regarding this, it is necessary a reinforcement of contents and practical activities that involve students in an enhancement of competences in English.

When we learn a foreign language it is necessary learning about the culture and social aspects from countries where the language is spoken, taking into account the relevance that have had nowadays the cultural exchanges around the world. (Paricio, 2014)

However, this approach to foreign cultures can lead to detachment from our culture and national heritage. In this way, we must create in our students a different perspective of this interrelationship and that dialogue between cultures and make them aware of the importance of learning the language as a vehicle that allows us to share our identity to the world. In this way, it becomes essential to know ours, that which surrounds us in order to appropriate ourselves and not allow other cultures to decay our own in a modern society in which some young people prefer not to be immerse in the cultural approach.

With regard to this, we observe in a part of our youth, a detachment for the preservation of our own, we also see the need to generate that expressive spirit of our students and improve

skills that are productive for their lives such as the ability to write in a correct and appropriate way.

Taking into account that, we enquire how the implementation of a project can promote the sociocultural appropriation of 11th grade English students in the Agueda Gallardo de Villamizar School? Moreover, how the creation of a tourist guide can improve the written production in 11th grade English students in the Agueda Gallardo de Villamizar School?

Justification

Nowadays, academic and professional demand requires staff to master communicative skills such as being able to express themselves correctly in an oral and written way, this in order to be able to respond to the demands of an increasingly globalized world. (Bermúdez & González, 2011). This is why the educational institutions guaranteeing to comprehensively train children, young people and adults set goals that lead to apprenticeships developing these skills mentioned above. While it is a challenge to get students to develop these competences in their native language, it will be much more to get them to do so in a foreign language as in the case of English. (Lombana (2002). That is why with this project we want to contribute to the improvement of written production to train in our students that habit of communication in a written manner.

On the other hand, it is of vital interest of educational institutions to train their students in principles and values not only aimed at morality, but also in cultural values and the preservation of our identity and everything that it brings to it. This is how we want with the implementation of this task to leave in our young people involved in this task, the seed of sense of belonging that

makes Pamplona a multicultural city and knowing these aspects to be able to share them through a foreign language.

To achieve these objectives, it is proposed the creation of a Pamplona's tourist guide, in articulation with the technical training that students develop with the Servicio Nacional de Aprendizaje (SENA), corresponding to tourist animation and sales and services. In this terms, a tourist guide is seen as a strategy that encourages students to get involved in knowing their city and express their findings in an English written way.

Objectives

General Objective

- To enhance writing skills in 11th graders through creation of a Pamplona tourist guide using task based learning at the Agueda Gallardo de Villamizar School.

Specific Objectives

- Implement writing workshops to ameliorate students' writing skills.

- Promote the rapprochement and sociocultural appropriation of 11th graders of the Agueda Gallardo de Villamizar School.

- Increase students' motivation towards learning English as a foreign language.

Theoretical Framework

Task-Based Learning

“Task” is considered as an activity in which students oriented themselves for accomplishing a goal using the language as an indispensable tool. At this regard, Willis (1996) states that “by ‘task’ I mean a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences” (p.53).

In addition, the author proposed a framework for developing a task which includes three stages: the pre-task, the task cycle and language focus.

Additionally, Naranjo & Hernández (2012) after having analyzing different ways to implement task-based learning in different fields and contexts, proposed a model containing four stages to follow in applying this methodology. The stages are:

- **Task Preparation:** this level contains the selection of the topic and objectives of the task. In the selection, we can make the students part in the process, taking into account their preferences and opinions.
- **Orientation Stage:** It constitutes the first level of presentation of the task. In its content it is expressed, a clear presentation of what is intended and the characteristics of the task, as well as the methods and means proposed for use in solving the tasks.
- **Execution Stage:** This stage contemplates the completion of the task. Students will be divided into small work teams, which helps them to cooperate in the

achievement of the solution and in the construction of knowledge as well as learning to share it.

- **Evaluation stage:** After completing the task, the team exposes the results obtained to the teacher, who has been attending the team and carrying out control actions during the execution phase. The individual evaluation of each member, the evaluation of the team and the self-evaluation carried out by the students must be taken into account to form a qualitative evaluation of the students' development.

Written Production

Writing is the process by which we organize our ideas and turn them into words understandable to the reader. This process merits the knowledge of guidelines necessary for the elaboration of a linguistically correct text and that clearly expresses a message.

In the writing process, the writer's creativity is largely privileged by allowing him to use his knowledge or research to create his writings, this allows a freedom that contains the expression of each individual.

In the academic field, the written production process should be guided by the teacher, but not controlled, helping the student to find strategies that favor him in his production process, as Randaccio (2013) points out:

Guidance through the process is therefore preferable to control: in fact, content, ideas and need to communicate would determine form. The teacher's role is to help students develop strategies for getting started (finding topics, ideas and information, planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding,

deleting, modifying and rearranging ideas) and for editing (checking vocabulary, sentence structure, grammar) (p.54).

In this sense, it is essential to follow some stages in the production of texts which correspond to a before (Pre-writing), during (Writing) and after (Post-writing) carrying out the written production. For this process, there are some strategies that a writer can implement for leading the writing, concerning this, Sokolov (2014) declares that “the writing process consists of several stages leading to the final product: choosing the topic, gathering ideas (e.g. by brainstorming or free writing), making an outline, writing one’s first (second, third ...) draft(s), revising, proofreading and editing” (p,130).

Furthermore, we also quote the author Daniel Cassany (1995) who illustrates in a clear and detailed way aspects that should be considered when writing. In this way, the author shows a differentiation between typographical readability and linguistic readability and expresses it as follows:

The concept of readability designates the degree of ease with which a written text can be read, understood, and memorized. We must distinguish the typesetting readability (legibility), which studies the visual perception of the text (dimension of the letter, background contrast and form), from the linguistic readability which deals with strictly verbal aspects, such as selection lexical or the length of the sentence (p.6).

On the other hand, the process of writing requires understands everything that thinks, does and writes an author from when considering producing a text until the end of the final version That is why when writing you should take into account that there are certain threads that intervene in the act of writing, among them we find: search for ideas (Torbellino of ideas, Star of questions, free writing, etc.), organize (Ideograms, Maps mental, schematics, etc.), write (signals

to read, vary phrases, clarity, etc.), review, formulate objectives, among others. In addition, in this writing process should encourage the individual growth of the author, there is not a single way to write, it is he who should look for his style. Another aspect to consider is that writing is much more than a means of communicating, this is a learning tool that can help improve any area of knowledge (Cassany, 1995).

On the other hand, Cassany (1995) reveals that in order to write well you must have a variety of knowledge, skills and attitudes, so the author states:

To be able to write well you have to have knowledge, skills and attitudes. It is clear that we must know the grammar and the lexicon, but we also have to know how to use it at all times... In the same way you have to master the writing strategies: look for ideas, make schematics, make drafts, review them, etc. But these two aspects are determined by a third level deeper: what we think, opinion and feel within us about writing (p.15).

In addition to the time of writing should first be considered and analyzed, the purpose of writing, that is, what I want to achieve with this text, how I want readers to react, what I want them to do with the text. Secondly, the audience, what knowledge I have about the people who will read the text, what they know about the subject, what impact I want to make, etc. Thirdly, the author, his relationship with the audience, how I want to present myself to the readers should be considered. Finally, the writing, what it will be like, whether short or long, how many parts it will have, how I imagine it, among other considerations. (Cassany, 1995)

Culture in the society

Culture is a term that has evolved throughout history. In the 19th century, scholars recognized that there is no universal culture, since every people in the world has her way of living and seeing life. In a more modern concept, cultural superiority is associated with the terms civilization and progress, considering less advanced cultures as inferior. In addition, in the 1950s, culture was regarded as an obstacle to progress, since it warranted drastic changes in the culture of societies. (Molano, 2007)

As the story progresses, the assumption of culture changes, reaching the point of not be considered an obstacle to progress, but rather an integrated way of it.

In this way, Molano (2007) states:

Although there are various definitions, in general, they all agree on what culture gives life to the human being: its traditions, customs, festivals, knowledge, beliefs, and morals. You could say that culture has several social dimensions and functions, which generate:

- a. a way of living,
- b. social cohesion,
- c. wealth creation and employment,
- d. territorial balance (p.72).

On the other hand, UNESCO (2005) defines “Culture is the whole of the distinctive, spiritual, material and affective traits that characterize a society or social group. It encompasses, in addition to arts and letters, ways of life, fundamental human rights, systems of values, beliefs and traditions.

According to the above, culture encompasses a lot of aspects that may be related to each other, and allows human beings to create their identity and appropriate their social reality. We understand as a cultural identity the sense of belonging to a social group with which cultural traits are shared, such as customs, values and beliefs. Identity is not a fixed concept, but is recreated individually and collectively and continuously feeds on external influence (Molano, 2007).

Tourism and the Tourist Guide

Tourism is seen as one of the main economic sources of a country or territory, this hosts different social and cultural aspects which generate an interest for people inside and outside the territory to discover, enjoy and become aware of the historical importance of these territories to communities and for the nation. Regarding this, the World Tourism Organization UNWTO (2005-2007) states that:

Tourism is a social, cultural and economic phenomenon related to the movement of people to places outside their usual place of residence for personal or negotiation/professional reasons. These people are called Visitors (which may be tourists or hikers, residents or non-residents) and tourism has to do with their activities, some of which involve a tourist expense (p.1).

In a press article presented by the newspaper the country in 2012, in the framework of the celebration of World Tourism Day, the Minister of Industry and Trade Sergio Granados explains the importance of tourism in Colombia, since it is recognized as a source of progress, development, employment and the main promoter of social, cultural, political and economic

values. In addition, the Minister sets out the progress and achievements in national tourism in which we find: job creation, increase of international travelers, stronger national destinations, greater air connectivity, support for projects that promote the environment preservation, the improvements in the country's hotel capacity and infrastructure.

In this way, we move on to a document that allows the dissemination of tourism, this is the tourist guide, which is known as a collection book on cultural and social information of a town, a city, a country can even extend to a guide to places around the world. It is a document designed for tourists to have a wide knowledge of the communities they visit, in this guide it is possible to find written and illustrated information about tourist sites, historical sites, maps, restaurants, transport, events, among others.

The creation of a tourist guide warrants a wide range of knowledge about the history and correctness of the information to be provided. It is an arduous task that involves researching, researching different information sources to ensure the truthfulness of the information and the satisfaction of the public using the guide.

Literature Review

Finding studies to support the relevance of this Project is the objective of this stage. Thus, the literature review is organized into two categories that are defined around the themes covered in this proposal: first, improvement of writing skills (Lombana (2002), Díaz Ramírez (2014) and Muslim (2014)), and then, the role of culture in language Foreign learning (Nguyen (2017) and Álvarez & Bonilla (2009))

Improvement of writing skills

Concerning this category, firstly it is quoted, the study entitled “Some issues for the teaching of writing” developed by Lombana (2002) in which the author states that writing is the most difficult skill to master in both native and foreign language, since it requires a high of accuracy to avoid ambiguity, the use of complex grammar devices, careful choice of vocabulary and sentences structures to create a style appropriate to the reader. In writing the linguistic knowledge, cognitive and sociocultural aspects influence our capacity of produce written texts (p.44).

Furthermore, the author remarks that in our national educational environment Colombian teachers sometimes feel challenged when teaching writing. Regarding this the author stablishes that “we teachers of English in Colombia usually deal more with the spoken language and feel challenged and threatened by the writing skill when we have to teach it” (p.44).

Besides, according to the author, writing is considered as a means and as an end. In this way:

As a means,

Writing is seen as a form of learning, as a support skill in language learning, or as a testing device to diagnose grammar or comprehension errors. In this way, writing is the tool which enables the student to master the other language skills and allows the teacher to evaluate students’ progress and performance. Hence, writing becomes the means by which students will learn vocabulary, grammatical forms and will carry out a series of other activities that involve the speaking, listening and reading skills (p.45).

And as an end:

Writing as an end is an expressive form that deals with the text discourse and not merely the writing of isolated words, phrases, and sentences as in the other type. Writing as an end takes two types according to its purpose: 1) pragmatic communication, and 2) creative writing. The first one includes the writing of informal and formal letters, reports, résumés, reviews, concrete descriptions, and other forms of writing connected with everyday affairs. In the second type, creative writing, a higher level of language manipulation and use is demanded out of both the teacher and the student in order to produce texts that make use of literary devices: narratives, descriptions, essays and academic writing in general (p.46).

Additionally, this study suggests some aspects that teacher must have into account when choosing the written tasks that they proposed to their students, for example how much training of written production the students have in their native language, what kind of activity the textbook they used in class proposes, how much input and practice you as teacher propose to your students before facing the written production, among other questions.

In regard to this, it is possible to conclude that students can develop a meaningful writing process when before the production they are exposed to a variety of activities and preparation, it is not recommended to expose students directly to free writing in the foreign language immediately, but give guidance in the stages of writing. Moreover, the writing practice that the students do in their native language, has an influence on their performance in writing in the foreign language.

Continuing with this category, secondly it is cited Diaz Ramírez (2014) with her study “the Impact of project work and the writing process method on writing production”. This study was developed with 24 3rd level English students from a university located in Facatativá, Colombia. The study aims at showing how project work can improve writing production.

For developing the project, the author follows eight stages such as:

1. Stimulus. It is an initial discussion of ideas, comments, and suggestions about projects.
2. Definition of the project objective. It is when students and a teacher give suggestions and negotiate the project.
3. Practice of language skills. It is the language preparation for doing a project.
4. Group activities. They include gathering information inside or outside the classroom in groups.
5. Organization of materials. Students dedicate some time to organize materials in order to develop the final outcome.
6. End product. It is when students develop the end product of the project.
7. Final presentation. It depends on the form of the end product.
8. Feedback. It is the evaluation and classroom feedback sessions which can take place at any moment of the project.

When implementing the project, the author starts proposing the topic in agreement with the students. Then, continuing with the organization of work groups in order to gather ideas and identify the topics to talk about. Following the process, the students were able to present

satisfactorily the final product and it was observed that during the process, the teacher was just a facilitator, and students were active and able to construct their own knowledge based on their meaningful interaction, students were also given responsibilities in order to get metacognition process going, peer assessment and cooperative work.

At the end, four factors were developed in the process of learning to write when project work and the writing process method are implemented: accuracy, fluency, integrative language skills, and a positive perception towards writing.

As a way of conclusion, project-based learning heightens the writing abilities and confidence of English students. In addition, they were able to improve the accuracy in their writing skills in areas such as structure, length, organization of ideas, and speed for writing, and those improvements positively influenced their speaking production and their perception towards writing and learning. (Díaz Ramírez, 2014, p.51).

To close this category, thirdly we find Muslim (2014) with his study “Helping EFL students improve their writing in which the author concurs with Lombana (2002) in the matter that writing represents a big challenge for both native and non-native students, since nowadays students do not have interest in writing even if it is an important aspect to succeed in education requirements.

In the study, the author starts from two hypotheses regarding students' disinterest in written production. In this way it is established that: “Students hate writing assignments because of the continual disappointment due to the failure to write correctly and students would show higher scores in the post-test results than that of the pre-test results due to the methodology

adopted by the current study (p.106). To organize the process of this research, the author follows these steps aiming at improving the level of students who had shown weakness in writing skill:

- Drawing the students' attention to the necessity of redeveloping the basics of their writing.

- Dividing them into groups to encourage cooperation and create competition among them.

- Involving them in a number of practical writing exercises.

- Giving them feedback.

- Dedicating the first fifteen minutes of each period to quick revision. (p.107)

Furthermore, in order to focus in practical and cognitive aspects the author follows another steps:

- Choosing a topic sentence, paragraphing, and qualities of a good paragraph and formation of good ideas.

- Using different kinds of punctuation.

- Students were asked to do exercises on each single item of information directly after explaining it.

- The first fifteen minutes of each class were dedicated for a quick revision for the previous subject; students were asked to give examples.

- Following up the students' handwritten performance, the researcher continuously gave feedback on their assignments and exercises.

- At the end of the term, the students were given a post-test to measure how much information they had retained.

In this manner, as a result the research shows that through the programmed activities and procedures contributed to students presenting low results in the pre-test to show in the post-test an improvement in their performance. In addition, the study showed the effectiveness of the following strategies:

- Focusing on dividing students into groups and building cooperation between them.
- Creating challenges among students in order to compete with each other.
- Giving students feedback in order that they could diagnose their shortcomings and later on correct themselves (Muslim, 2014, p.108-109).

These studies mentioned above contribute to this study, as it allows to identify certain strategies and procedures when proposing activities that help students improve writing skills. Likewise, they show a step by step that can be adapted and followed throughout the research to plan and have in a way orders what you want to do to achieve the objectives and give students the best guidance and accompaniment. On the other hand, it opens up the prospects for the aspects that we must take into account in order to improve written production.

The role of culture in language learning Foreign

It is understood that culture is an inseparable aspect of education, schools must be guarantors of the dissemination, appropriation and cultural preservation of people. In a world that advances in leaps and bounds, it becomes a challenge to develop this task of preserving

cultures in each territory. In the field of teaching and learning foreign languages, cultural knowledge plays a fundamental role, since it is necessary to know the cultures of the countries where the language of study is spoken and in the same way it is necessary to know and preserve ours.

Below we will observe two contributing studies that give us a vision of how culture should be integrated into education and in the same way in learning foreign languages.

First, we have Nguyen (2017) who gives us an insight into the importance of incorporating culture into the learning of foreign languages, since this incorporation brings lasting and meaningful experiences in the learning process of students of foreign languages.

Concerning the above, the author states that:

Culture plays an essential role in language teaching with the goal of promoting communicative competence for learners. Language competence and culture are intimately and dynamically connected, as the ability to communicate in a language requires knowledge of seeing, explaining and acting properly in accordance with the culture associated with the language (p.146).

Another important aspect in learning culture in the teaching of foreign languages is the motivation that these cultural content generates in students to learn the foreign language. In addition, learning cultural aspects allows students to have a better attitude and tolerate cultures other than their own, as established by the author:

Culture learning, thus, can create motivation for language learning. Moreover, learners who gain certain cultural knowledge can develop more positive attitudes towards and

come to be more tolerant with other cultures. They not only acquire the knowledge of other cultures, but also increase their understanding of their own culture (p.146).

On the other hand, the author presents the results that students can obtain from learning from culture while learning a foreign language, they are: cultural knowledge, cultural awareness and cultural competence.

Cultural knowledge makes reference to the pure information that it is known about people, customs, habits, folklore of everyday life, cultural products, literature or arts, as well as the nature of culture and the processes of learning other cultures, cultural knowledge is principally transmitted for someone else, in other words, external people (p.148).

Cultural awareness refers to the perception and the understanding people develop through their personal experience of both the target language culture and their own culture. (p.149)

The cultural competence includes the acquisition on a cultural knowledge and the awareness of culture, when a higher level in these matter is reached, it is developed the cultural competence. Thus, the author based on other authors states that “Cultural competence involves “the acquisition of resources to deal with interlocutors of diverse ethnic backgrounds” and “an awareness of cultural diversity and an ability to recognize and accept differences and manage them successfully” (p.150).

For examining students’ outcomes in learning culture the author proposed a framework that contains the following three levels:

- The first level is cultural knowledge: Learners are expected to gain, to a certain extent, information about the target language culture, their own culture or some other cultures.

- The second level is cultural awareness: Learners should have good cultural knowledge. They are expected to be able to raise their perception and awareness of cultural values and beliefs, make comparisons and contrasts between others' culture and their own culture. They understand strategic cultural cues or principles to communicate and integrate successfully in different cultural contexts, while still maintaining their own cultural identity.
- The third level is cultural competence: Learners should have broad cultural knowledge and deep cultural awareness. They are not only able to understand and participate successfully in cross-cultural contexts, but also able to self-experience, reflect, analyze, argue and construct their own critical views of different cultural issues and their positive cultural identity (p.151).

In this way we can conclude that the above-mentioned framework can serve teachers as a guide to establish cultural goals in their courses and be able to identify and evaluate what students get from cultural learning while learning a foreign language.

To contribute to this category, Álvarez & Bonilla (2009) in their study "Addressing Culture in the EFL Classroom: A Dialogic Proposal" presents the experience they had when conducting "Cultural Awareness" and "language skills" course in the Language Program at La Salle University. The purpose of the course was to increase the students' awareness of cultural aspects while learning a language and besides learn relevant aspects of English speaking countries.

With this study, the author brings forth some reflections, among them, the relevance of the dialog, discussion and collaborative work between teachers. The author points out that:

There are two different levels in which teaching can be a growing professional experience. One goes from an individual reflection from daily practice and the other from the supervision and insight of members of the institution where teachers develop their teaching activity. Nevertheless,

when these levels are restricted, teaching development could be better enhanced through dialog, discussion, and cooperation with others (p.2).

In this way, as teachers it should be aware that dialogue with colleagues is important to build a collective way of evaluating the learning process and not just focus on the individual precepts that can impoverish the process.

Another reflection that the author was able to reach is that the invocation of culture in the teaching and learning of foreign languages needs to be a little more addressed in our immediate context (Colombian education), but there has still been a growing interest in study the subject. This articulation of culture and language learning has been mainly addressed in universities as in the case of "La Salle".

Regarding this point, the author mentions:

Through this paper we advocate the exploration of new ways to articulate culture in the EFL class, not only at the university level but also in other language teaching contexts... Our experience demonstrates that the role of teachers changes –they become mediators in the exchange of cultures. We believe that this role is not difficult to play if teachers are open to dialogue and to encountering new perspectives (p.13).

These two studies that address culture in the learning of foreign languages allow us to realize the importance of this aspect in the development of language skills and knowledge of culture and its implications in society. Likewise, as teachers we must face the challenge of articulating these two concepts in the development of our language classes. It is also vitally important to create an environment of reflection among colleagues who work in these areas to enrich the experience and have different options and perspectives when teaching languages and cultures.

Pedagogical Methodology

Table 4

Pedagogical Methodology

Task: “Pamplona in our Heart Tourist Guide”	Dates
Preparation task and Orientation stage: Presenting the project and objectives- Brainstorming ideas about important places in Pamplona – Vocabulary places in the city - Interest Test first task- Reading about important places in the world.	From September 16 th to 20 th , 2019
Execution Stage: Formation of work groups – Selection of the places by the students – Presentation of examples of tourist guides - Presentation of the first draft – Revision and corrections – Presentation of the final version.	From September 26 th to 9 th October, 2019
Evaluation stage: Presentation of the final product – Analysis of the process (Teacher) -Perception of the students (Interview)	October 10 th , 2019 October 31 st , 2019

The table contains a proposal of activities and dates in which the implementation of the project was developed.



Stages according to Naranjo & Hernández (2012)

This project follows the methodology of task-based learning given its effectiveness in improving students' communication skills. Although in the conceptual framework we set out the stages proposed by Willis (1996) such as Pre-task, during task and language focus. However, this project followed the four stages proposed by Naranjo & Hernández (2012) including the task preparation, orientation stage, execution stage and evaluation stage. In addition to this, as it is

about improving the written production of students, within the stages of preparation will be implemented the stages of written production such as pre-writing, writing and post-writing.



Planning of the Implementation of the Project

Planning 1

	INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR		
	AREA: IDIOMA EXTRANJERO - INGLES DOCENTE: MARLEN YOLIMA PARRA PEÑALOSA PROFESORA – PRACTICANTE: SEGNY PIEDAD MUÑOZ OLIVARES GUIA DE TRABAJO TOPIC: PLACES IN A CITY		

GROUP: 11 (A-B)	DATE: MONDAY 16 SEPT 2019	HOUR: 4 -5	10:45 – 11:40 11:40 – 12:30	
LINGUISTIC OBJECTIVE: -To know vocabulary related to places.	COMMUNICATIVE OBJECTIVE: -To describe an important place in your city.	SOCIO-CULTURAL OBJECTIVE: -To identify representative places in Pamplona.	GENERAL COMPETENCES - Linguistic competence - Socio-cultural competence - Writing	
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher is going to start the class greeting the students, she is going to introduce herself. After that, she is going to call the roll in order to familiarize with students' names. Then, the agenda for the day is going to be announced, as well as some rules and agreements for the development of the class.	10min		
Warm up	The teacher is going to explain an icebreaker activity to attract students' attention and disposition. For this activity, students are going to be stood up, they must say the number from 1 to 6 touching with each number a part of their body and finally clap twice. 1= right side of the hip Then, we return: 2=left side of the hip 1= right shoulder 3= right shoulder 2= left shoulder 4=left shoulder 3= right side of the hip 5= rise right arm 4= left side of the hip 6= rise left arm 5=right leg And clap clap/ 6=left leg And clap clap Little by little we are going to change the speed and add some variations. Students who make it wrong will have to answer some questions.	7min	Speaking	
Explanation of the topic	For introducing the topic, the teacher is going to use slides with the vocabulary of places in a city, in which students are going to find first, a description of a place, they must say which place refers to, then they are going to see the image and the name of the place. Teacher will give students a moment to take notes. After this, we are going to read an example about how to describe a place, explaining some aspects to keep in mind when describing a place.	15min	Reading	Slides
Production Activity	For this stage, teacher is going to give students a sheet in which they have to make a list of 5 places in Pamplona they think are important or representative. Then, they have to choose one and describe it, as they see in the example.	20min	Writing	Sheet
Closure	The teacher is going to receive the activity made by the students.	1 min		



Planning 2

	INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR AREA: IDIOMA EXTRANJERO - INGLES DOCENTE: MARLEN YOLIMA PARRA PEÑALOSA PROFESORA – PRACTICANTE: SEGNY PIEDAD MUÑOZ OLIVARES GUIA DE TRABAJO TOPIC: REPRESENTATIVES PLACES IN NEW YORK.		

GROUP: 11 (A-B)	DATE: WEDNESDAY 18- FRIDAY 20 SEPT 2019	HOUR: WED: 1 – FRID 2	WED: 7:30 – 8:25 FRID: 7:55 – 8:50
LINGUISTIC OBJECTIVE: <i>-Vocabulary related to places in New York.</i>	COMMUNICATIVE OBJECTIVE: <i>-To represent a text though drawings</i>	SOCIO-CULTURAL OBJECTIVE: <i>-To know representatives places in New York</i>	GENERALCOMPETENCES <i>- Reading</i>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME	SKILLS	MATERIAL
Opening	<i>The teachers are going to start the class greeting the students and calling the roll. Then, the teacher is going to announce the agenda for the day.</i>	2min		
Warm up	<i>To star we are going to play “Imagine and draw”. In this activity, students must form 4 or 5 five lines with the same number of participants. The last student in the line is going to see an image of an object, he/she must draw it in the back of the partner in front and the other must draw it in the next student, and so on. The first student in the line must draw the object in the board. The group that do it first win a point. The group with the most points will be the winner.</i>	10min		
Develop ment of the class	<i>To continue working about important places around the world, we are going to develop an activity proposed by the book on the page 124 and 126. In these activities students have to read and answer some questions about New York. Then, we are going to share the answers.</i>	20min		Book notebook
Producti on Activity	<i>In this part, students are going to create on their notebooks a route with drawings that represents the places mentioned in the text in the page 126: Statue of liberty, harbor in Battery park, Museum of Art, Central park, Lake surround by skyscrapers, Brooklyn bridge, Grand Central railway station, Chinatown, little Italy.</i>	20min	Writing Speaking	Notebooks Colors
Closure	<i>The teacher is going to check and put a mark on the students work in order to be graded later.</i>	3 min		

Planning 3

 INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR AREA: IDIOMA EXTRANJERO - INGLES DOCENTE: MARLEN YOLIMA PARRA PEÑALOSA PROFESORA – PRACTICANTE: SEGNY PIEDAD MUÑOZ OLIVARES GUIA DE TRABAJO TOPIC: ORGANIZATION OF THE TOURIST GUIDE 				
GROUP: 11B		THURSDAY 26-09-19		
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teachers are going to start the class greeting the students and calling the roll.	5min		
Development of the class	In this class as the group is in charge of the creation of the tourist guide, we are going to dedicate this class to the organization of the task. For this, we are going to organize the group in pairs, in a small bag, the teacher is going to have some pieces of paper in which is going to be written 10 representative places in Pamplona, each couple is going to pick up one and that will be the place they must to describe for the tourist guide. After this, the teacher is going to stablish the criteria for the description, the dates of delivery of the first production, dates of delivery of corrections and date of re-delivery. Then, the teacher is going to show some pictures as examples of tourist guides. APPENDIX A	45min	Listening Writing Speaking	Pieces of paper TV Pictures of tourist guide.
Explanation of the topic				
Production Activity				
Closure	The teacher is going to bid farewell to the students	2 min		

Preparation task and Orientation stage:

In this first stage, the teacher shared with the students the idea of develop this project, taking into account that they had to develop a project with the Servicio Nacional de Aprendizaje (SENA) as a part of their technical formation at the school. In this way, they saw this project as

the opportunity to fulfil this requirement, therefore, they were really motivated in taking part in it.

Before starting the tasks, the teacher started asking the students their opinions about places in Pamplona, what of them were the most popular and why, about these questions they mentioned several places in which we can highlight the main Park, La Feria, Los Tanques, La Catedral, Museo Casa Anzoátegui, among others. After this, we started working on some activities to provide the students with ideas of places and how to describe them, as follows:

Vocabulary “Places in a city”

In this stage, we work with some slides in which there was a description of 10 places (Bakery, Bus station, Church, Cinema, Museum, Park, Restaurant, Supermarket, School/University, and Drugstore) that we can find in the city. For this activity, firstly I presented a little description of the place and the students had to guess what place we were talking about.

Example:

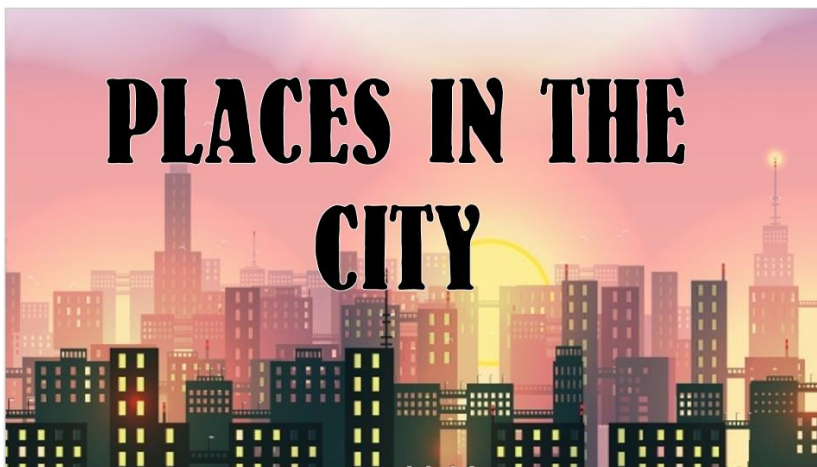


Image 4 Slides

After this, we read a little description of a place and I explained what important information we had to take into account when writing a description of a place.

Describing a place:

<p>Example:</p> <p>Name of the Place</p> <p>Name of the creator</p> <p>Location</p>	<p>"House Taste Restaurant" it was created in 1994 by Federic Houston. This restaurant is located in the center of Cartagena in Colombia. It is known because it is an elegant and fantastic place to eat, its food is prepared with high quality ingredients and we can find a wide variety of menus and prices.</p>	<p>Date of creation</p> <p>General description</p>
---	--	--

Image 5 Description example

To continue working in this topic, in a different class we made a reading proposed by the textbook that the students use in which we could observe the description of some important places in New York. With this reading students had to find a place to eat cheaply, a place to see paintings, a place to get a train, a green area, a place to take photos and a place to get a boat.



Image 6 Book work 1

We also developed another activity of the book in which students had to read and watch some images about the changes throughout the history in New York. With this text, students had to answer some questions in which they had to identify what people used to do in the past noting the changes in the city.

1 Lesson 1

Read

5. Scan the guide to New York quickly. Find:

a. a place to eat cheaply	d. a green area
b. a place to see paintings	e. a place to take photos
c. a place to get a train	f. a place to get a boat

72 Hours in New York City

New York, New York, it's my kind of town! There's so much to see and do. Here are our top tips!

- The Statue of Liberty is an absolute must. It used to be the first thing that people saw when they arrived in the USA as immigrants from their own countries. It's on an island and to visit it you have to catch a ferry at the harbour in Battery Park.
- MOMA is an essential place to visit for culture fans. Its real name is the Metropolitan Museum of Art. You can see artworks by Degas and Van Gogh in its huge art gallery.
- If you need a break, you can spend an afternoon in Central Park. Have a picnic on the grass or take a boat on the lake. Enormous buildings surround it, because New York is the home of the skyscraper.
- One of the city's most iconic sights is Brooklyn Bridge which goes over the East River. It used to be the longest suspension bridge in the world and it's still an impressive sight today. Hollywood directors have shot countless scenes near by, making it the perfect spot for a selfie.
- Although most visitors today arrive in New York by plane, the city's main railway station, Grand Central, should not be missed. Built in 1913, it also contains the famous Grand Central Oyster Bar, but it is pricey!
- If you're on a budget, the best place to get a snack is undoubtedly Chinatown where you can have delicious Asian food at many different types of restaurant. If pasta is more your thing, another popular neighbourhood is right next door in Little Italy.

72 hours is not enough to explore all of New York, but it is enough time to get a taste of this amazing city. No doubt the best part of your trip will be meeting the New Yorkers themselves as you walk down the pavement, the star of your own personal movie.

Glossary

• oyster: ostra	• countless: numeroso
• suspension bridge: puente colgante	• pricey: caro

Reading Tip

✓ When you read a text for information, you don't need to read every word. Scan the text for key words. For example, if you are looking for travel information, try to find words like airport, train, etc.

6. Look again at the text. Answer the questions.

- What kind of person is the author?
- What kind of things does the author like doing?
- How much of the information is useful for you?
- Is there any information you would need to know which is not in the text?
- Would you enjoy going on holiday with this person? Why? / Why not?

Image 7 Book work 2

The purpose of those activity was engage students to some cultural aspects about a foreign city, also they could be able to observe how to describe some places in the city and how the society is evolving throughout the history.

Task #1 Interest test:

After those activities, I proposed to the students an activity in which we wanted to know about their interests and knowledge about places they like the most here in Pamplona. For that, they had to write five places that they consider important, choose one and describe it.

As it was not possible to develop this activity in class, students did it in their homes and their brought them to the following class. These are some examples of the work made by the students.

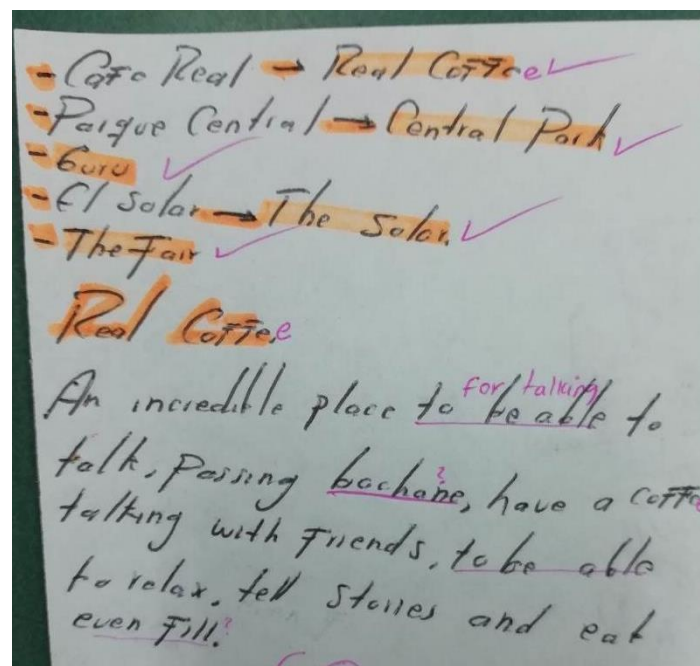
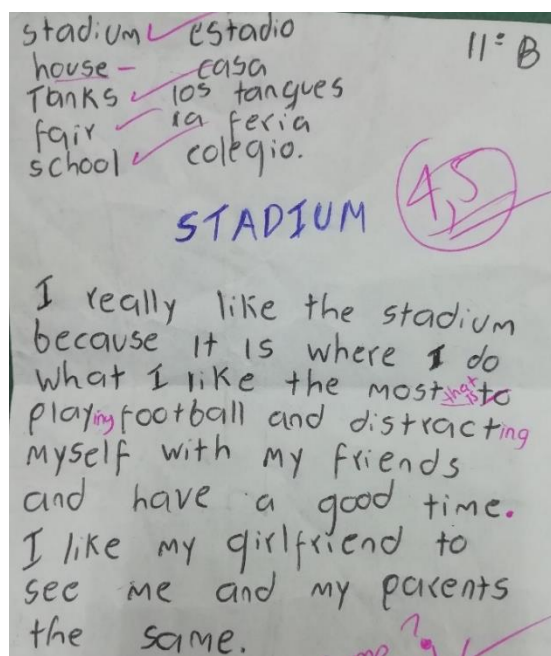


Image 8 Students productions 1

Talking about the task in general, I could notice that most of the students describe the place with their own words, some others preferred to search information and give more factual information. In this way, in order to analyze these productions for giving a grade, it was used a quantitative rubric as follow:

GRADO: _____ ACTIVIDAD: _____

N°	STUDENT	RESPECT OF THE INSTRUCTION				CAPACITY OF DESCRIPTION						COHERENCE & COHESION				GRAMMAR						TOTAL
		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
1		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
2		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
3		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
4		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
5		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
6		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
7		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
8		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
9		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
10		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
11		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
12		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
13		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
14		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
15		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
16		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
17		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
18		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
19		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
20		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
21		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	
22		0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	0,5	1	1,5	2	0,5	1	1,5	2	2,5	3	

Image 9 Rubric 1

The rubric mention before was use with all the students. However, we used a qualitative one for analyzing more in detail the production of the students chosen for the research in this component. Regarding this, the same rubric was used in the first (just the qualitative part) and in the second task (all the rubric) of this task-based learning project, that with the purpose of observing the improvement students show throughout the process.

The rubric used was the following:

Adapted from: Grille of evaluation WP Delf A2

NAME: _____

		Positive Aspects				Aspect to Improve			
1	Respect of the instructions -Can match its production with the proposed situation. -Can respect the length of the text indicated.	1	1,5	2					
2	Capacity of narrate and Describe -Can describe in a simple way a place with its characteristics and important facts about it.	1	1,5	2	2,5	3	3,5	4	
3	Lexicon - Can use a basic vocabulary and phrases related to the proposed situation. - Can use a repertoire of words and expressions related to the communication situation	1	1,5	2	2,5	3			
4	Orthography - can spell with relative accuracy the lexicon and the grammar used.	1	1,5	2	2,5	3			
5	Morphosyntax -Can use simple structures and grammatical forms relating to the given situation but still systematically makes basic mistakes.	1	1,5	2	2,5	3	3,5	4	
6	Coherence and cohesion -Can produce a simple and coherent text. -Can articulate the text with the most common connectors.	1	1,5	2	2,5	3			

Image 10 Rubric 2

The analysis of four written production shows that the students understood the task and follow the instructions as the teacher told them, that means that they mentioned five places that they really like in Pamplona or that they consider important in the city, then, they chose one of them and describe it. It was a task that I use as diagnostic, because with it I could notice the writing skills of the students. Although, it was a small writing, some students showed their abilities in describing a place.

In this first activity, students wrote some characteristics of the place they chose, the activities that we can do there, the physical description, their feeling and emotions when visiting the place and that made the task more personal, students could freely share information from their experience, they also showed a great motivation before and after the task. How could I observe their motivation? Easy, during the explanation of the activity, they asked question and expressed examples in order to confirm if they were right, when delivering the task, they made comments about the places they chose, they comment between their classmates always with a positive face.

Moreover, I could observe that some students used some words whose meaning was not clear for example “Backane”, this word was used to refer to the word we use in Spanish Bacano. Regarding, this some of the first difficulty when writing or speaking in a foreign language is the interlanguage or the direct translation of the mother tongue. Besides, in some part, they used some words that could be replace for another in order to give sense to the sentences.

On the other hand, in some of the students’ productions I could observer some simple lapses in writing for example: do not double an “e” when the spelling of the word requires it. The grammar mistakes were not so serious as to prevent the understanding of the text. However, it is necessary to work in reinforce this small thing in order to obtain an accurate and well written text.

Taking about the way students structure their production I can say they use simple structures to describe the place, the text in some cases lacked of linking words and some punctuation require all over the text. Besides, in some cases, students used a structure that was not necessary for example say “to be able to talk” instead of “talking”, also use the infinitive when it was possible to use the “ing” form.

As a way of conclusion in this first task, students expressed their ideas and showed in a simple manner their interests, this fact allowed me to take into consideration the preferences of places in the city and set from there the next task that students had to develop in order to continue with the process in this project.

Execution Stage

In a different class (September 26th, 2019) and taking into account the students' interests in some places of Pamplona, we made a list of some representative places in the city. Next, I decide to make the students work in pairs. In small pieces of paper, I wrote ten places and put them in a small bag. First of all, we organized the pairs, then I pass for the place of each one of them and randomly they picked up a piece of those papers which had the place they must present in the tourist guide. After that, we decided to add another place because a student had no partner or place.

The chose places were:

- La cathedral
- Humilladero Church
- Museo de Arte Moderno
- Museo Casa Anzóategui
- Los Tanques
- El parquet Agueda Gallardo
- La plazuela Almeyda
- La Feria
- La casa de Mercado

- Museo Arquidiocesano de Arte Religioso
- Estadio Chepe Acero

When each pairs had its place assigned, we continued explaining the criteria of presenting the work. We established what the description must include: name, date of creation, Creator, description of the place, possible activities that we can do there, location and a picture.

Moreover, we established the date of presentation that was Monday September 30th 2019 and the day I give the corrections (October the 1st, 2019) after giving the corrections the students have to send the new text through the e-mail (October 9th, 2019).



Image 11 Distribution of places

After that, we observed on the TV some examples of tourist guides for the students have an idea about the work they were going to do.

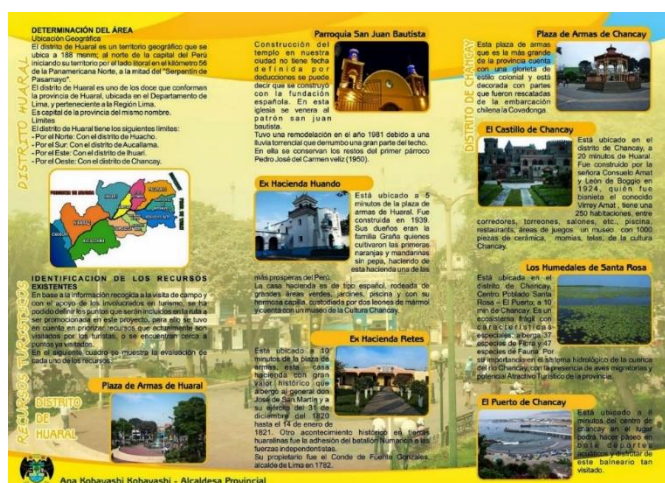


Image 12 Example guide

It was a task that students developed in their homes in order to search more factual information. Here we have some productions that students made:

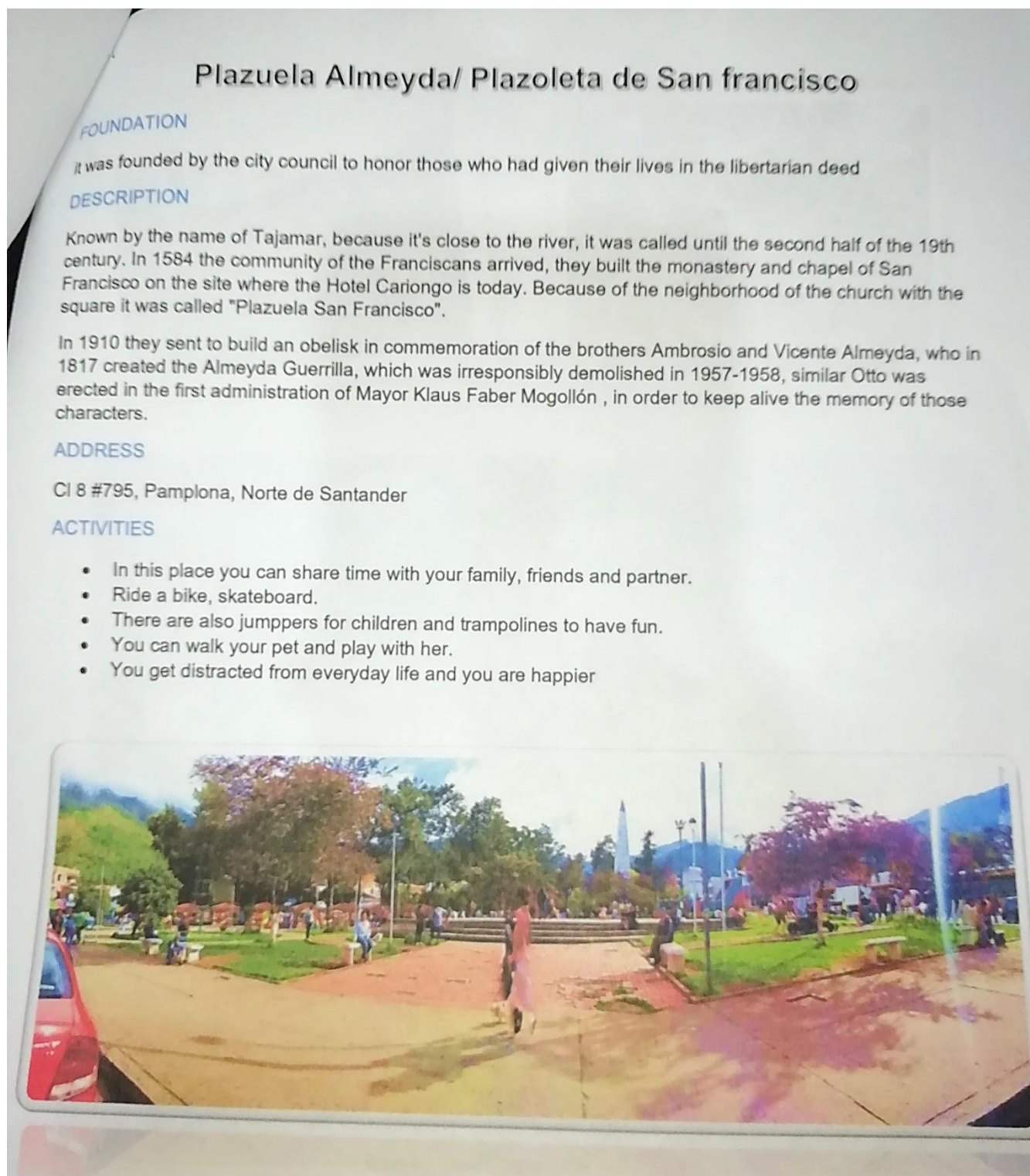


Image 13 Students' productions 2

After receiving the first draft of the second written task, the teacher analyzed and made some corrections and comments to the students' productions, exalting their work and the engagement for the task, it was also recommended to resume the information with the purpose to make them shorter and adaptable for the requirement of the final product that was a brochure.

After this revision, the teacher returned the productions to the students and they had to editing the text and send it again.

Final version:

Plazuela Almeyda

This pleasant place was firstly known as "Tajamar", then due to the proximity to the monastery and Chapel San Francisco, it took the name "Plazuela San Francisco". In 1910 to commemorate the first centenary of the Pamplona's independence, the place was named "Plazuela Almeyda" and an obelisk was built in the middle of the place as a homage to those who had given their lives in the libertarian deed, mainly bothers Ambrosio and Vicente Almeyda who created a guerrilla that supported the patriots in the independence of Colombia. Nowadays, in this place you can enjoy time with your family and friends, ride a bike, skateboard, walk your pet and get distracted from everyday life.



Image 14 Final Version

When the teacher received the final versions of the students' productions, the next step followed was the edition of the brochure.

The analysis of those creations showed that the students tried to follow the instructions given by the teacher, this concerning the information required, all the aspects were taken into

account and they created a very descriptive text. However, as the production was conceived for the creation of a brochure as a tourist guide, the texts made were too long in some cases, reason why it was required to resume a little bit more with the most relevant information.

In addition, in the creation of the text, students used in most cases a simple vocabulary that allows the comprehension of the ideas. In some others, they used some words that don't represent what they really wanted to say, for example, the use of "show" instead of "such as", also, the use of "newspaper" instead of "daily life". In general, it is observed that students used an appropriate vocabulary. Furthermore, they used simple and varied structures (present, past) adapted to the communication situation, but in some cases they omit the subject of the phrase where it is required. Besides, it is important that students keep in mind the place of the adjective and adverb in the sentences.

Concerning the texts in general, they were linked with some simple connector (then, because, etc.). It is necessary to say that some of the texts were well linked, however, I could find in some of them that there were some isolated ideas or even texts with no connectors. Moreover, we found some lapses in writing like write please instead of place, or dace instead of dance.

In conclusion, in this second task, students show a sense of research, they found relevant information about the places assigned, they show an engagement in presenting the work, some of them visited the place in order to take representative pictures. Even though, they present some mistakes in writing or structures, I really appreciated the way they presented the task, it was easy to understand their ideas. Another aspect to highlight is the way in which some of them describe the place from their perspective and experience in the place, they provide us with their personal

opinion, aspect that enrich the process. Additionally, in the creation of the tourist guide, I as teacher in charge, I wrote the presentation of Pamplona for the tourist guide.

Evaluation stage

In this final stage, students made the presentation of the final product in an event called Salesian English Song Festival event carried out in October 31st 2019 in the lecture hall of the Agueda Gallardo School from 2 to 4 in the afternoon. Multiples activities were carried out this day, including our presentation in which two students present to all the school the work made, giving some brochures to the public.

Below we present the final product:

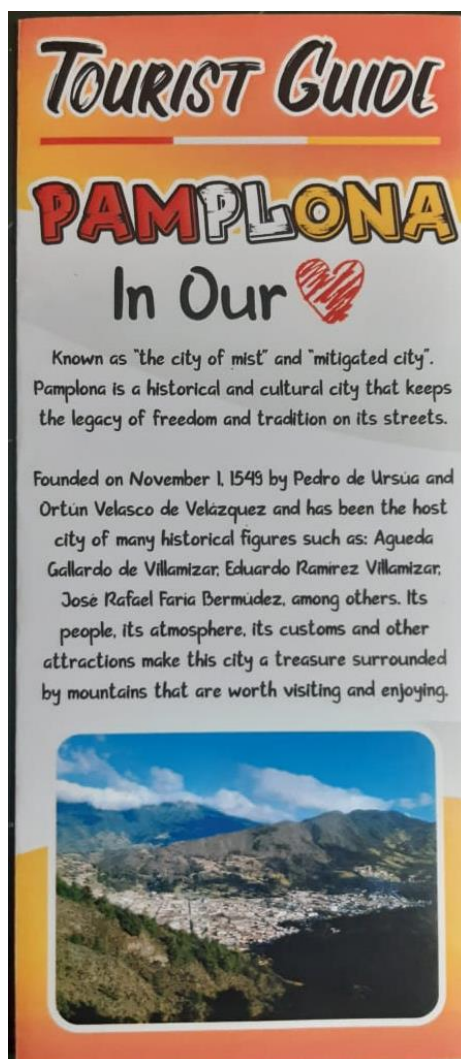


Image 15 Tourist Guide

Taking into account that I could not be present the day of presentation of the final product, I just receive the comment of my supervisor, who told me that it was really good presentation, and school authorities really liked the work made and the SENA instructor also liked the project stating that it was a project never seen at the school and that students made an excellent job.

I asked for some pictures about the presentation in the event, but it was not possible to find them.

Research Methodology

Table 5
Implementation Research Methodology

Activity	Dates
Start of implementation	September 16, 2019
Implementation and data gathering	From September 16th to October 4th, 2019
Categories Stablishing	October - 2019
Analysis of the data	October - 2019
Codification of instruments	October - 2019
Results writing	November, 2019
Presenting the results of the research study	18 December 2019

This project adopted a qualitative approach which is defined by Taylor & Bogan (1984) as "Research that produces and analyzes descriptive data, such as written or spoken words and

people's observational behavior". This type of research searches the knowledge and analysis of a great variety of descriptive data that aims at generating meaning and describe a phenomenon.

This Study followed an action research design taking into account the importance of teachers' practice improvement through their experiences in an academic context. In this way, an action research is a set of procedures created by teachers aiming at collecting information, analyzing them and improving their practices (Creswell, 2002, p.577). It is appropriate adopt this type of design when we as teachers detect an educational problem that requires to be solved.

Population:

This project was carried out with 4 students from the 11th grade group B at the Agueda Gallardo de Villamizar School, this course has three hours per week of English, and they take part in a technique course called "Tourist Amination" developed by SENA at the school. In order to gather data, the field diary, video recording and documentary evidences.

Techniques and instruments to collect data:

Participant observation: Observation is defined by Marshall and Rossman (1989) as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). In this way, observation allows to the research observed the attitudes, body language, reactions and some other aspects. Taking into account that we are in the field of teaching, we are constantly in touch with the students, it is easy to observed them and analyze those data. For this purpose, we applied two observations expressed in a journal. (**Appendix A**)

Interview: According to Creswell (2002) "a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis". (p.217). In

this project, take into account the opinion and perceptions of participants is important, that is why we applied an interview at the end of the process. With this interview, students described their experience and learning all over the project. In regards to this, one semi-structured interview was applied (**Appendix B**)

Analysis of Data

The data gathered through the instruments (Journal, Semi-structured Interview and Students Productions) were analyzed following the methodology of the typological analysis proposed by Hatch (2002), who proposed the following steps:

1. Identify typologies to be analyzed
2. Read the data, making entries related to your typologies
3. Read entries by typologies, recording the main ideas in entries on a summary sheet
4. Look patterns, relationships, themes within typologies
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns
7. Look for relationships among the patterns identified
8. Write your patterns as one-sentence generalizations
9. Select data excerpts that support your generalizations

After the presentation of the final product, an interview was applied to four students participating in the project, the questions were the following:

ENTREVISTA SEMI-DIRIGIDA ESTUDIANTES 11B – GUÍA TURÍSTICA

1. ¿Considera usted que la creación de la guía turística contribuyó al aprendizaje o mejoramiento del inglés? ¿En qué aspectos? Sí/no
2. Considera usted que en la realización de la guía aprendió gramática? Sí/no ¿por qué?
3. ¿Considera usted que en la realización de la guía aprendió vocabulario? Sí/no ¿por qué?
4. ¿Qué piensa usted de abordar la cultura en la enseñanza del inglés?
5. ¿qué importancia tiene la cultura en el aprendizaje del inglés?
6. ¿Qué piensa de describir un lugar histórico en inglés?
7. ¿Cómo se sintió al tener que buscar información sobre lugares reconocidos en Pamplona?
8. ¿Considera usted que con la realización de esta guía conoció aspectos de la cultura pamplonesa? Sí/no ¿por qué?
9. ¿Cree usted que la creación de la guía fue la mejor manera de difundir aspectos socioculturales? Sí/no ¿por qué?
10. ¿De dónde obtuvo la información requerida para la descripción del lugar?
11. ¿Cómo realizó su proceso de escritura?
12. ¿Qué tanto utilizó el traductor para la descripción del lugar asignado?
10-40% 40%-60% 60%-80% 80%-100%
13. ¿Qué herramientas de traducción utilizó? (diccionario)
14. ¿Después de utilizar la herramienta de traducción volvió a revisar? Sí/no
15. ¿Se sintió motivado al realizar esta tarea? Sí/no ¿por qué?
16. ¿Cómo fue la experiencia de realizar este trabajo en parejas?
17. ¿Qué dificultades encontró al momento de desarrollar la tarea?
18. Si tuviera la que trabajar la cultura en clase, ¿cómo lo haría? ¿De qué otra manera lo hubiese hecho?

Image 16 Interview

This semi structured interview was guided by my supervisor, because I could not be at the school in this date. The information gathered was organized in an excel document as follow:

N°	PREGUNTA	EST 1	EST 2	EST 3	EST 4
1	1. ¿Considera usted que la creación de la guía turística contribuyó al aprendizaje o mejoramiento del inglés? ¿En qué aspectos? Sí/no	<i>Si claro profesora, En aspectos de que aparte de que pudimos mejorar el inglés, también pudimos conocer cada aspecto que nos correspondió. Por ejemplo, a mí me correspondió el mercado de Pamplona y pues fue increíble conocer historias eh anécdotas que han pasado allá.</i>	<i>Si, pues eh aprendimos como a escribir un poco mejor las cosas en inglés y aprendimos más vocabulario.</i>	<i>Si, en el conocimiento de nuevas palabras y en la base del texto en inglés.</i>	<i>Si, porque les daba más término a las personas para referirse a lugares.</i>
2	2. ¿Considera usted que en la realización de la guía aprendió gramática? Sí/no ¿por qué?	<i>Si, pues aprendí como se decían las palabras, como se mencionaban, como se copiaban, es más incluso cuando la copié tuve que corregirla y así.</i>	<i>Si, porque hay cosas que pues nosotros escribimos mal y con esto pudimos aprender mucho más de cómo se decían las palabras.</i>	<i>Si, en la forma de uno como expresarse para poder narrar sobre un lugar.</i>	<i>Si, porque había términos que más o menos no conocía y ahí se iban dando.</i>
3	3. ¿Considera usted que en la realización de la guía aprendió vocabulario? Sí/no ¿por qué?	<i>Si, muchísimo.</i>	<i>Si, bastante. Porque pues si no, hay palabras que uno muchas veces escribe y no entiende y al buscar primero las cosas en español y luego tenerlas que pasar al inglés, uno ya más o menos la aprende.</i>	<i>Si, por el conocimiento de nuevas palabras.</i>	<i>Si, o sea para referirse a lugares, más que todo de espacio por así decirlo.</i>
4	4. ¿Qué piensa usted de abordar la cultura en la enseñanza del inglés?	<i>No pues, para mí es increíble, el inglés abre muchas puertas y es muy importante para poderse abrir al mundo, entonces sí muy interesante.</i>	<i>Ah si claro.</i>	<i>Que sería muy bueno.</i>	<i>Que es bastante importante porque siempre digamos como que tratamos con diálogos o así se dejan un poquito más esas cosas de lado y me parece bastante importante porque da más fluidez a las personas.</i>
5	5. ¿qué importancia tiene la cultura en el aprendizaje del inglés?	<i>Ah grande, pues es una forma para aprender más inglés.</i>	<i>Claro.</i>	<i>La importancia de pues aprender otro idioma y uno aprende a ser más hábil en algunas cosas.</i>	<i>Eh yo diría que bastante, pues, así como lo acabé de decir a veces solo se enfatizan en diálogos y no se enfatiza en la cultura, entonces las personas como que se inhiben mucho.</i>
6	6. ¿Qué piensa de describir un lugar histórico en inglés?	<i>Genial, increíble.</i>	<i>Que pienso, pues que es muy chévere porque pues primero que nada aprende uno y también puede dar información sobre eso.</i>	<i>Es más chevere, porque la gente buscaría como la traducción para saber que dice y así aprenderían más.</i>	<i>Que es genial porque siempre como que lo hacemos en español y nunca se había tratado de hacer como en inglés, entonces fue una experiencia bastante buena.</i>
7	7. ¿Cómo se sintió al tener que buscar información sobre lugares reconocidos en Pamplona?	<i>Pues primero un poco estresado porque fuimos al mercado con mi compañero y fue difícil encontrar la información que necesitábamos, pero pues poco a poco fuimos buscando y pues fue interesante conocer sucesos bacanos de por allá.</i>	<i>Eh pues siempre si es un poco difícil porque pues como lo decía hay palabras que uno no entiende, pero si es muy genial aprender más de eso.</i>	<i>Eh pues bien porque conocí más sobre mi ciudad.</i>	<i>Fue algo lindo por así decirlo porque normalmente uno como que tiene los lugares ahí y como que nunca los busca, eh pues era como buscar, saber de donde salieron las cosas entonces era bastante interesante.</i>

Image 17 Interview Data

Research Categories

In this project we were concentrated in the writing skills of 11th graders at the Agueda Gallardo School. Following this purpose, the categories to be taken into account in analyzing the data gathered were the followings:

Table 6
Basis Categories

General Category	Subcategory	Description A2 Level
Written Production	Capacity of description	-Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. -Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
	Vocabulary	-Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. -Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
	Grammar	-Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
	Coherence and cohesion	-Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. -Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.
	Translator use	-Use a translating tool to translate from their mother tongue to the foreign language - Use the translator to translate some words of expression unknown.

Culture and Society	Knowledge of the city	Can investigate and share valuable information about the city where they live. -Can identify the most relevant aspect about their near culture.
	Motivation	Can be motivated in searching and learning about the culture in their zone.
	Culture and Language	Consider important the dissemination of the culture in the school when learning a foreign language.
	Cooperative Learning	Work in group and construct knowledge working together.

Codification of all the instruments

General Category	Subcategory	Description A2 Level	Interview	Journal	Analysis of Students' productions
Written Production	Capacity of description	<p>-Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.</p> <p>-Can write very short, basic descriptions of events, past activities and personal experiences.</p> <p>-Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</p> <p>-Can write short, simple imaginary biographies and simple poems about people.</p>	<p>-Sí, pues eh aprendimos como a escribir un poco mejor las cosas en inglés y aprendimos más vocabulario. (Est.2)</p> <p>-Sí, en la forma de uno cómo expresarse para poder narrar sobre un lugar. (Est.3)</p> <p><i>Descripción de un lugar en inglés</i> Que pienso, pues que es muy chévere porque pues primero que nada aprende uno y también puede dar información sobre eso. (Est.2)</p> <p>Es mas chevere, porque la gente buscaría como la traducción para saber que dice y así aprenderían más. (Est.3)</p> <p>Que es genial porque siempre como que lo hacemos en español y nunca se había tratado de hacer como en inglés, entonces fue una experiencia bastante buena. (Est.4)</p>	<p>When analyzing the students' production, I could observe that the majority of the information found came from internet sites, also I could notice that most of them use translator in their description, this because in Spanish I found same information. (Journal 2nd application)</p> <p>On the contrary in some groups I could observe that they create an own text with some information found, but related in their own words. They showed some details about the places assigned, fact that shows a capacity to present information in a descriptive way. (Journal 2nd application)</p> <p>The students showed a good capacity of description, the describe some historical and cultural aspects about the place assigned, the talked about the location, dates, creator and some relevant aspects of the place, in some cases they gave the personal appreciation of it. (Journal 2nd application)</p>	<p>Although, it was a small writing, some students showed their abilities in describing a place.</p> <p>In this first activity, students wrote some characteristics of the place they chose, the activities that we can do there, the physical description, their feeling and emotions when visiting the place and that made the task more personal, students could freely share information from their experience, they also showed a great motivation before and after the task. (Analysis 1st application)</p> <p>The analysis of those creations showed that the students tried to follow the instructions given by the teacher, this concerning the information required, all the aspects were taken into account and they created a very descriptive text. However, as the production was conceived for the creation of a brochure as a tourist guide, the texts made were too long in some cases, reason why it was required to resume a little bit more with the most relevant information. (Analysis SP 2nd application)</p> <p>Another aspect to highlight is the way in which some of them describe the place from their perspective and experience in the place, they provide us with their personal opinion, aspect that enrich the process. (Analysis SP 2nd application)</p>

Image 18 Data Codification

Findings

The findings of this component have been organized into two categories that address the written production skills of students and the way these skills are used to know and disseminate culture and society. These results came from data collected through a journal, documental analysis and one semi-structured interview.

Written Production Skills

With the application of this project we aimed to work on students' written production skills, taking into account that these skills have an effect not only on their academic development, but also in their personal and professional formation, since people who master communicative skills are more prepared to confront the demands of a globalized world. (Bermúdez & González, 2011)

In regards to this, it could be identified the capacity of description as the central axis in this category, which encompasses some other aspects that allows having a well-crafted text which is able to transmit a clear message to the readers. These aspects include the knowledge of vocabulary, the dictionary and translator use, accurate grammar use, and coherence and cohesion.

Talking about **the capacity of description**, it is imperative to mention that according to the Common European Framework of Reference for Languages- CERL (2001), students of A2 level are able to talk about daily life aspects including people, places, experiences, among others in linked sentences, reason why during the development of the project, students showed their capacity of presenting a historical place giving as much details as possible, even including personal experience in the places and valuable information. The analysis showed that:

The students showed a good capacity of description, they described some historical and cultural aspects about the place assigned, they talked about the location, dates, creator and some relevant

aspects of the place, in some cases they gave the personal appreciation of it, giving their perspective and experience in the place and personal opinion, aspects that enrich the process. (Journal 2nd application Analysis)

Additionally, writing in a foreign language represents a challenge for students as Lombana (2002) states, writing is one the most difficult skill to master in both native and foreign language. Moreover, the writing practice that the students do in their native language, has an influence on their performance in writing in the foreign language. Regarding this statement, it is possible to say that the capacity of description that students showed in their production, represents the training they have had all over their academic process in other Spanish subjects. In regards to this, some of the participant students mentioned how attractive English written tasks are for them “Que es genial porque siempre como que lo hacemos en español y nunca se había tratado de hacer como en inglés, entonces fue una experiencia bastante buena”. (Student 4 - Interview); “Es mas chevere, porque la gente buscaría como la traducción para saber que dice y así aprenderían más”. (Student 3 - Interview); “Sí, pues eh aprendimos como a escribir un poco mejor las cosas en inglés y aprendimos más vocabulario”. (Student 2 – Interview)

This last comment leads us to highlight another important aspect that all the participants mention all along the interview, this is **the learning of vocabulary**. Concerning the students' experience during the process, they expressed that writing about an important place in the city allowed them to learn vocabulary required in the productions. For instance, participant students declared “Sí, aprendí bastante vocabulario. Porque pues si no, hay palabras que uno muchas veces escribe y no entiende y al buscar primero las cosas en español y luego tenerlas que pasar al inglés, uno ya más o menos la aprende”. (Student 2 – Interview); “Sí, porque había términos que más o menos no conocía y ahí se iban dando”. (Student 4 – Interview).

Furthermore, it could be analyzed in the productions that in some cases the main difficulty when writing or speaking in a foreign language is the interlanguage or the direct translation of the mother tongue, reason why, in some productions, students used Spanish words instead of English ones. (Journal and students' productions Documental analysis 2).

At the moment of learning vocabulary, participants set out that a tool they used in the development of the productions and that enabled this learning, was the **use of dictionary and/or translator**.

In consideration to the usage of this tool, Oxford & Crookall (1990) expound:

Another typically decontextualizing technique is conventional "dictionary lookup". Underlying this technique is the idea that a reference book containing the meanings of new words helps the learner who would otherwise have no way of knowing what those words meant, and that the physical action of looking up the word somehow helps learners remember the meanings (p.12-13).

Regarding this, most of the participants indicated they used the translator and the English dictionary from 40% to 60%, standing out that after using it they reviewed the text again because they did not trust completely in this tool, "Sí, porque dudo bastante del traductor y pues como a veces como cambia el sentido de las palabras, lo mejor es siempre estar revisando" (Student 4, interview). Moreover, some of them used this tool for listening to the pronunciation, as a participant student remarked "Claro sí, es más la usé para escuchar cómo se pronunciaba" (Student 1, Interview).

What is more, when writing in English, students make available all the linguistic background acquired during their academic training, reinforcing some aspects or learning it from scratch, when the communication situation requires it. At the moment to write, **grammar**

accuracy plays an important role inside the text, reason why, it was analyzed how accurate students were in writing.

With this analysis in general, it is possible to say that in the productions, students used simple and varied structures (present, past) adapted to the communication situation, but in some cases they omit the subject of the phrase where it is required. Besides, it is important that students keep in mind the place of the adjective and adverb in the sentences. (Analysis Students' Productions 2nd Application).

Even though, the students made some mistakes in their production, these ones did not enable the understanding of the main ideas, besides, the CERL admits them in this level (A2) by declaring "uses some simple structures correctly, but still systematically makes basic mistakes for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say" (p.29)

In relation to the practice and enhancement to the grammar skills, participant students voiced "Sí, pues aprendí cómo se escribían las palabras, cómo se mencionaban, como se copiaban, es más incluso cuando las copié tuve que corregirla y así" (Student 1, Interview), "Sí, porque hay cosas que pues nosotros escribimos mal y con esto pudimos aprender mucho más de cómo se escribían las palabras". (Student 2, Interview).

To finish this category, it is found the way students organized and link their text, this refers to *the coherence and the cohesion* in the productions. Concerning this point, it was found that most groups used a simple way to link sentences for instance, they were linked with some basic connectors like: then, because, and, among other, they also used punctuation that makes the

texts understandable, in some cases there were some disorganized and isolated phrases. (Journal 2nd application).

Furthermore, when we develop written task it is really important the process we follow to get a well-structured text. In this way, it is important to mention the process participant students followed during the writing process, examples of this are expressed for some of them, “Pues primero copié las cosas que me habían dicho, eh luego fui seleccionando las más importantes, luego fui haciendo un ensayo con todas las palabras y al final pues lo traducí”. (Student 1, Interview), “Pues primero busqué en las páginas, luego hice un resumen de lo más importante formando el texto” (Student 3, Interview).

Although, the CERL states that in A2 level students are just able to create simple texts with simple connector, in this task students were beyond and created a very descriptive production using new and varied vocabulary and structures.

To sum up, in the development of the written tasks, students were able to show in some extent their ability to describe, in this opportunity, an historical and known place in the city. Throughout the process, they highlighted the contributions these tasks had for their English formation. For instance, the knowledge of new vocabulary necessary for the description, the usefulness of the dictionary and the translation tool when learning the vocabulary. Moreover, with these tasks they were able to practice and enhance some grammatical aspects making the text accurate, finally, it is important to stand out how the previous organization can help in the way we structured and link our texts.

Culture and Society

As part of a community, students must be part in the preservation and dissemination of culture. Regarding this, it is necessary that schools take the lead and contribute to the appropriation of culture within all the academic community.

With this purpose and giving development to this project, it was possible that some important aspects emerged by working the culture when learning English as foreign language, these aspects include the contribution to the knowledge of the city and its heritage, the motivation students experimented when developing the tasks, how culture and language can be linked and finally how these tasks allowed the cooperative learning among the students.

As we know and UNESCO (2005) established, culture encompasses a variety of elements present in a society. In this project we were focus on the description of historical and tourist places in Pamplona, this task required that students were engaged and made a small research in order to obtain valuable information about the place assigned. In other words, they implicitly had to learn and understand the history and cultural aspects of the place with the purpose to be able to share this information, **knowing in some extent their city.**

In this way, a participant student conveyed:

Si claro profesora, En aspectos de que aparte de que pudimos mejorar el inglés, también pudimos conocer cada aspecto que nos correspondió. Por ejemplo, a mí me correspondió el mercado de Pamplona y pues fue increíble conocer historias eh anécdotas que han pasado allá. (Student 1, Interview)

Moreover, other students illustrated “Eh pues bien porque conocí más sobre mi ciudad” (Student 3, Interview). These comments reinforce the contribution of this Project to the students’ knowledge of the city they live in.

Concerning the **motivation**, Nguyen (2017) points out that incorporating culture while learning a language provoke more lasting and meaningful experiences leading to the increase of students’ motivation and making them more aware and tolerant toward other cultures.

Despite the fact that it was not an easy task to develop and students faced some difficulties in the process, they maintain their motivation and did an excellent job. Here some of the difficulties they experienced: “Primero el hecho de que me dieran la información fue muy difícil, pero tocó ir por lo menos tres veces al mercado para poder sacar información”. (Student 1, Interview), “Eh pues siempre si es un poco difícil porque pues como lo decía hay palabras que uno no entiende, pero si es muy genial aprender más de eso”. (Student 2, Interview).

Those aspects demonstrate that in spite of the difficulties we can maintain the motivation and take advantage of this for increasing our formation, besides, working on different activities with twofold purpose (Learning a language and learning culture) permit to increase this motivation in students learning process. As a student said “Fue algo lindo por así decirlo porque normalmente uno como que tiene los lugares ahí y como que nunca los busca, eh pues era como buscar, saber de donde salieron las cosas entonces era bastante interesante” (Student 4, Interview).

Additionally, students remarked the significance that incorporate **culture in foreign language learning** represents. Although the basis is English language does not mean that only

issues of the culture of Anglophone countries can be discussed in English classes, on the contrary, through this language we can also know our culture and share it with the world.

As Nguyen (2017) states:

Learners who gain certain cultural knowledge can develop more positive attitudes towards and come to be more tolerant with other cultures. They not only acquire the knowledge of other cultures, but also increase their understanding of their own culture (p.146).

Concerning this, the participant students agreed with the fact that culture opens the mind and gives another way to treat the English language, they exposed, “yo diría que es bastante importante, pues, así como lo acabé de decir a veces solo se enfatizan en diálogos y no se enfatiza en la cultura, entonces las personas como que se inhiben mucho. (Student 4, Interview), “No pues, para mí es increíble, el inglés abre muchas puertas y es muy importante para poderse abrir al mundo, entonces sí muy interesante” (Student 1, Interview).

In addition, students proposed some possibilities of working on the culture in the English classes, for instance, “Eh con dramatizaciones” (Student 1, Interview), “Me gustaría en bailes” (Student 2, Interview), “A mí me pareció que esa temática estuvo muy buena, que cada quien averiguara en grupos de diferentes lugares. Otra actividad sería hacer una feria de inglés” (Student 3, Interview) and “Me gustó mucho lo de los folletos, también diría yo no, lo haría como por exposiciones o por stands, pero me pareció perfecto como quedó” (Student 4, Interview).

Those comments allow us as teacher having in mind that there are several ways in which culture can be addressed when teaching a language.

On the other hand, as the development of the task was made in pairs, it is possible to come to **the cooperative learning** defined by Lie (2002) as

A student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members.

Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. (p.1).

In this process, students expressed that working in groups represented a help and a way to share ideas and reinforce the relationship between classmates. To the experience of working in pairs they said: “Fue muy buena porque los dos buscábamos y entre los dos nos compartíamos ideas para hallar el resumen” (Student 3, Interview), “Pues como que refuerza un poquito más como la confianza en la pareja, siempre uno como que está acostumbrado a hacer las cosas por su lado y así, entonces como que conecta más” (Student 4, Interview).

In this way, working as a couple works allows finding support and strengthening ties of fellowship, contributing to a better environment in the classroom and the construction of new knowledge from the experiences of others.

In conclusion there are many possibilities to include culture in the learning of a language, this leads not only to know cultures of English-speaking countries, but also to know and appropriate their own. In addition, when dealing with cultural issues in classes, students increase their motivation against the topics addressed. On the other hand, by developing group tasks, it is possible to create meaningful learning and improve relationships between students.

Conclusions

Analyzing the findings and the reach of this project, it is possible to conclude that the ability to write in English as a foreign language that students develop throughout their academic training depends to some degree on the practice they develop in their mother tongue, since, this is the first approach to this writing skill. If we are used to writing in an organized and structured way in our mother tongue, when we face producing in a written way in a foreign language it will be easier to adapt to standards and forms of writing in this other language.

In addition, writing is a process that requires first, to have linguistic bases in the language, then follow a writing protocol that includes the collection of information or brainstorming of ideas, then the selection of relevant information according to the type of production and / or public to which it is directed, followed by this, we can start with the elaboration of our text as first draft, in which the ideas must be organized and linked to obtain a coherent text. An important aspect in this process, is the correction and editing of our text, this allows to eliminate errors and be able to fulfill the objective that is to transmit a message in a written form.

In addition, because we are not native to the language we want to write, it is essential to help yourself with tools that contribute to the appropriation and knowledge of some aspects such as unknown vocabulary. That is why this study arises the need to use dictionaries and / or translation tools, clarifying that this also requires a revision after such use for avoiding changes in the ideas.

On the other hand, with the realization of this project, we can highlight the importance that the learning of culture deserves within the institutions and even more so in the learning of foreign languages, this leads not only to learning the cultures of foreign countries, but recognize

and appropriate one's own. In addition, there are many ways to articulate culture with language learning, since culture encompasses many aspects such as dances, gastronomy, history, among others.

By carrying out this project and analyzing their contribution to the training of students, we may notice that these kinds of cultural approaches allow to promote the motivation of students by learning, being part of the activities and feeling included in a society.

Additionally, the development of these tasks in a group way, allows students to find support in their peers, strengthen bonds of companionship and share experiences that favor the construction of knowledge and the improvement of the classroom environment.

Recommendations

Once this research project is completed, it is recommended that future research and more than all teachers who are on the way to improving the written production and cultural appropriation of their students, take into account certain aspects mentioned below.

First of all, as teachers we must focus on providing students with all the tools necessary for the development of their skills in learning a foreign language. In the case of written production, it is advisable to start a process that goes from little to much, start giving students stimulus and a lot of practice before taking them to the production of a more elaborate text. It is to be appreciated that the more training our students have, the more significant their training process in the foreign language will be.

Another recommendation is not to neglect the teaching of our national culture just by working on foreign cultures, it is better to start by knowing our own and then to be able to open up to the world and understand and tolerate other cultures. In this way, it is essential to seek

strategies that allow this inclusion of culture in language learning, since it was possible to see how much this aspect influences students' motivation in the face of classes and activities.

Chapter II: Research Component

The formation of the reflective spirit in PLEX practitioners, a training tool to qualify pedagogical practice.

Introduction

In the context of training in PLEX, the pedagogical practices of trained teachers are profiled as one of the focuses of interest and updating to be studied and documented for the improvement of teaching-learning processes, for the qualification of education.

While there is a clear interest in the obvious need to understand and transform pedagogical practice, it is also a great deal of local studies focusing especially on learning rather than teaching issues.

It has been considered relevant to formulate a project that establishes a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes to guide teaching work; also as an exercise in internalization, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and information search for problem solving and for self-recognition.

Justification

The formulation of this project in the context of the Integral Practice of Language Students, is part of the professionalizing conception of the practice as a spearhead to improve the educational processes in the centers where the PRADO is applied. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the

difficulties of the profession, the actions themselves and to take an interest in the knowledge of the models and approaches to address a problematic situation and establish an analytical look at the fact. In line with the information set out by the education philosopher Jhon Dewey, a forerunner in the field of reflective thinking applied to teaching, we justify the need for this project to equip students with tools of analysis and self-observation that allow them to distinguish between routine action and reflective action. We believe that a reflective approach protects agents from the traditional context of inertia, and authority that permeate the school.

Research Problem

In the school are assumed core aspects of the constitution of the subjects, of institutional life without questioning, are seen as imprints, stable and invariable features that are part of identity and school culture. When events unfold without major alteration, the teacher risks settling in a logic of action that does not allow the pedagogical evolution and the renewal of school culture. A practice without reflection does not encourage the emergence of problematic situations; those realities are ignored, invisibilized. In this way, the pedagogical practice is assumed from reproductive codes that install teachers in a traditional doing, cultural reproduction making it a barrier to the emergence of emerging practices aimed at generating transformations of thought and knowledge, to meet social needs.

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

In the case of the Foreign Languages Program from the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their integral practice, self-assess, install a critical and constructive look on 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 typical of the development of integral practice?

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

Objectives

General objectives

- Implement reflection as a transformative tool for the pedagogical processes typical of integral practice.
- Promote in students-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- Consolidate a collective of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to the problem present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume his/her pedagogical practice and effectively integrate into the institution.
- Identify and analyze the strategies used by the student in his/her pedagogical practice.

- Implement workshops for reflection and development of teaching units that guide the reflection of Students-Practitioners.
- Analyze one's own beliefs about teaching work and students.

Theoretical Framework

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

The Teaching Profession

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

The teaching profession requires a number of skills, 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 meet competences in the discipline that allow him to have mastery of a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which develops his activity. Likewise, every teacher must have competences in the organization of the contents, that is, pedagogical practice not only requires ordering its components to be learned by students, but providing the conditions of teaching in the

context or out of it. The most immediate role for teachers to develop is to design or foresee the practice of teaching.

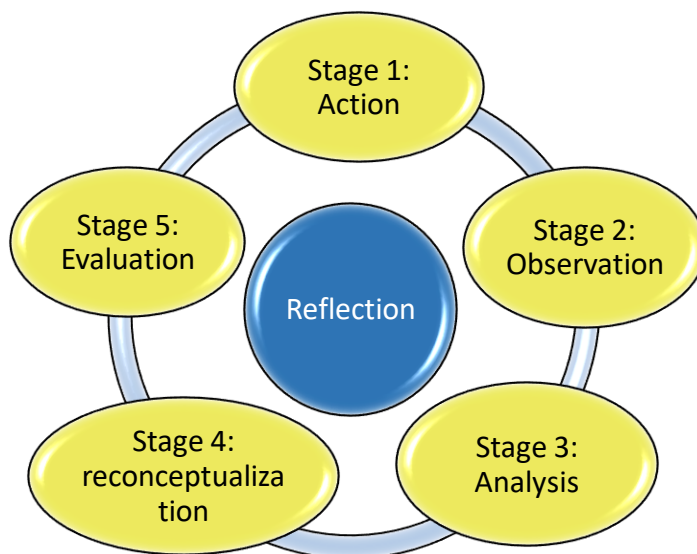
Reflection

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

- Reflection as a process

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

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



- The Reflection as a theme

The conception of reflection is based on a theme that is related to that concept. To this end, 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 a reconstruction of experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows us to reflect; and the contextual aspects which allows the reflection exercise to be done in the third perspective. In turn, these perspectives have mediators for this process to

b

Figure 2 Stages of reflection as a process

implemented; in the first instance you will find the action, the context, the colleagues and the same person who reflects.

The Reflective Practice

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

The teacher occupies a central role in the current educational world; it operates in a complex space subject to constant change determined by the interaction of various 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 the class space require a particular treatment oriented to understanding and social interaction.

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

This study will serve participating teachers 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 a first level in the classroom is given the effective application of skills and technical knowledge.; reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, reflection carries on the implicit budgets in the specific practices of the classroom. It is analyzed the implications of the strategies adopted, of the curriculum, the practices, then we opt for the application of educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to the Contexts.

In a third, Van Manen establishes an exercise of critical reflection; at this level he formulates that the most elaborate reflection is presented, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

The pedagogical practice

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

Academic Practice

It is oriented to prepare teachers able to reflect on the courses they teach, so that they transform them into structures understandable for students.

Social Efficiency Practice

It is a question of achieving effective teaching through the application of teaching techniques that are inferred from general principles to which pedagogical research has come. In this case, reflection consists of a strategic decision: "to select from the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Development

Teaching is based on the interests and development of students, while considering the teacher's development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, so that truly democratic relations are fostered in the classroom, and egalitarian and just in the social sphere.

Generic

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

Reflection Activators

According to Schulman (1987), these activators are the teacher's cognitive foundations for classroom life; they are essential because they are the element of reflective thinking that it brings in the process of one's 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). The interest in social justice and ethics in education.

These authors established a classification category of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Curriculum knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional configuration
5. Knowledge of 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, it is another element of reflective thinking that is included in this study as an instrument, it keeps a relationship with the narrations of the teacher, to encourage the accounts of their experiences in the classroom that are presented in many forms and fulfill various functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which the writing triggers the elaboration of the reflective thinking of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The central focus of the methodological strategy proposed is the continuous reflection, which additionally includes the holding of meetings for the strengthening of the practice collective as an initial space for addressing the educational and work problems. The principles of organization are autonomy, planning and self-observation.

In order to review the impact of the proposal for reflection on this process of practice, a process of socialization and systematization of the process will take place.

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

For the collection of data in this project, the following instruments are proposed to be implemented:

Reflection workshops

The fundamental purpose of the reflection workshops are to guide the process of reflection of students-practitioners, but at the same time to socialize and share experiences typical of their work to enrich their process and insert new tools that transform their pedagogical practices.

Objectives

- Consolidate a collective of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to the educational problem of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume your pedagogical practice.
- Qualify, facilitate and effectively insert the school.

Self-observation sheet

The main objective of the self-observation sheet is to guide the student-practitioner to a proper look at his or her teaching exercise and his role in the classroom and in the educational community environment of which he is a part.

Narrative

The exercise of reflection will allow the student to express himself about his work from the narrative of his experience as a way of making sense the daily life of the teacher.

Class records

Having evidence of the actions of students-practitioners in the classroom, will allow to reflect different aspects in terms of the process of teaching/learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection exercise. These records will allow to have an external and constructive view of their pedagogical practices.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities at the time of the colony, it has been throughout its history center of confluences and religious influences; it hosted a large number of religious communities among which we can mention: the community of Franciscans, the Clarisse Sisters; the Brothers of San Juan de Dios, the Society of Jesus, the Community the Psalmist, also, female religious communities : Sisters of the presentation, Bethlemitas Sisters, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that it has the school as an agency in which the school actors are operated: Practitioners of the PLEX.

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

Currently, 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 both the benefit of society as their own.

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

The school is a body dependent on society, a social institution intended within the specific area of education to manage systematic education and that conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

The school as an educational institution performs specific functions within which the following stand out:

Socializing Function

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

Instructive function

The instructive function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which requires the functioning of the work market. It tries that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

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

Population

The total population of this study consists of 38 students of the tenth semester, practitioners of the French English Foreign Languages Program of the University of Pamplona.

The direct beneficiary population

Teachers in training

Supervisor Teachers

Student community of Agueda Gallardo de Villamizar School

The indirect beneficiary population

It is composed of the teaching community of the Program and Foreign Languages, results will feed the program's vision of their practices

Collective of Integral Practice.

Institutional dependencies articulated to the Project

Foreign Language Program

Department of Languages and Communication

Faculty of Education

External institutions linked to the Project

Institución Educativa Brighton Bethlemitas

Colegio José Rafael Faría Bermúdez

Colegio Provincial San José

Colegio Técnico La Presentación

Institución Educativa Cristo Rey

Escuela Normal Superior Pamplona

Colegio José Antonio Galán

Institución Educativa Agueda Gallardo de Villamizar

Seminario Menor

Cambridge School

Colegio Vereda San Miguel

Expected results

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practice.
- Analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

Instruments application dates

Table 7

Instrument application dates

Instrument	Dates
Narrative and auto-observation 1	September 23th, 2019
Narrative and auto-observation 2	September 30th, 2019
Narrative and auto-observation 3 First reflection workshop	October 7 th , 2019
Narrative and auto-observation 4	October 21 th , 2019
Narrative and auto-observation 5	October 28 th , 2019
Classmate class video Analysis	November 22 nd , 2019
Narrative	November 4 th , 2019 (Mexico)
Narrative and auto-observation 7	November 11 th , 2019 (Mexico)
Narrative and auto-observation 8	November 18 th , 2019 (Mexico)
Narrative and auto-observation 9	November 25 th , 2019 (Mexico)

Instruments

Narrative

REFLEXIÓN SEMANA 2 – SEGNY PIEDAD MUÑOZ OLIVARES

Con el paso de los días vamos tomando un poco más de confianza en el desarrollo de las clases y el control de la clase. Esta semana opté por proponer actividades un poco más activas donde los estudiantes participen e interactúen entre ellos. Para reforzar y repasar el tema propuse una actividad de competencia para lo cual dividí el grupo en dos y cada estudiante tenía una oportunidad de competir con otro estudiante del otro equipo, esto fue aplicado con estudiantes de noveno. Para la actividad los estudiantes a la cuenta de tres debían correr al tablero y el que primero llegaba tenía la oportunidad de responder la pregunta sobre comparativos y superlativos que proyectaba en un cuestionario interactivo que diseñé en PowerPoint. Con esta actividad pude darme cuenta que no todas las actividades funcionan de la misma manera para diferentes grupos en mi caso 9ª y 9B. En 9B los estudiantes disfrutaron al máximo esta actividad, se organizaron rápidamente, todos querían participar y esperaban su turno con ansias, al finalizar me di cuenta que este grupo es más dinámico y disfruta cuando se les propone actividades diferentes. Sin embargo, con 9ª esta actividad no fue tan provechosa, los estudiantes no se interesaban en participar, la organización del grupo demoró más de lo normal, eran estudiantes más conflictivos con el que las competencias no funcionan muy bien, en general este grupo es un poco difícil de trabajar, casi siempre están en su cuento y no muestran interés hacia la clase, es un grupo en el que el desgaste es mayor, porque casi toca rogarle para que hagan las cosas.

Image 19 Narrative

Self-Evaluations

Auto-observación de clase, 2019-2

Puntos totales 0/59 ?

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 *

segnyp18@gmail.com

Autoevaluación

*

DD MM AAAA

Image 20 Self-Observation

Analysis of the class

UNIVERSIDAD DE PAMPLONA
 FACULTAD DE EDUCACION
 DEPARTAMENTO DE LENGUAS Y COMUNICACION
 LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Segny Muñoz

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Carlos Eduardo Velásquez

TIEMPO DE CLASE OBSERVADA: 28 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSTIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas	A lo largo del video, se hizo evidencia de una actividad que se desarrolló en cuatro etapas distintas, lo cual permitió abarcar diferentes aspectos relacionados a la misma.	Las etapas concernientes a la actividad desarrollada estuvieron conectadas adecuadamente.	
Qué habilidad se trabajó más	La comprensión oral fue la habilidad más trabajada y evidenciada durante la clase.	Esta habilidad se trabajó a través de la implementación de material auténtico lo cual hizo que se trabaje indirectamente y generó un aprendizaje propicio.	
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	El plan de clase se evidencia notablemente en la medida en que cada etapa concerniente a la actividad implementada es desarrollada de manera secuencial y con un objetivo específico.	Ella introduce la clase saludando a los estudiantes. También les hace la pregunta "¿cómo estás?" y luego, establece las actividades que se abordarán durante la clase.	

Image 21 Analysis of a Class

Conclusions

Narratives and self-evaluations

The narratives and self-evaluations are reflection instruments that allow us to express in a descriptive way our experiences in an academic real context. We as pre-service teachers are in a process of adaptation in which we create our teacher identity and open our perspective of the education world.

It is presented below, some of the most relevant aspects in which it had been possible to reflect about during this teaching process:

In regard to *the methodology implemented*, it is important to highlight that working with a multicultural and with different types and rhythms of learning, it is important not to have only a methodology stablish. On the contrary, it is seen necessary to work in different ways and mixing some method and approaches. Reason why, in this opportunity to be in charge of several groups, I could propose a variety of activity that include working not only with the book text, but also including current topics, songs, games, among others. Moreover, I can stand out the importance of developing a task-based learning, since it allows a more collaborative process in which students work together for accomplishing a goal. Furthermore, working with tasks increases the students' motivation in learning the language, allowing a more significant learning, that works not only in their academic life, but also in their personal and in their future professional life.

Regarding *the planning of the classes*, it must be mentioned that at first I was a little bit ambitious with the activities I proposed with regards to the time I had. As we came from working didactics and the way we had to plan a lesson, I supposed that in a school I could be able to

follow all the steps learnt during my formation. However, it was not entirely possible, because we had fifty minutes for the class. I always consider important the way we start the classes, that means the warm up activities, because that can guarantee a good ambience in the class and keep the attention of the students. Nevertheless, sometimes I planned those activities and they couldn't be developed due to the importance of going deep in a topic students were presented difficulties. In some other cases, it was necessary avoid this type activities, because students were not in disposition and they took advantage of these activities to foster disorder. So I had to implement other activities that allowed working in a different way each class. Regarding this, I can analyze the importance of create a habit in our students, as they were not used to work with types of activities, it was necessary more time to get students used to develop them without any problem.

Another aspect to taking into account when planning my lessons, it was the work with the text book proposed for each grade. In my case, my supervisor gave me the chance to develop some activities when I considered necessary, of course not leaving it completely aside.

Talking about the work in the primary, I can highlight that working with children requires more creativity, because we have to be more didactic in the way we explain a topic, I could notice that children learn better when they a graphic representation of what is being taught, for this reason I used some flashcards, games and songs for try to get students motivation in the classes. I can also notice that they sometimes get boring of some activities they develop in this subject at school (English), I say this because the first day I arrived to the school they told me not to work the hour. This situation made me think in the importance of varying the activities and also the topics to teach. Another important aspect is that most of the students like drawing, so they did it when learning a new vocabulary, they prefer drawing it.

Concerning *the control of the discipline*, I can say that students did not show a high grade of indiscipline, of course there are some exceptions mainly presented in low grades. I mean, more age, more discipline. Besides, the number of students in the classroom, sometimes did not allow the control or supervision of all of them, however, when time passed, it was easier to have to control in these hyperactive groups, I can say, experience gives you the techniques to maintain the discipline in the whole group.

Additionally, a technique that I implement and I could say that was useful, it was using the “silent”. For instance, when students were talking and they did not allow the explanation of the topic, I kept quiet staring at them, when they noticed my position, they started to be silent, in their seats and if someone talked, they ask his/her to be quiet.

Furthermore, when we start the practice, it is complicated to learn so many names immediately. However, it is good first learn the names of those undisciplined students, because when we call them by their names, they recover their composure at once, even more at the beginning that they know we do not know them at all.

Talking about the discipline in the primary school, it is obvious that is in some cases more difficult, because they love be always in movement, running or shouting. However, I tried to propose activities in which they had to be busy all the time, so they did not have time to do other things, they really liked the English classes and when they got engaged, the time the discipline came alone.

On the other hand, talking about my experience in *the interaction* with the students and classroom climate, I consider from the beginning I create a friendly environment in the classroom, I always tried to be more than a teacher, a friend that students could trust. I always

tried not to judge the work they made, on the contrary, I always tried to motivate them and not be afraid to try. During this process, I realize that I fell in love with this profession, even the students who were more elusive at the beginning, in the course of the classes were more friendly and opened with me. Besides, in the primary school, I could feel the students' acceptance. When I arrived to the school, some of them ran to hug me and asked me if I would work with them that day. In general, the students were really polite with me, although, I treated them with familiarity, they did not take advantage of that for having a bad behavior.

In conclusion, this practice gives us the opportunity to create our teacher identity, sometimes we face some situation in which we have to be able to react and solve them with all the professionalism. It is labor of the teacher being in contact with the educational innovation, searching the best way to motivate students for learning. Furthermore, we as teacher have to create an appropriate environment in the classroom, because the learning has to be something students desire and not an obligation or something unpleasant for them.

In addition, implementing the reflection in our practice is a way to improve our teaching practice and to be in a constantly evaluation our strategies, techniques, materials, among other important aspects. In other words, being a teacher requires being in a constant analysis, growing and updating all the time in order to be adjust to the requirements of a new society.

Chapter III: Outreach Component

Project of sensitivity to the English language in primary schools of the city of Pamplona.

Presentation

The reader will find a twofold objective in reading this proposal: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of Integral practice, and to raise awareness of students of the primary school to the basics of the foreign language, English.

The justification, objectives of the project, its characterization and the contribution lines it contributes to are presented in the first instance.

Next is the theoretical framework that guides the proposal, the population that will benefit, the schedule and the budget estimation table that will be carried out by each participant.

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 the country's personal and social development.

With a view to promoting English language learning in Colombia and making Colombian citizens more competitive, the Ministry of National Education launched in 2004 its bilingual policy whose main objective is "To have capable citizens to communicate in English, with

internationally comparable standards that insert the country into universal communication processes, the global economy and 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 this is the creation of quality standards of English for basic and middle education, the definition of a robust and coherent evaluation system and the description and development of training plans.

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

With regard to primary school, the National Government is advocating the extension of coverage of English language teaching to children, as many of these educational establishments sometimes do not have an English teacher to lead teaching-learning processes and thus the results of nationally implemented assessments are not very encouraging.

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

In recognition of this reality and the problem it generates, this proposal of social projection seeks to meet the needs of training in English, of the children's population of the primary school in the city of Pamplona and to integrate training in languages students of the

Bachelor's Degree in English-French Foreign Languages Program to the educational reality of this sector to try to reduce the gap that is generated between public and private school in the area of foreign language.

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

Justification

The learning and acquisition of a foreign language, allows to be at the forefront of the typical needs that the world demands today. That is why this process is necessary to implement it and work it from the beginning of the schooling of children so that at the end of their basic education cycle they have foundations that allow them to continue said learning in secondary education, vocations and higher education, so that more people are trained in this area.

The purpose of this project is to raise awareness of English teaching in primary schools in the city of Pamplona, contributing to basic training in foreign language that becomes necessary and paramount at these levels. For this reason, it is carried out as part of the extension component to the comprehensive practice community developed by the students of the last semester of the Bachelor's Degree in Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening English education in the primary basic sector.

The realization of this project favors to a high degree and in a mutual way both the institutions and the student population of the city of Pamplona, as well as the Foreign Language Program and the students who develop their integral practice. This benefit results in the

possibility for primary school children to have contact with the foreign language and in turn to students who complete their university training process so that they know the realities and educational needs of the environment and thus can help, intervening in processes that impact on improving these needs.

Objectives

General Objectives

The implementation of this social extension project, by the Bachelor's Program in English-French Foreign Languages of the University of Pamplona, is aimed at the following purposes:

- Attend training needs in English, of the children's population of the primary school in the city of Pamplona.
- Integrate the training in foreign languages of students of the Bachelor's Program in English-French Foreign Languages 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 aspects raised above, this proposal will seek to:

- Familiarize the child from the primary school of Pamplona with fundamental knowledge of English.

- Involve students of the Bachelor's Program in English-French Foreign Languages in the teaching processes of English at the primary school in the city of Pamplona.
- Articulate the training of students of the Bachelor's Program in English-French Foreign Languages with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

Project Typology

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

This proposal is articulated to the social projection, transcends the institutional space and allows the articulation of the PLEX Bachelor to the Pamplona community.

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

Lines of Contribution

- Contribution to academic training in the area of Foreign Languages.
- Citizen training (attention to problems of the educational environment aimed at reducing the inequity of the education system)

- Projection to the School Community at the University and Program level.

Theoretical Framework

Language Teaching

International Language Policies

"UNESCO has been concerned for several years about the role of languages in the global context. At its general conference in 1999, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements for national and global participation, and the attention to the particular needs of culturally distinct communities can only be met through multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are carriers of identities, values and visions of the world. It therefore proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to communication and the exchange of information. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible means, of written and visual materials in order to promote the circulation of ideas and artistic works."

According to Lima M. (2006), "Learning foreign languages is now an inescapable necessity, but learning the cultures they represent is also inseparable. Languages constitute the spirit and conscience of peoples, the poet points out; they are the best tool for access to other cultures, to other stories, to other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology." All kinds of learning is of vital importance for the sociability of the human being insofar as it allows it to be properly conducted in different contexts; learning a foreign language or multiple languages focuses the professional and personal life of an individual allowing it to be successful and fruitful in their doing and know-how.

National Bilingualism Program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: primary, secondary, higher education, work education and human development programs; ethno-education; flexible models of education. This program aims at the training of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels aspirated by the national bilingualism program to 2019:

Table 8

Extected language levels in the BNP

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

Fuente: Adaptado de Altavero (2005).

It is represented the language level expected in the Bilingual National Plan. Taken from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual is located. Therefore, according to how another language is used, different from the native language, these languages are considered second languages or foreign languages (MEN, 2006)

English Teaching in Primary School

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which multiple variables of cognitive and affective character inherent in the individual as well as factors typical of the sociocultural and educational context such as such as the curriculum, the methodology used and the training and updating of the foreign language teacher, among others intervene". In this

way, the importance of reaching the point of understanding how it is that the child learns and incorporates a Foreign Language it is necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) or LE and how relates this process to the mother tongue. From the above-written Krashen (1991) cited by Yesser A & Chacon C, (2011) makes a differentiation between the terms acquisition and learning in relation to the LE. "Language acquisition is done naturally and unconsciously in the form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language".

"This distinction has been called into question because it is complex to delineate both terms which are part of an ongoing process between the unconscious and conscious (Richard-Amato 1996)". The authors raise their views on the subject and differ "that for the purposes of this dissertation, the terms learn and acquire interchangeably because LE can be acquired through playful activities in an inductive and natural way that also involves learning processes." It is important to note, however, that Krashen and Terrel's contributions (1983) to the natural approach to language are relevant to the process of acquiring LE in children and support Asher's proposed Total Physical Response (TPR) method (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production: it is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production: it starts to produce one or two words and/or phrases. It is recommended to focus on the meaning by ignoring grammatical errors.

Extended speaking: in this period, the child is already able to produce full sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language."

To support the above about the process of acquiring a LE, it can be said that according to Berko and Bernstein (1999), cited by Yesser A & Chacon C (2011) "The ability of children to learn, understand, discover and formulate foreign language communicative ways mainly underlies the need for new social approaches" (p. 467). Consequently, children construct through language meanings of the world around them and establish their own criteria of semiotic interpretation to each concept they discover. Reason, the learning of the LE must draw from previous knowledge and diagrams of the mother tongue, since the representations developed in previous learnings and previous experiences constitute the scaffolding to build through the LE, new mental schemes or expanding existing ones."

Yesser A & Chacon C (2011), cite Ausubel (1986) who states that "from the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifest in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who is usually more prone to affective blockage when expressing themselves in another language." "It follows from the above approaches that age is a factor in learning English as a LE, particularly in the acquisition of

pronunciation. That is, at a younger age, the child's likelihood of developing a native's pronunciation is greater."

Why learn LE in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who claim "that there are different types of reasons that justify learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start foreign language study at school tend to achieve a more positive return than others.
- Children show not only a special ability to mimic colloquial sounds and expressions but also great flexibility, spontaneity and boldness that surpasses those of young people and adults.
- Children not only tend not to be afraid of making mistakes, but often acquire and convey meaning through gestures and pantomime.
- Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages."

As a synthesis, it is noted that the process of learning of the human being is based on experiences with the environment in which it is influenced by cultures that dominate and identify its idiosyncrasies and autonomy; especially in the young population in the life cycle of childhood, where from a myriad of theories from the psychological, sociological field it is argued that learning is given through the observation and listening

of sounds that put in primary attention the senses of each individual. Stressing that the process of cognition from mental processes directs and brings to fruition significant learning in children who are at the onset of learning especially of an LE.

The context of Pamplona

The city of Pamplona, has institutions of basic and secondary education, being mainly of a public nature. Most of them are grouped by General Schools as follows:

- **Escuela Normal Superior**, which is home to the Escuela Rural Cariongo, Instituto Aurora.

- **Colegio Provincial San José**, which has as its headquarters Escuela La Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

- **Colegio Agueda Gallardo de Villamizar**, which has the la Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.

- **Educational Institution San Francisco de Asís**: it is in charge of the Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Likewise, there are two institutions that are not of general school character, but that provide basic and secondary education of public type. They are:

- **Colegio Técnico la Presentación**
- **Institución Educativa Brighton Bethlemitas.**

In this context where students of the Bachelor's Degree in Foreign Languages of the University of Pamplona perform their integral practice, and doing social projection in elementary schools.

Table 9
Scenario for the outreach component

INSTITUTION		PRIMARY GRADES	No STUDENTS
Institución Educativa Agueda Villamizar Escorial	Gallardo de El School :	2° - 3° - 4° - 5°	2°=26 3°=28 4°=28 5°= 26

Proposed sites and scenarios for the realization of the activities of project II semester 2019

The scenarios in which the Project's activities will be developed are the educational institutions described above. The specific course will be included once the students – practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

Benefited population

The direct population benefited

It is composed of the student academic community of the primary schools of the city of Pamplona in which the Integral Practice is implemented. The audiences benefited are mentioned below, the number of participants will be defined once the observation period ends. It is estimated that it can range from 50 to 60 students per institution.

- Elementary basics students
- Teachers of the area courses and primary basic language
- Foreign Language Program Students-Practitioners

The indirect population benefited

- Foreign Language Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Language Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Directorate

External institutions linked to the Project

- Colegio José Rafael Faría Bermúdez
- Colegio Provincial San José
- Colegio Técnico La Presentación
- Institución Educativa Cristo Rey
- Escuela Normal Superior Pamplona
- Colegio José Antonio Galán
- Institución Educativa Agueda Gallardo de Villamizar
- Seminario Menor
- Cambridge School
- Colegio Vereda San Miguel
- Institución Educativa Brighton Bethlemitas

Subprojects

This space aims to establish a line of action for the Language Program in terms of the Social Projection. In this sense, in implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he/she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the Pamplona community through the design and implementation of a project to support training in English.

Teaching English through Games and Songs in Primary

Teaching English in primary school had represented a challenge to educational institutions. This population (Primary students) requires a different and dynamic way to learn English, it is why, I propose using games and songs as a strategy to get students involved in the process of learning English as a foreign language.

According to Richards, Platt, & Platt (1995), games are “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language” (p. 89)

In addition, there are a great variety of games that can be included and implemented when learning a language bringing some positives effects on learners.

Moreover, according to Madrid and McLaren (1981):

The children's songs of the foreign country amuse, are curious and provide a series of sayings and elements culturally worth commenting in class. The objectives of musical and recitation activities connect with other school curriculum disciplines and reinforce programs in L2.

- a) They predispose students to start the English class enthusiastically or to end with joy.
- b) Reinforce the objectives of Civilization.
- c) Contribute to giving variety and creating interest in the program.
- d) Reinforce vocabulary and use of structures.
- e) They help to identify with folklore and with the people of the foreign country.

Methodology

“El Escorial” Primary School

Table 10

Schedule: Primary

Monday	Wednesday	Thursday
8:00 – 8:45 5 th Grade	10:00 – 10:45 2 nd Grade	8:00 – 8:45 4 th Grade
		10:45 – 11:30 3 rd Grade

Some types of games could be implemented proposed by Rubio & Conesa (2013)

such as:

- Individual activity games: crosswords and word searches.
- Association games
- Draw games
- Matching games
- Competence and cooperation games.

Additionally, songs about vocabulary will be implemented.

The implementation of this practice was developed in “El Escorial” primary school with one group of second, third, fourth and fifth grade. For the development of activities, it was proposed to work with games and songs as a way of learning in an active and didactics manner the English language. However, a third strategy was including in this process which was the implementation of flashcard when teaching new vocabulary. As I was going to work with four grades, it was recommended create a planning that served for second and third grade, and another for fourth and fifth grade.

In regard to this, the activities proposed for the planning were the followings:

Table 11
Primary planning 1

Planning 1		
	Activities	Objective
	<ul style="list-style-type: none"> - Song inside my house - Parts of the house - Object in the house 	<ul style="list-style-type: none"> - Know the parts of the house describing the objects that contains each room.

In this first class, I started with a song in order to give students an idea about what we were going to learn in the class. First of all, we listened to the song and then I ask the students some what they listened in the song. In this way, they mention some of the words they listened in the song and immediately, they identified that we were going to talk about the parts of the house. After this, I drew on the board an empty house, after that I describe in a simple way the part of the house, trying to be as much expressive as possible, they answer in Spanish the part of the house and then I taught them the part in English, we continue in the same way until have the main parts of the house written on the board. We repeat aloud the parts and students drew and write on their notebooks. Later on, we started an organize game in which students one by one had to organize some object in the correct part of the house, then they also write the vocabulary of the most relevant objects in each room. We used the small cutting as it is showed in the following image.

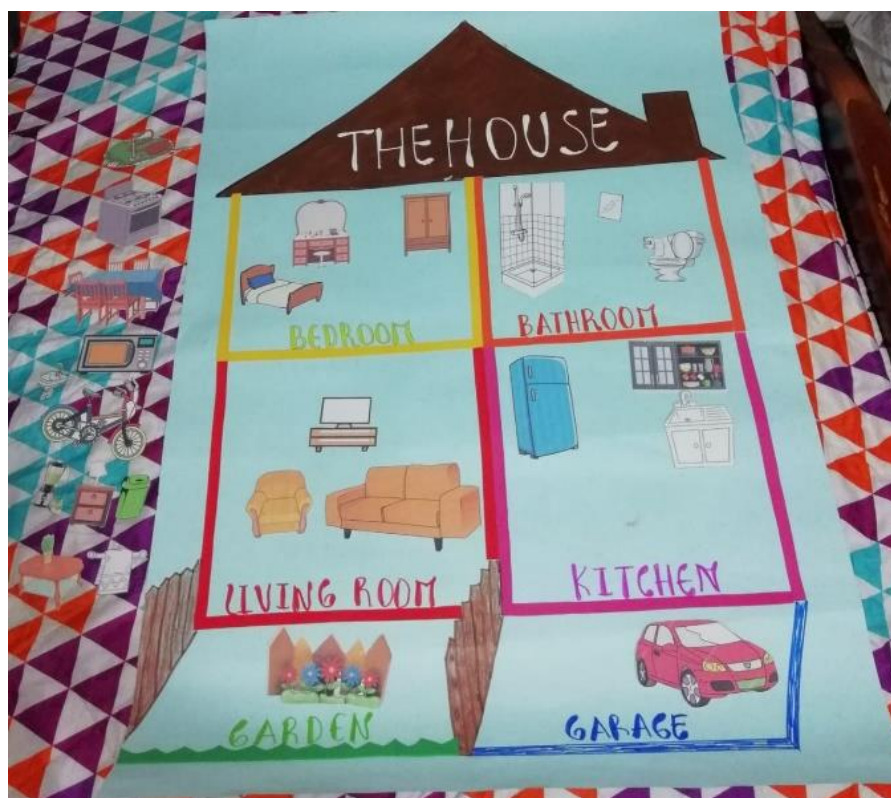


Image 22 Parts of the house

When they finished of organizing and then drawing on their notes books, I taught them a phrase to say “This is my house” and “it has one kitchen, bedroom ...” Then randomly some students passed and showed their drawing saying the phrase and the vocabulary learnt.

Table 12
Primary planning 2

Planning 2		
	Activities	Objective
	<ul style="list-style-type: none"> - Good morning song - Animals Vocabulary 	<ul style="list-style-type: none"> - To learn the vocabulary related to animals - Express what is your favorite animal.

For these classes, I decided to teach to the students a song for saying good morning with the purpose to highlight the importance of greeting the other people and being kind.

For this first activity, I wrote the lyrics on the board and together we sang the song doing mimics. After this, we continue the class with the vocabulary related to animals. Regarding this, I showed the picture in flashcards of the animal and students had to tell me what animal it was. Then I said how the name of the animal was said in English and students repeated. I was organizing on the board all the animal that students guessed. The material used in this class was the following:

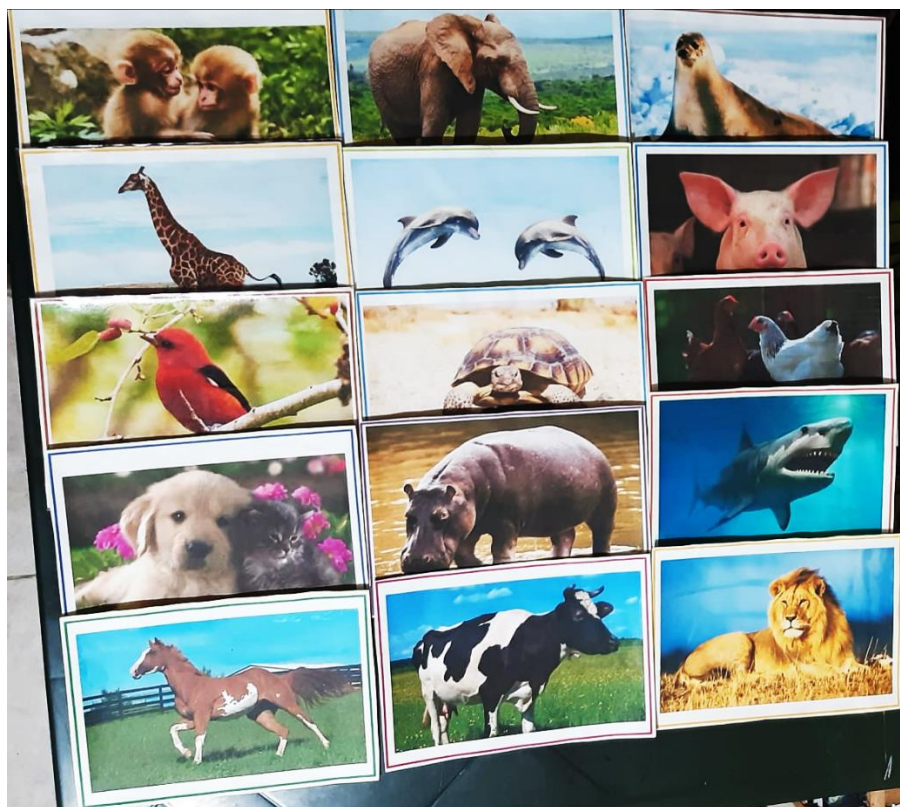


Image 23 Animals Flashcards

The students write the vocabulary on their notebook, and we made a review. For the next activity, students had to say what were their favorite animal and draw it. As time ran out, they had to do it at home and bringing the next class.

Table 13
Primary Planning 3

Planning 3		
	Activities	Objectives
	<ul style="list-style-type: none"> - Useful phrase “May I go to the bathroom, please?” - Opposite adjectives - Use of verb to be 	<ul style="list-style-type: none"> - To learn how to ask for permission to go to the bathroom - Describe a person in a simple way.

Taking into account that most of the students asked for permission to go to the bathroom all over the class, I considered necessary to teach them an expression used in this case. For this reason, I wrote on a corner of the board the expression “May I go to the bathroom, please?” We repeated the expression several times, till the students pronounced it correctly. In this way, the student who did not use the expression, he/she was not authorized to go.

After this, I taught the students using flashcards some adjectives associated to the description of a person. In this way, I showed the image and they had to say what it was. Obviously, they answer in Spanish, however, some students tried to say the word in English, so I had to correct the pronunciation and we all repeat aloud. The material used is presented below:



Image 24 Adjectives Flashcards

After observing the vocabulary, I organized it on the board in two separated columns. Next, we started an association game in which students had to associate with a line they made with a marker one adjective with its antonym, for example, beautiful and ugly. Then, as students love drawing they ask me if they could draw on their notebooks the vocabulary learnt. After that,

we made again a review of the vocabulary and I taught them how to use the verb “to be” in the third person (she - he) using the vocabulary learnt, for instance, she is beautiful, he is weak.

Table 14
Primary Planning 4

Planning 4		
	Activities	Objectives
	<ul style="list-style-type: none"> - Directions game - Prepositions of place - Exercises 	<ul style="list-style-type: none"> - To learn the preposition in English

For starting this class, I proposed a game of direction using “up, down, right and left”, for this game, students had to move in the direction I indicated. That means, if said up, they had to jump, if I said down, they had to bend down, if I said left, they had to point with the left arm and move into this position and the same with the right arm. The person who made it wrong, had to answer a simple question.

To continue with the class, I use a small ball and a small box, for explaining the preposition of place. For that, I placed the ball in a different position and the students told me where the ball was and I said the word in English and they repeated it. After that, I drew on the board the vocabulary:

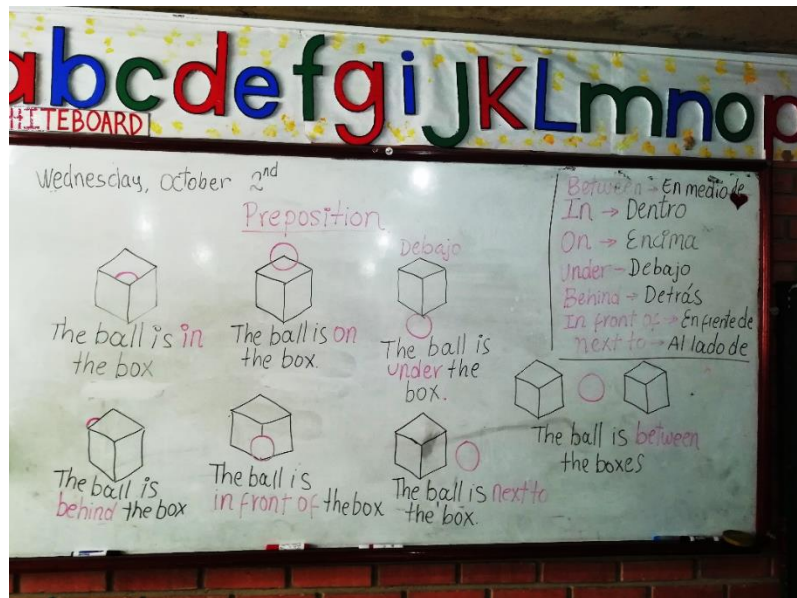


Image 25 Prepositions Vocabulary


After that, the

students took notes on their notebooks and finally they made some examples with other objects in the classroom. After that, we developed an activity for practicing the topic.

Name: _____
 Class: _____


Where is the dog?
 Fill in the blanks with the prepositions below.
 under, on, next to, behind, in front of, in

1




The dog is _____ the table.

2




The dog is _____ the box.

3




The dog is _____ the table.

4




The dog is _____ the table.

5



The dog is _____ the table.

6



The dog is _____ the table.

ACTIVITY: READ AND DRAW


The elephant is <u>under</u> the chair.	The cat is <u>on</u> the TV.	The snake is <u>in</u> the shoe.
		

Image 26 Prepositions Practice

Moreover, in order to reinforce this topic, in a different class we developed some exercises related to this topic.

NAME: _____

DATE: _____ GRADE: _____

Completar cada frase con la preposición correcta de acuerdo a la imagen.

On - In - Between - In front of - Under - Behind - Next to










		
• The mouse is _____ the door.	• The mouse is _____ the two walls	• The mouse is _____ the box.
		
• The mouse is _____ the sofa.	• The mouse is _____ the table.	• The mouse is _____ the table.
		
• The mouse is _____ the TV.	• The mouse is _____ the TV.	• The dog is _____ the box.

Image 27 Prepositions practice

Table 15
Primary Planning 5

Planning 5	
Activities	Objectives
<ul style="list-style-type: none"> - Word search "Parts of the body" - Vocabulary parts of the body - Activity for reinforce 	<ul style="list-style-type: none"> - To know the part of the body.

For starting this class, I decided to solve a word search in which students had to find some parts of the body and the five people who finished first would win a gift.

BODY PARTS

Find the parts of the body in the word search.



EAR	CHEST
NOSE	LEG
HEAD	FOOT
MOUTH	ARM
HAND	EYE

Image 28 Body Part Word search

After that, using the word search, I started explain the body parts, for some students it was a review because they had already worked this topic, for some other, it was a topic partially new. In this way, with the purpose of practice the topic, the students developed another activity related to the same topic.

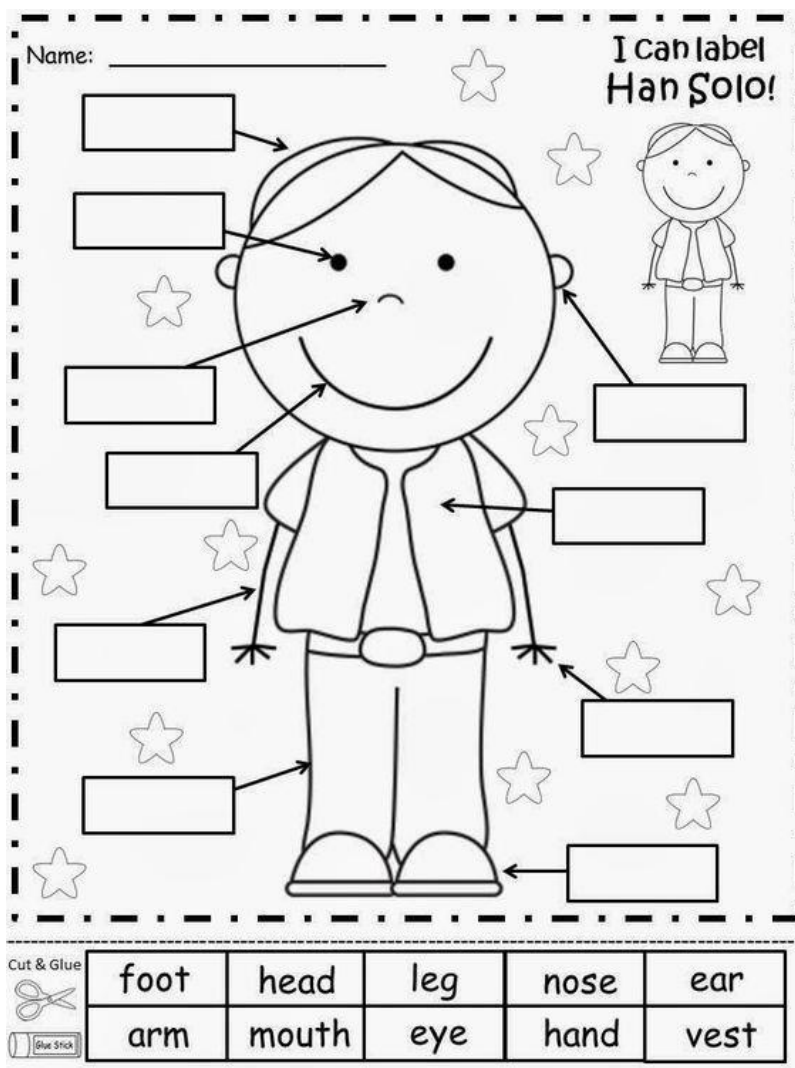


Image 29 Body Parts practice

Table 16
Primary Planning 6

Planning 6	
Activities	Objectives
<ul style="list-style-type: none"> - Touch the ball game - Clothes. 	<ul style="list-style-type: none"> - To learn the vocabulary related to clothes. - Difference between use/wear

To start the class, I proposed a game as a review of the previous topic (Parts of the body). This game is called “Touch the ball”, but as we did not have ball, I changed the name into

Touch the object”. In this game, students had to form to lines sitting down on the floor and put the object in the middle of them. I said touch your eyes, touch your chest, back, etc. and when I said touch the object, the students had to catch the object quickly, the person who did not catch the object lost and returned to his/her seat, the other continued in the next round and so on, until have the last person who was the winner and won a gift.



Image 30 Touch the object game

Then, we continue with the explanation of the vocabulary related to clothes, as usual, students took notes and drew the vocabulary. I always taught them how to say what they are wearing using the expression “I’m wearing a dress” With this information as homework, students had to draw a girl and a boy and put the names of the clothes he/she was wearing.



Image 31 Clothes Flashcards

Conclusions

To conclude, it is necessary to stand out the importance of working in this community of children, they have a great potential that deserve to have an excellent formation in the English language. In this context, there is not an English certificated teacher that fulfill the necessity presented in primary grades. However, there are a great number of children that really like learning and studying English and they show the capacity to learn it.

In regard to this, I could say, that working in primary school in the best way to contribute to the improvement of English levels at the schools, if we work this subject from an early age, it will be easier when they grow up and face the requirements of a globalized education world.

Additionally, working with children, even though it is difficult, children always show you their best face and they teach you to be patient, didactic and always be with a smile on your face.

Concerning the application of the project, it was possible to observe that children have a dynamic way to learn, that requires we as teachers look for some strategies and varied methodology to teach. Besides, children are constantly in movement, they always want to be in front of different activities and new challenge in the classroom and out of it. So, it is really important that teachers maintain an innovative, creative and dynamic spirit.

On the other hand, illustrations are necessary when teaching to children, they love shapes, forms and always have an image of what they are learning, if you do not show them something, they are going to ask you for it. When we work for example with flashcards, they better appreciate and understand the content, of course they like draw on their notebooks the vocabulary learnt, an important aspect here is that they have a great capacity of imitation, they search for having the vocabulary as similar as possible to which the teacher show.

Finally, giving to the students those activities in which they are active and participatory allow to increase the motivation and the disposition in front to the development of the classes and above all encourage them to learn and be curious in learning English.

Chapter IV: Administrative Component

Introduction

In our role as practicing teachers as part of an educational institution, it is vitally important to feel a member and actively participate in the curricular and extracurricular activities proposed by the institution. This approach to teaching and its establishments, allows us to adapt to those movements and activities that will be part of our professional future, as training for when we are already working in these school environments. Similarly, these activities allow us to appropriate our reality and develop exchanges with teaching colleagues. This can greatly enrich our personal, professional and social experience.

This is how in this chapter we will focus on exposing all the activities we are involved in.

Objectives

General Objective

- Enrich my personal and professional training during my practice stay at the Agueda

Gallardo de Villamizar School.

Specific Objectives

- Participate in the extracurricular activities proposed at the Agueda Gallardo de Villamizar

School.

- Participate in the curricular activities proposed at the Agueda Gallardo de Villamizar

School.

- Participate in the activities proposed in the English area at the Agueda Gallardo de

Villamizar School.

Methodology

The teaching practice is not only limited to the knowledge of the contents of the subject in which we are trained, it also requires a wide knowledge of the institution, its managers, the rules and policies that govern it, the colleagues with whom we work. It is also important to know the environment in which we develop, in other words the knowledge of our students, their family, and the reality that surrounds them.

One aspect that promotes this approach to the educational community is an active participation in the curricular and extracurricular activities proposed by the institution. In this way, through participation in area meetings, parent meetings, events, recreational activities, among others we will be able to develop this approach and institutional knowledge.

It is important to say that these activities will be scheduled throughout the development of the integral practice, so they cannot be fully related in the following table:

Table 17
Timeline of the activities.

Activity	Objective	Date	Hour
Celebrating the Salesian Family's Coexistence	Commemorate family's day.	September 8th, 2019	From 9 am to 5pm
Parents meeting Delivery of grades	Deliver the 3 rd period grades.	September 26 th , 2019	From 2:30 to 5 pm
Evacuation drill dissemination	Prepare the students for an evacuation drill.	October the 1 st , 2019	From 7 to 8 am
Evacuation drill	Prepare the students for eventual emergency	October 16 th , 2019	9am

Area Meetings	Organize tasks for the English event.	September 30 th , 2019 October 14 th , 2019	From 9:20 to 10:15 am
Mother Superior Visit	Greeting the students and share a moment with them	October 3 rd , 2019	10 am
English Song Festival	Involve the students in an English activity, in which students will compete with English songs.	October 31 st , 2019	From 2 to 5 pm

It is presented some activities in which practitioner teacher took part.

As teacher in training, it is really important to get involved in the activities that the institution develops with all the education community, because this allow me really to feel me part of the school and of course to know some important aspects about the school.

In this opportunity, I had the pleasure to participate in several activities like the described below.

First of all, I present the celebration of the Salesian family's coexistence, where all the institution was gathered at the Jardín Nacional, one of the institution headquarters. In this event, they were presented several cultural acts, also it was celebrated a mass and some contests. In this event, I help my supervisor taking some pictures of the presentations.



Image 32 Salesian Family Day

The second activity in which I participated was a parents meeting with the purpose to deliver students' grades. In this activity I was in charge of delivering the report cards to the parents and make them sign several documents and minutes while my supervisor was giving some valuable information to the parents.



Image 33 Parents Meeting

The third activity in which I took part, it was an evacuation drill dissemination in which we received all the necessary information about what do and don't do when facing an emergency. This presentation was developed in the auditorium of the school and a teacher presented all the information using slides, in this activity all the high school was present.



Image 34 Evacuation Preparation

Next to this theoretical preparation, it was developed a drill for an eventual emergency, this activity was developed in all the headquarters of the institution. This day I was at the school “El Escorial” so I was part of this activity there.



Image 35 Evacuation Drill

Additionally, as part of the English teacher team, they join all Mondays at 9:20 in the morning for preparing and plan some activities or analyze the English language process at the school. In regard to this, I was in two meetings in which the purpose was plan the activities to be carried out in the **Salesian English song festival**, for that some task were assigned to each teacher including me. I was in charge to create the certificate for the winner and also for the participation in the event. Moreover, I had to create some scripts about some important Salesian saints and the scripts for the presentation of the touristic guide and dances. In addition, I was going to dance presenting a Colombian traditional dance and I was going to be the presenter of the event. Unfortunately, the day arranged for the event was modified (October 17th or 22nd) and I could not be present the new date (31st October, 2019).



Image 36 Salesian song festival Certificate

Finally, I was in the visit made by the Mother Superior in charge of the community of sister of María Auxiliadora, she was arrived to the institution with the purpose to greet students and teachers and give us a short talk about some values in life and the importance to continue working hard to achieve all our goals. It was a pleasant moment.



Image 37 Mother Superior Visit

Conclusion

In summary, being part of all those activities allowed me to get engaged in the institution, to get contact with the education community and to know different cultural and social aspects that a teacher has to face every day. I could realize that a teacher has to know a lot of things, not only what she/he is teaching, but also to know about techniques of organization, group management, to be prepared for any circumstances that can arrive, but above all, a teacher has to

be kind and have a good relationship with students, parents, academic authorities and all the society in general.

All these extracurricular activities allowed me to have a broader perspective of teaching work. Teacher are not only in charge of teaching content to their students, they must also be a guarantor of the personal and social training of his students, promoting activities so that this development is ideal and that students take an active part in this process. In the same way, teachers take with them the organizational burdens of coordination and project development aimed at meeting the objectives set by the institution.

Appendices

Appendix A. Journal of Observation

JOURNAL

In the first stage of the task, I could observe that students don't like write a lot, when we proposed an activity in which they must write they do not show a greater interest. However, they are interested in knowing new vocabulary, some of them could identify the vocabulary related to places in the city just reading the description.

When we assigned work to the students and they know that it is an obligation that they have to accomplish, they showed a positive attitude face to the activity. They were interested in the place they had to search information, they made questions to me in order to have clear all the requirements. As we didn't have the time to develop this task in the classroom, the students did it in their homes. Unfortunately, I couldn't observe the process they followed to get the first draft of the description.

When analyzing the students' production, I could observe that the majority of the information found came from internet sites, also I could notice that most of them use translator in their description, this because in Spanish I found same information. On the contrary in some groups I could observe that they create an own text with some information found but related in their own words.

Taking about coherence and cohesion, the majority of the groups use a simple way to link sentences, they used punctuation that makes the texts understandable in some cases there were some disorganized phrases.

The students showed a good capacity of description, they describe some historical and cultural aspects about the place assigned, they talked about the location, dates, creator and some relevant aspects of the place, in some cases they gave the personal appreciation of it. I could notice that in some cases there is an interference in the lexicon related to the mother tongue, some students used Spanish words instead of English ones.

Appendix B. Interview

ENTREVISTA SEMI-DIRIGIDA ESTUDIANTES 11B – GUÍA TURÍSTICA

1. ¿Considera usted que la creación de la guía turística contribuyó al aprendizaje o mejoramiento del inglés? ¿En qué aspectos? Sí/no
 2. ¿Considera usted que en la realización de la guía aprendió gramática? Sí/no ¿por qué?
 3. ¿Considera usted que en la realización de la guía aprendió vocabulario? Sí/no ¿por qué?
 4. ¿Qué piensa usted de abordar la cultura en la enseñanza del inglés?
 5. ¿qué importancia tiene la cultura en el aprendizaje del inglés?
 6. ¿Qué piensa de describir un lugar histórico en inglés?
 7. ¿Cómo se sintió al tener que buscar información sobre lugares reconocidos en Pamplona?
 8. ¿Considera usted que con la realización de esta guía conoció aspectos de la cultura pamplonesa? Sí/no ¿por qué?
 9. ¿Cree usted que la creación de la guía fue la mejor manera de difundir aspectos socioculturales? Sí/no ¿por qué?
 10. ¿De dónde obtuvo la información requerida para la descripción del lugar?
 11. ¿Cómo realizó su proceso de escritura?
 12. ¿Qué tanto utilizó el traductor para la descripción del lugar asignado?
- 10-40% 40%-60% 60%-80% 80%-100%

13. ¿Qué herramientas de traducción utilizó? (diccionario)
14. ¿Después de utilizar la herramienta de traducción volvió a revisar? Sí/no
15. ¿Se sintió motivado al realizar esta tarea? Sí/no ¿por qué?
16. ¿Cómo fue la experiencia de realizar este trabajo en parejas?
17. ¿Qué dificultades encontró al momento de desarrollar la tarea?
18. Si tuviera la que trabajar la cultura en clase, ¿cómo lo haría? ¿De qué otra manera lo hubiese hecho?

References

Altablero (2005). Bilingüismo. Altablero (37). Recuperado el 27 de febrero de:

<http://www.mineducacion.gov.co/1621/propertyvalue-32266.html>

Álvarez, J.A. & Bonilla, X. (2009). Addressing Culture in the EFL Classroom: A Dialogic Proposal. *Profile*, 10(2), 151-170.

Bermúdez, L., & González, L. (2011). La competencia comunicativa: elemento clave en las organizaciones. *Quórum académico*, 8(1), 95-110.

Cassany, D. (1995). *La cocina de la escritura*. Barcelona: Anagrama.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.

Cruz M, Loyo G, & Mendez E, (2011). Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias. *Revista Pueblos y Fronteras Digital*, vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de México Distrito Federal, México. Recuperado el 29 de Febrero de 2106 de <http://www.redalyc.org/articulo.oa?id=90621701007>

Delf Dalf.fr. Grille d'évaluation de la production écrite A2. Recovered from

http://www.delfdalf.fr/_media/grille-evaluation-production-ecrite-delf-a2-tp-2.pdf

Díaz Ramírez, M. (2014). The impact of project work and the writing process method on writing production. *How*, 21(2), 31-53.

Domingo, Angels. Niveles de reflexividad sobre la práctica docente.

Niveles, Activadores y Pautas

Elliot, Jhon. La investigación-acción en educación. Ediciones Morata.

Elpaís.com (27 de septiembre 2012). Turismo en Colombia ha tenido grandes avances: Sergio

Díaz Granados. ElPaís.com.co. Recovered from

<https://www.elpais.com.co/economia/turismo-en-colombia-ha-tenido-grandes-avances-sergio-diaz-granados.html>

Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., & Lugo-Vásquez, V. E. (2012). Retos del

Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y educadores, 15(3), 363-381.

Frandiño Y, Bermudez J, & Vasquez V, (2012). Retos del Programa Nacional de Bilingüismo.

Colombia Bilingüe. Educación y Educadores, Vol. 15, N°3 (2012). Recuperado el 29 de Febrero de 2016 de

<http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/printerFriendly/2172/295>

1

Hatch, J. A. (2002). Doing qualitative research in education settings. Suny Press.

Hymes, D., 1971. Acerca de la competencia comunicativa. En: M. LLOBERA et al., 1995,

Competencia comunicativa. Documentos básicos en la enseñanza de lenguas extranjeras.

Madrid: Edelsa, pp. 27-47.

Lie, A. (2002). Cooperative learning.

- Lima M, (2006), La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma Metropolitana Unidad Xochimilco Distrito Federal, México, Recuperado el 29 de febrero de <http://www.redalyc.org/articulo.oa?id=34004702>
- Lombana, C. H. (2002). Some issues for the teaching of writing. Profile: Issues in Teachers' Professional Development, 3(1), 44-51.
- Madrid, D. & McLaren, N. (1981). Enseñanza del inglés en el ciclo inicial de la EBG. Valladolid: Miñón.
- Marshall, Catherine & Rossman, Gretchen B. (1989). Designing qualitative research. Newbury Park, CA: Sage.
- Medina, Jarauta, Imbernon. (2010) La enseñanza reflexiva en la Educación Superior. Editorial Octaedro.
- Ministerio de Educación Nacional (2006). Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer.
- Molano L., O. (2007). Identidad cultural un concepto que evoluciona. OPERA, 7(7), 69-84. Recuperado a partir de <https://revistas.uexternado.edu.co/index.php/opera/article/view/1187>
- Muslim, I. M. (2014). Helping EFL students improve their writing. International Journal of Humanities and Social Science, 4(2), 105-112.
- Muzás, María Dolores; Blanchard Giménez, Mercedes. Propuestas metodológicas para profesores reflexivos. Narcea, S.A. de Ediciones.

- Naranjo, J., Yannelys, V., & Garófalo Hernández, A. A. (2012). Aprendizaje basado en tareas aplicado a la enseñanza de las Telecomunicaciones. *Ingeniería Electrónica, Automática y Comunicaciones*, 33(3), 1-7.
- Nguyen, T. T. T. (2017). Integrating culture into language teaching and learning: Learner outcomes. *The Reading Matrix: An International Online Journal*, 17(1), 145-155.
- Oxford, R., & Crookall, D. (1990). Vocabulary learning: A critical analysis of techniques. *TESL Canada Journal*, 09-30.
- Paricio Tato, M. S. (2014). Competencia intercultural en la enseñanza de lenguas extranjeras.
- Randaccio, M. (2013). *Writing skills: theory and practice*.
- Richards, J. C., Platt, J., & Platt, H. (1995). *Longman dictionary of language teaching & applied linguistics*. Beijing: Foreign Language Teaching and Research Press
- Rodríguez, R. M. (2004). El componente cultural en la enseñanza/aprendizaje de lenguas extranjeras. *Atti del XXI Convegno AISPI. La memoria delle lingue*, 2, 241-250.
- Rubio, A. D. J., & Conesa, M. I. (2013). El uso de juegos en la enseñanza del inglés en la educación primaria. *Revista de Formación e Innovación Educativa Universitaria*, 6(3), 169-185.
- Sacristán, Gimeno J. (1998). *El curriculum. Una reflexión sobre la practica*. Madrid. Editorial Morata.
- Sokolov, C. (2014). The writing process under exam conditions. *AAA: Arbeiten Aus Anglistik Und Amerikanistik*, 129-154.
- Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings*. Wiley-Interscience.

UNESCO. (1982). Conferencia Mundial sobre las Políticas Culturales. Mexico. Recovered from:

<http://www.unesco.org/new/es/mexico/work-areas/culture/>

UNESCO, Convención sobre la protección y promoción de la diversidad de las expresiones culturales, octubre 2005; Conferencia intergubernamental sobre políticas culturales para el desarrollo, 1998; Convención de la Haya, 1954.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. Curriculum Inquiry, vol.6, n.3.

Willis, J. (1996). A flexible framework for task-based learning. Challenge and change in language teaching, 52-62.

Yesser A & Chacon C, (2011), El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Ingles en niños de Educación Primaria. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela.
recuperado el 28 de febrero de 2016 de
<http://www.redalyc.org/articulo.oa?id=427739445011>.

Electronic Bibliography

Correa Molina, E, et al. Concept de réflexion: un regard critique. in <http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Mena, M. El enfoque crítico reflexivo en educación: Experiencias en el aula (abril, 2000). Obtenido en http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf

Sparks-Langer, G & Colton A. Synthesis of research on teachers' reflective thinking en http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

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

UNWTO. Entender el turismo: Glosario básico. En <http://cf.cdn.unwto.org/sites/all/files/docpdf/glossarysprev.pdf>