

Creating an online school newspaper based on written style as a strategy to improve writing skill
in 6th Grade Students at Agueda Gallardo Villamizar School.

Jazmin Adriana Ramírez Moncada

University of Pamplona

Faculty of Education

Languages and Communication Department

Foreign Language Degree English - French

Practicum

Pamplona

2020 – II

Creating an online school newspaper based on written style as a strategy to improve writing skill
in 6th Grade Students at Agueda Gallardo Villamizar School.

Jazmin Adriana Ramírez Moncada

Mentor

Claudia Judith Mosquera

University of Pamplona

Faculty of Education

Languages and Communication Department

Foreign Language Degree English - French

Practicum

Pamplona

2020 – II

Table of Contents

Chapter I: General Presentation Of The Project	9
Presentation	9
Introduction	10
Justification	11
Objectives.....	12
General objective.....	12
Specific objectives	12
Chapter II: Institutional Observation	13
Topographical location of the school	13
Educative Authorities.....	13
Fundamental aspects of PEI	14
Learning objectives.....	14
Institutional philosophy.	15
Institutional principles.	15
Mission.	16
Vision.....	16
Rulebook	16
Rights and duties of students.....	16
Rights and Duties of teachers	18
MEN guidelines for health emergencies	20
Schedule of English Classes.....	21
Teachers of the English course.....	22
Work methodology.....	23
Key pedagogical aspects observed in the induction.....	24
Planning.....	24
Evaluation.....	26
Material	27
Chapter III: Pedagogical Component.....	28
Introduction	28
Statement of the problem	29
Main questions.....	29

Sub-question	29
Justification	30
Objectives.....	30
General objective.....	30
Specific objectives.....	30
Theoretical Framework	31
Writing.....	31
Communicative competence.....	31
School Newspaper	32
Literature review	32
Methodology	36
Research methodology	37
Population.....	37
Instruments	38
Documents analysis	38
Implementation of the pedagogical component	41
Format of the workshops	42
Planning of the workshops	43
Development integral practice virtual modality.....	47
Data analysis	50
Result.....	56
Motivation to write and to be published in a newspaper.....	56
Vocabulary acquisition through writings	59
Improving written production.....	61
Conclusion.....	62
Suggestions.....	62
Chapter II: Research Component.....	63
Introduction	63
Justification	64
Statement of the Problem	65
Objectives.....	66
General Objectives	66

Specific Objectives	66
Theoretical Framework	67
Teaching profession.....	67
Reflection.....	67
Reflection as a theme.....	68
Reflective practice	69
Pedagogical practicum.....	70
Methodology	72
Reflective workshops	73
Objectives	73
Self-observation checklist.....	73
Narrative	73
Class recordings.....	74
Context	74
Instructional Function	75
Educational Function.....	75
Population.....	76
The direct beneficiary population:.....	76
The indirect population benefited:.....	76
Institutional dependencies linked to the Project	76
Conclusions	77
Self-observation checklist.....	77
Narrative	78
Reflection workshop.....	78
How does the reflective approach of the practice contribute to the transformation of your teaching work?.....	78
Chapter III: Outreach Component:	80
Presentation	80
Introduction	80
Justification	82
Objectives.....	83
General objectives	83
Specific objectives.....	83

Typology of the project	83
Contribution lines	83
Theoretical Framework	84
Teaching Languages	84
The Context of Pamplona.....	89
Sub project: The creation of didactic worksheets as a Way to Acquire Vocabulary on 1 st Grade Students from Agueda Gallardo School.	90
Introduction	90
Justification	91
Objectives.....	91
General objective.....	91
Specifics objectives	91
Methodology	92
Conclusions	94
Chapter IV: Administrative Component.....	95
Introduction	95
Objectives.....	95
General objective.....	95
Specific objectives.....	95
Methodology	96
Implementation of the proposal.....	97
Conclusions	98
References.....	99
Appendix.....	100
Annexes.....	107

Tables

Table 1 Rights and duties of students	18
Table 2 Rights and duties of teachers	20
Table 3 Synchronous English classes	22
Table 4 Teachers of the English course	22
Table 5 Planning	26
Table 6 Evaluation	26
Table 7 Dimensions	26
Table 8 Instrument application	39
Table 9 Data Collection	41
Table 10 Planning of the Presentation of the project	42
Table 11 Format of the workshop	43
Table 12 First workshop of the pedagogical proposal	44
Table 13 Second workshop of the pedagogical proposal.....	45
Table 14 Third workshop of the pedagogical proposal	46
Table 15 Timetable Narrative Schedule	77
Table 16 worksheet created for google classroom platform.....	92
Table 17 Worksheets - Topics	93
Table 18 General Project Schedule.....	96

Figures

Figure 1 Guide 30% of third Period.....	47
---	----

Figure 2 Explanation of the topic Third Period	48
Figure 3 Guide N°1 Fourth Period.....	48
Figure 4 Guide N°2 Fourth Period.....	49
Figure 5 Grades: Sixth "A"	49
Figure 6 Grades: Sixth "B"	50
Figure 7 Reflection stage	68
Figure 8 First meeting the English teachers.....	97

Illustrations

Illustration 1 Data Analysis 1	58
Illustration 2 Data Analysis 2	60
Illustration 3 Data Analysis 3	61

Chapter I: General Presentation Of The Project

Presentation

This proposal is divided into four chapters, pedagogical, research, outreach and administrative components. The first and most important chapter incorporates the pedagogical component, in which the development of the proposal is specified, being in this case the creation of an online school newspaper as tool for the improvement of the written production skill of the students of the Agueda Gallardo de Villamizar School.

The second chapter involves the research component, it consist of a macro project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum” which aims to implement the reflection as a transformative tool of the pedagogical processes of integral practice and promote in the Students-teachers the development of a critical spirit that allows them to analyze their pedagogical work.

The third chapter involves the outreach component, this component seeks information about a macro project entitled “Awareness project to teach English language in primary schools in Colombia”, this component seeks the implementation of a project in an elementary school, taking into account the basic needs that may arise in it, always focused on learning English as a foreign language.

The fourth chapter is composed by the administrative component; it encompasses the participation and emersion of the teacher in the multiple activities carried out by the institution in order to cooperate with the school.

Introduction

Nowadays, learning a foreign language is essential because it influence all the field of the society such as; education, business, social issues and among others. According to the Ministry of Education MEN (2005) being bilingual is essential in a globalized world, the handling of a second language means being able to communicate better, to open borders, to understand other contexts, to appropriate knowledge, enrich and play a decisive role in the development of the country.

In order to improve the English learning and contribute significantly in schools, the students and teachers from the last semester from the Foreign Language Program of the University in their stage of integral practice must propose a strategy to be implemented in a public high school to improve the students' abilities and competences learning English, while developing an active role inside the educational institution. The students implement in this process some pedagogical, administrative and research activities.

In this case, the proposal that will be presented in the chapter one of this project, that concerns to the pedagogical component, seeks to carry out and create an online school newspaper with 6th Grade students at Agueda Gallardo Villamizar School, in which students will be able to put into practice their written production by expressing weekly their opinions and ideas about a specific topic, thus varying the writing style depending on the theme proposed in the week. According to Sim (2010) "writing skills help the learner to become independent, comprehensible, fluent and creative in writing, important abilities which help learners put their thoughts in a meaningful form and to mentally tackle the message in a proper manner"

Justification

Newspaper school is a strategy that facilitates the integration of skills it allows the student to express their creativity, ability to work in a group, synthesizing their skills, especially the written skills. Being written production an ideal skill to develop capacities for the elaboration and structuring of ideas, the single objective is to communicate and express feelings, passions and emotions taking into account the intention (communicate, persuade, inform).

Furthermore, the practice and development of texts and writings using the different writing styles narrative, expository, persuasive, descriptive; in order to improve written production ability, a skill considered necessary when learning a second language since it allows the development the imagination, the critical thinking and the creative thinking, at the same time, it is an opportunity to expand the lexicon in the language that is being learned.

For this reason, the purpose of this project is to integrate the written production and practice different writing styles using different topics in order to put these creations of an online school newspaper, where students will be motivated to express themselves and create texts to be published in this online newspaper, in the same way, improve their writing skills, practice the language, express their opinions and learn vocabulary related to different topics.

Objectives

General objective

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

Specific objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.
- To cooperate with administrative activities proposed by the school in the Agueda Gallardo de Villamizar School.

Chapter II: Institutional Observation

For the development of this proposal, it is important to know some aspects of the institution where the project is going to be applied, in this case, the educational institution Agueda Gallardo de Villamizar in Pamplona.

Topographical location of the school

In the Colombian Northeast, in the city of Pamplona, it is found the Agueda Gallardo de Villamizar school, located on Calle 9 # 9-103, more specifically on the Salesiano neighborhood. This institution was founded on July 21 of 1961 as the Instituto Santa María Mazzarello. One year later the departmental government granted them the operating license by the resolution number 181. In 1972 this institution was integrated with the Águeda Gallardo de Villamizar School and took that name. From 1976 to 1981, Principal Sister. Angela Velasquez achieved the legal status granted by resolution number 33 of March 20, 1978. In 1978 the Carmelite Fathers signed a contract for the sale of the land where the institution currently operates providing education for students of social strata 1, 2 and 3.

Educative Authorities

The educational association of the institution is composed by different estates from the social and academic community. The principal Sister Sol Cristina Redondo, the head teacher Oscar Enrique Suarez and the administrative staff, the teachers in service, the member of the student council, the association of graduated students, and the parent assembly.

Fundamental aspects of PEI

The PEI of the institution highlights some fundamental aspect aimed to clarify the identity of the institution, to the pedagogical model adopted, the values system and belief, the action plans to improve the learning and teaching processes.

Learning objectives.

1. To form the personality and the capacity to assume with responsibility and autonomy their rights and duties.
2. To provide a solid ethical and moral training, and encourage the practice of respect for human rights.
3. To promote in the educational institution, democratic practices for learning the principles and values of citizen participation and organization and stimulate autonomy and responsibility.
4. To develop a healthy sexuality that promotes self-awareness and self-esteem, the construction of sexual identity within the respect for gender equity, affectivity, mutual respect and prepare for a harmonious and responsible family life.
5. To create and foster an awareness of international solidarity.
6. To develop actions of school, professional and occupational guidance.
7. To create an educational awareness for effort and work.
8. To encourage the interest and respect for the cultural identity of ethnic groups.

Institutional philosophy.

The Educational Institution Technical College Agueda Gallardo de Villamizar, has a Christian philosophy, the educational action approach is inspired by the Preventive System, proposed as pedagogical option by San Juan Bosco.

The institution, open house is defined as an inclusive family without discrimination of creed, race, gender and socio-economic situations. It is guided by three fundamental pillars.

- ***Reason*** - It is the pedagogy of intelligently motivated persuasion, which leads children and young people to the progressive acquisition of convictions that orient them towards a fundamental life option.
- ***Religion*** - It is an environment that favors human development and maturation, it aims to lead girls, boys and young people towards a transcendent option in life, assuming their own existence as daughters and sons of God and learning of Mary, Mother and helper, the secret of a life according to God.
- ***Kindness*** - Ability to interpersonal relationship with pleasure and delicacy through the reciprocity that is woven into the educational community.

Institutional principles.

The preventive system seeks within each person, the qualities and gifts with which it is endowed to favor the development of their potential and does so from the Salesian trinomial: "Work, piety and joy."

- ***Work*** - It is the study environment where students live and from which they learn responsibility and tenacity towards their own duty.

- **Piety** - It is an environment of God, of prayer, it is the practice of the sacraments, and it is to hear the word of God that offers boys, girls, the mysteries of salvation.
- **Joy**- it is the festive atmosphere characteristic of the Don Bosco lifestyle, an environment that is expressed in the many proposals and activities for leisure time.

Mission.

The educational institution Águeda Gallardo de Villamizar provides academic, humanistic, preventive and qualified formation from preschool to technical middle in the area of health with relevant theoretical and practical knowledge, with a high degree of responsibility and honesty placed at the service of the region and the country.

Vision.

In the year 2020 The Educational Institution Águeda Gallardo de Villamizar, will be consolidated as a certified institution in the provision of educational service in the department of Norte de Santander, in the training of young active and autonomous citizens, promoters of healthy environments, who developed academic and working skills in the area of health.

Rulebook

Rights and duties of students

To assume social coexistence as the axis of our relationships implies that each person in the Institution recognizes itself and recognizes the other as a subject of duties and rights, understanding that to the extent that I offer the best of myself I can receive from others a similar attitude.

In the Institution this social coexistence is based on knowing, accepting and respecting the dignity of every person as a Son of God and my brother, which lead us to consider that the treatment we desire for us is the treatment we give to others.

Rights	Duties
<ul style="list-style-type: none"> • To life and to have physical integrity • To be heard and valued as a person according to their own dignity and identity. • To receive fair, respectful, cordial, tolerant treatment, as well as a good example, inside and outside the Institution from directives, teachers, parents, classmates, administrative staff and operational staff. • To the personal and family privacy, and the good name and honor. • To the free development of the personality, being this only limited by what is imposed in the Constitution, the Code of the minor, the law 1620 and its 	<ul style="list-style-type: none"> • To have good communication, family treatment, respectful and cordial with all members of the Educational Community. • To give respectful treatment to all people. • To call others by name and not with nicknames. • To avoid the practice of bullying and other offensive practices. • To practice good manners, and a cult vocabulary. • To accept the corrections politely requesting explanations when you feel attacked. • Avoid everything that is cause for altercation or division.

<p>decree 1965 regulation and the current coexistence manual.</p>	<ul style="list-style-type: none"> • To be supportive in the face of calamities, accidents and difficulties that may arise in the educational community. • To respect the shift with peace of mind in training, cafeteria, snack, outings, classes and in the different pedagogical activities. • Respect the good name of the school and all its members by handling the proper processes and the appropriate vocabulary. • Avoid any exaggerated manifestation of affection that is not in accordance with the moment and place.
---	--

Table 1 Rights and duties of students

Rights and Duties of teachers

Rights	Duties
<ul style="list-style-type: none"> • To know the National Constitution, the General Education Law, the Law on Children and Adolescents and Law 1620 and Regulatory Decree 1965 of 2013 and 	<ul style="list-style-type: none"> • To receive the training and training necessary to fulfill their work as a teacher. • To have a status and conditions that cover it among students, as a figure of

<p>act in accordance with its principles in its pedagogical practices.</p> <ul style="list-style-type: none"> • To know the institutional philosophy and pedagogical model and act in coherence with its principles. • To create democratic, creative, respectful and safe learning environments for students to develop their values and potentials. • To establish with the students a relationship based on respect and democracy and set the appropriate limits to be recognized as authority figures. • To be engage with actions that allow the formation of students regardless of the level to which they belong. • To comply with the attendance policy and in cases of excused absence ensure that class hours are replaced. • To ensure effective time management and comply with class guidelines and times, supervision, recess, planning time, meetings, special activities and parenting. 	<p>moral, ethical and academic authority that allows their work as an educator to be valued in all its dimensions.</p> <ul style="list-style-type: none"> • To participate in the decision making process that affects them according to the conduits and instances established for it. • To be heard whenever there are conflicts with any member of the community. • To be treated with respect. • Have access to the technological and physical resources provided by the school to carry out its work. • Having decent working conditions that favor their quality of life.
--	--

<ul style="list-style-type: none"> •To assume with responsibility the fulfillment of the assigned administrative and pedagogical tasks. •To reflect in all your practices the sense of belonging to the institution. 	
--	--

Table 2 Rights and duties of teachers

MEN guidelines for health emergencies

The strategy of the Ministry of Education to ensure the children and young people educational services during the health emergency triggered by the COVID-19 is based on the fact that education protects and sustains life and dignity. Consequently, the MEN and in a team with the secretariats of Education, the teaching directors and teachers of educational institutions, it has worked on the strategy “Juntos en casa lo lograremos muy bien”, which allows to guarantee the continuity of the education. These guidelines have been aimed at the following aspects:

- Identify key communication channels to facilitate interactions between the educational community.
- Review the study plan, times and how to carry it out.
- Identify and prioritize learning and basic strategic competencies in the curriculum to develop in academic work at home.
- Identify relevant didactic options to be worked on at home with the mediation of families.
- Open and dynamize spaces for participation of the educational community remotely
- Adapt remote monitoring to the development of the students' academic work at home and assess their achievements and productions

In order to generate favorable conditions for children and young people; The teams of directors and teachers of all the educational institutions in the country have been committed to adapting their study plans in order to identify relevant didactic options to be worked on at home with the mediation of families.

Therefore, The MEN has useful elements for the provision of the service in rural and urban areas, sensitive to the particularities of each territory and the characteristics of the population (including limitations of connectivity and access to new technologies), among which is, support material for the design of pedagogical strategies, access to tools and content in mass media that facilitate accessibility. These mediations are specified in:

- Printed and audiovisual educational resources
- Physical and printable resources
- Audiovisual resources
- Digital educational resources
- Virtual educational resources
- Training and support for teachers

Schedule of English Classes

Taking into account the pertinent adjustments of the health emergency caused by COVID 19, the Agueda Gallardo de Villamizar school has established a synchronous schedule for those children who have access to connectivity. In the same way, a schedule for the delivery of guides by different communication media and in a personal way, these guides are delivered every 15 days and socialized individually in the case of those children who do not have access to the Internet all

the time (it is done from WhatsApp) and in a group way for those who have the possibility to use the zoom platform.

- Synchronous English classes

HOUR	MANDAY	TUESDAY	WEDNESDAY	THURSDAYS	FRIDAY
7:00 -8:00			11°		
8:00 -9:00			10°		
9:00 -10:00			9°		
10:00 – 11:00			8°		
11:00 – 12:00			7°		
12:00 – 1:00			6°		

Table 3 Synchronous English classes

Teachers of the English course

Teacher	Grade
Mg. Fabio Peñaloza Flórez	6 th grade
Mg. Nataly Guarín Torres	7 th - 8 th -11 th grade
Mg. Marlén Yolima Parra	9 th - 10 th grade

Table 4 Teachers of the English course

Work methodology

Based on the strategy adopted by the Ministry of National Education to advance work at home in the framework of the health emergency caused by COVID 19, from the area of fundamental training of humanities and specifically in the English subject, the following adjustments were initiated to give continuity to the process of teaching learning the foreign language, in the different communication skills such as reading, understanding, writing, listening, speaking and expressing oneself correctly in the foreign language

Methodological strategies:

- Adaptation of the unit plans following the guidelines and standards of the MEN
- Loan of texts from the national bilingualism program for students from 6th to 11th grade, who did not receive it, were indicated the route and RRL to download them from the educational portal Colombia Aprende
- Preparation of weekly and fortnightly work guides based on the contents of the text, following the suggestion of the Academic Council, each guide consists of three parts: Application, evaluation and self-evaluation
- The orientation guides are intended to preserve the class methodology: Exploration, Theory, Appropriation, Extension, Evaluation, Self-evaluation and References.
- Sequencing of learning and design of relevant activities based on the student's context (grade, area and level)
- Planning, scheduling and executing synchronous encounters with students with internet access.

- Creation of WhatsApp groups by grades, to facilitate the course orientations and guarantee access to information for students who do not have connectivity.
- Delivery of guidance guides printed by school to students who requested the material, by connectivity or place of residence.
- Optimization of ICT resources that school has, such as the institutional educational platform web colleges for sending orientation guides to students and communication with parents.
- Preparation of explanatory videos of grammar and workshops, and dissemination of them through the WhatsApp groups of the subject.
- Periodic reception of evidence of learning and work at home by students through WhatsApp and email.
- Individual and group feedback.

Key pedagogical aspects observed in the induction

Planning





The teacher uses the planning format in which they give the instructions, also, this format preserve the class methodology: Exploration, Theory, Appropriation, Extension, Evaluation, Self-evaluation and References.



I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS
AREA: IDIOMA EXTRANJERO – INGLES
Docentes:



Ficha de orientación de trabajo en casa	
Período	
Grado	
Eje temático	
Objetivo	
Fecha de asignación	
Fecha de entrega	
Medio de entrega	

1. EXPLORACIÓN

2. ESTRUCTURACIÓN
3. APROPIACIÓN DE LA INFORMACIÓN

4. EXTENSIÓN

5.

6.

Califique cada uno de los siguientes criterios de 1 a 5, si alguno de ellos merece alguna justificación por favor indíquela.

CRITERIOS	AUTOEVALUACION	
	NOTA	JUSTIFICACION
ASISTENCIA Y PUNTUALIDAD		
1. Entrega puntualmente los trabajos asignados		
2. Se comunica permanentemente por la red WhatsApp con sus docentes, está atento a las instrucciones dadas por ese medio, o en los encuentros sincrónicos		
ACTITUD		
3. Demuestra respeto hacia su profesor y compañeros en todos los espacios de comunicación presencial y virtual		
4. Participa activamente en las actividades de la asignatura y en las clases virtuales		
CONOCIMIENTO		
5. Las calificaciones obtenidas en sus actividades académicas demuestran que la adquisición de los conocimientos fue por lo menos básica		
6. Demuestra la aplicación de los conocimientos adquiridos en la cotidianidad con su familia		
RESPONSABILIDAD		
7. Presenta los trabajos, las consultas, y las demás evidencias de su aprendizaje requeridas por el docente, puntualmente y según los criterios previamente establecidos		
8. Prepara las evaluaciones y actividades de superación de las dificultades dedicando tiempo suficiente a cada asignatura		
TRABAJO EN EQUIPO		

9. Aporta pre saberes y opiniones en los trabajos en grupo (entendiendo este trabajo como los foros, encuentros virtuales y otros)		
10. Demuestra disposición en el intercambio de ideas y en el ajuste de sus trabajos		
PUNTAJE TOTAL		
7. Referencias		

Table 5 Planning

Evaluation

In this regard, the same performances established in the SIEE (Sistema institucional de evaluación de los estudiantes) are preserved because they are values established in the institutional platform WebColegios.

Superior performance	High performance	Basic performance	Low performance
4.8 – 5.0	4.0 – 4.7	3.0 – 3.9	1.0 – 2.9

Table 6 Evaluation

From the English course, the 3 dimensions are taken into account with the following percentages on the final grade for the subject:

Saber/To know	Hacer/ To do	Ser/ To be	Exam
20%	40%	10%	30%

Table 7 Dimensions

- Based on these dimensions, the following adjustments have been made: the workshops have a value of 60% of the final grade, the exam that corresponds to 30% is taken from the average of the qualifications obtained in the evaluation section of each workshop, and being 10% is the average of the self-evaluations presented with each workshop.
- The evaluation of the area is flexible, constant and individualized because it addresses the particularities of the students' context in a process that involves strategies of: evaluation,

and self-evaluation. In addition, it seeks to develop communicative competence in L2, an individual analysis of the performance of the student that identifies your strengths and weaknesses are established.

- Formative evaluation is privileged as part of Salesian living, this evaluation plays a fundamental role in the process of integral formation of the student; Through individual and group feedback, students recognize their strengths.
- To evaluate the different skills are proposed in the workshops : vocabulary exercises, grammar, reading, listening, speaking. It is great importance of the self-assessment process they do weekly students because it arouses their own values of the Salesian philosophy honesty, responsibility, work, among others.

Material

During the induction, teachers explain different resources used to carry out the learning process. The principal resource used is the national bilingualism program of MEN, in which include two book, English Please and Way to Go are two study materials to work on the necessary skills that allow students to be global citizens through the learning of foreign languages. Way to Go for grades 6, 7 and 8 and English, Please! for grades 9, 10 and 11. Also, the Institutional platform WEBCOLEGIOS it is used to share the guides for those students who have internet access and to manage the students' grades.

Chapter III: Pedagogical Component

Creating an online school newspaper based on written styles as a strategy to improve writing skill in 6th Grade Students at Agueda Gallardo Villamizar School.

Introduction

Learning a second language today is more than essential, especially learning English has become the main vehicle of the process of universalization of knowledge and has become a main factor in academic training and professional development since it is used in almost all areas of knowledge and human development. Also, learning another language allows access to opportunities in this globalized world, improving the quality of life, accessing a better job, traveling and learning about new cultures.

The national Ministry of Education in Colombia through the curriculum “Derechos Básicos de Aprendizaje” and the Colombia Bilingual program seeks to encourage the use and strengthening of English in all educational institutions in the country according to the needs of students and it propose to teach English at primary and secondary school based on the communicative approach in order that the students learn English using it in communication situations. For this reason, The MEN has looked for new alternatives and strategies for learning English through different resources, technological tools and materials in order to reinforce English in educational institutions and train competent students in the area, such a National Bilingualism Program and among others.

That is the reason why it is considered important to reinforce the different skills in students, to improve their communication with others in a second language. This pedagogical proposal seeks to improve writing skills through the creation of an online school newspaper in which they can express their opinions or thinking about specific topic based written styles.

Statement of the problem

English teaching in schools is limited to transmitting knowledge in a traditional and monotonous way, most teachers are based only on carrying out the work book activities, the curriculum and even those they have put into practice for many years, creating in the students a lack of interest and motivation. It is for this fact that it is necessary to implement strategies that involve the imagination and creations of students.

For this reason and taking into account the importance of this skill in learning a foreign language, the following question will be solved during the execution of this project.

Main questions

- How can the creation of an online school newspaper improve of written production skill in the students?

Sub-question

- What kind of texts are of great interest to students?
- How does the execution of the online school newspaper contribute to students' motivation to write?
- How the written production process increases the learning of new vocabulary in sixth grade students?

Justification

Writing skills are a fundamental factor in learning a foreign language since it is here that students demonstrate their ability to produce in an improvised and precise way to communicate in order to explore different and social fields. According to Tarvin (2014) the communicative competences can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions.

Through this project, students will encourage to develop their creativity and thinking with different written production activities for them to rehearse their linguistic knowledge in the English language. Hence, it is important to implement this project in order to help students to develop this skill toward different topics of their interest and improve the written production skill in the students of Agueda Gallardo de Villamizar school.

Objectives

General objective

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

Specific objectives

- To apply different types of writings during the workshop
- To propose the activities in which the students develop their creativity and thinking through their writings.
- To increase the learning of new vocabulary through writing

Theoretical Framework

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

Writing

According to Cakrawati (2012) Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. The definitions of writing are variously stated by some experts. Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Communicative competence

Embark (2012) cite to Hymes (1972) “communicative competence” refers to the level of language learning that enables language users to convey their messages to others and to understand others’ messages within specific contexts. It also implies the language learners’ ability to relate what is learnt in the classroom to the outside world. From this perspective, Hymes (1972) described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures.

School Newspaper

Solis (2020) defines A school newspaper such a publication produced solely by a school's students. The student newspaper staff is usually led by a teacher who sponsors the group. The teacher serves as an adviser and helps to organize the students so they can produce the publication in a timely, efficient manner. School newspapers exist to encourage students' interest in journalism careers. Students want innovations and new ways of learning and newspapers always give them teaching in innovative way, as they change thought, topic and ingredients daily. Students read them curiously and learn without many efforts.

Literature review

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

With regard to communicative competence, Bissenbayeva, Ubniyazova, Saktaganov, Bimagambetova and Baytucaevastudy (2012), in their study entitled “Communicative Competence Development Model” seek to study the develop communicative competence in which the students can participate in the professional communications and express their point of view, replacing the logic of the arguments with unsubstantiated statements. They also search that the development of communicative competence skills be seen as a purposeful process that requires considerable pedagogical effort.

The methodology of this study was to develop a method of developing communicative competence using the video clips with communicative situations in which they took into account aspects as communicative behavior, situational attributions, discussion of the topics, emotions as an expression of personal relationship to the subject of speech and the content of the communication process. For this, the authors carried out a questionnaire among 20 students studying English language during 4 term.

As a result of this study, Using video clips with non-deployed situation allows putting the problem before a group from the beginning: a) Educational task, which is to achieve the cognitive, creative activity b) socio-psychological activity offering implementation of pragmatic-professional tasks of a certain culture of communication and the definition of professional-relevant skills during the performance. The model which has been developed by us simulates the process of communicative competence development and can be formalized in the following way:

-methodical training model of communicative competence formation on the basis of video clips will simulate speech-thinking activity as a process, and thus we can bring them to a product of his own text, that is, a discursive activity.

On the other hand, and about writing motivation category, Wrighta, Hodgesb and Tiguesc (2018) conducted a study entitled “A validation program for the Self-Beliefs, Writing-Beliefs, and Attitude Survey: A measure of adolescents' motivation toward writing” the purpose of this study was propose a new multi-dimensional model of writing motivation in order to monitoring students' motivation towards writing, as well as identifying variables that mediate student achievement.

About the method, the author uses two methods, the first they administered the SWAS to 517 students at a public middle school (grades six through eight), in the southwestern United

States. Students completed paper-based versions of the survey, and total administration took about 15 min. Teachers read the entire survey to students to ensure that results were not impacted by students' reading ability. In the second study, they administered the SWAS to a second, independent, group of participants. The sample consisted of 53 students in grades six through 11 who attended a private, independent school in the same geographic area as the public middle school. Students completed a paper-based version of the survey in approximately 15 min. They used this administration to complete the external stage of our construct validation program. In this study, we solicited parental consent and collected more information about individual students, including teacher ratings and writing samples.

As a result, the author established in the first study, a structural validity through multiple types of factor analyses and establishing reliability coefficients for the instrument scores. Finally, in Study 2, they provide evidence of external validity by comparing students' SWAS scores to other measures of writing. Following these procedures, we were able to establish that the SWAS provides a valid measure of students' writing motivation and is an instrument appropriate for a particularly important age group adolescent learner. Additionally, through this process, they add to the theoretical base by proposing a new multi-dimensional model of writing motivation.

To continue with this topic, an article entitled "Opportunities to Write: An Exploration of Student Writing During Language Arts Lessons in Norwegian Lower Secondary Classrooms" by Blikstad-Balas, Roe, and Klette (2018), seeks to analyze how often and in what situations students have the opportunity to participate in writing or are explicitly encouraged to write and how some teachers facilitate writing opportunities. The authors analyzed 178 lessons of language arts recorded on video in 46 secondary classrooms in Norway based on the Protocol for the observation of language arts teaching. Thanks to the development of this research, it was

discovered that when students have the opportunity to write, the writing instruction must be of high quality and the results of the research clearly show the existence of a clear relationship between the teachers who give priority to the writing of students in class and teachers who provide high quality writing instruction.

The last category about school newspaper as a pedagogical tool, a study carried out by So (2005) entitled “From analysis to pedagogic applications: using newspaper genres to write school genres” this paper is intended to show how explicit analysis of newspaper genres can be used to develop genre knowledge, which can be transferred to other genres, say in this case, school genres. Two texts seen as typical representations of these two genres will be analysed. One of them is an authentic editorial as an instance of a newspaper genre while the other is a school argumentative essay as an instance of a school genre. The two share in very broad terms a common communicative purpose, as both of them are argumentative in nature. The analysis is intended to establish typical generic characteristics in terms of communicative purposes, schematic structures and linguistic features of the newspaper genre and the student written argumentative essay to demonstrate the extent to which insights from these analyses can be utilized to teach relevant school genres in Hong Kong classrooms.

Finally, a study entitled “Preparatory Journalism: The College Newspaper as a Pedagogical Tool” by Bockino (2017) seek to help fill that empirical gap by utilizing a nationwide survey of college newspaper advisers to explore two broad questions. First, if one of the college newspaper’s primary functions is to serve as an important pedagogical tool and, as pedagogical theories contend, students learn best by “doing,” then to what degree do the operations at college newspapers (i.e., what students are “doing”) mirror the operations at their industry counterparts?1 And second, as the newspaper landscape undergoes important shifts (Abernathy, 2014; Meyer,

2009) and journalism educators increasingly stress the need to emphasize entrepreneurship and innovation within journalism curricular.

A survey was conducted in October 2013 with college newspaper advisers as they are generally regarded to have the most knowledge of the inner workings of their respective college newspaper environments. The survey was sent via email using an online survey tool.

Three notable findings emerged from the subsequent survey. The first was that advisers perceive editorial teams at college newspapers as significantly less likely to “couple” with their audience and marketing teams than their industry counterparts. The second notable finding was that college newspapers more reliant on advertising and subscription revenue were more likely to report a higher level of student autonomy than newspapers more reliant on funding and the third notable finding was that college newspapers more reliant on advertising and subscription revenue reported a lower level of performance over the past 5 years than newspapers more reliant on funding.

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

Methodology

This project is focused on the improvement of written production through the creation an online school newspaper based on written styles where the most appropriate and best written writings by students will expose and publish. This project will be developed during four weeks in which some workshops are implemented where students can develop their skills from a specific topic, also, they will know different styles of writing and how the newspaper is structured.

For the proper development of this project, it is important to take into account that there is unconditional support from the supervisor of Águeda Gallardo de Villamizar School, which expressed interest in the proposal and shared ideas and suggestions with the teacher in training.

Research methodology

This project is a qualitative research study since its looks to understand the phenomenon of applied written production as a strategy to improve written skills in students from sixth grade. According to Creswell (2007) qualitative research is defined as “the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. (Pag 44). In other definition Creswell cited to Denzin & Lincoln (2011) qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Population

The population for this study is comprised by EFL learner students from Agueda Gallardo de Villamizar School from 6th class; the 6th grade is composed by sixty-five students, whose ages are comprised between 9 to 12 years old, the participants of the project will be the 22 student to have internet access and can connect on Wednesdays in the synchronic class in order to work on the proposed workshop for each class and develop the writing skills with topics of their interest.

Instruments

Participant Observation.

Creswell (2012) cites to Angrosino (2007) “Observation is one of the key tools for collecting data in qualitative research. It is the act of noting a phenomenon in the field setting through the five senses (sight, hearing, touch, smell, and taste) of the observer, often with an instrument, and recording it for scientific purposes” in this case, the participant observation is carried out, DeWALT, (2002) said that participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides.

Survey.

According to Isaac & Michael (1997) cited by Glasow (2005) Survey research is used “to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.” Furthermore, Kraemer (1991) identified three distinguishing characteristics of survey research. First, survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey research uses a selected portion of the population from which the findings can later be generalized back to the population.

Documents analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based

and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and images that have been recorded without a researcher 's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included.

Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records.

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

Instrument	Weeks									
	1	2	3	4	5	6	7	8	9	10
Participant Observation	X			X		X	X	X		
Survey								X		
Documents Analysis									X	

Table 8 Instrument application

Type of Analysis.

For data collection analysis, it will be analyzed following Hatch's (2002) interpretive model of qualitative, he proposes this model based on Wolcott's (1994) notion that individual qualitative researchers transform data in different ways, emphasizing either description, analysis, or interpretation. He says that all

studies have elements of each of these three ingredients, but the balance among them is different. Depending on the purposes of individual studies, one of these elements comes to the fore. The interpretive analysis model described here details a way to transform data that emphasizes interpretation.

Methodology of pedagogical implementation.

The pedagogical methodology proposed to implement this project would be Presentation- Practice- Production method by Harmer (2009) he said that it is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom.

In the Presentation stage, the teacher introduces the topic and teaches some words or phrases in order students to understand the task instructions better. To start the workshop, it is important motivate students through a warm up in which student can familiarized with the topic.

In the Practice Stage, the tasks are performed by the learners. learners practice saying or writing the language structure correctly. In this case students talk or written about some experience according to the topic for the week.

In the production stage, students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task. But, in these workshops, students will write for the online newspaper

Data Collection.

For data collection, four workshops will be implemented through the zoom platform on Wednesday at 12 pm, where a workshop will be developed for each meeting in which students can improve their writing skills based on a specific topic, for this, the following schedule will be taken into account.

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Pre-test	X									
1 workshop				X						
2workshops						X				
3 workshop							X			
Post- test							X			

Table 9 Data Collection

Implementation of the pedagogical component

As a consequence of the health crisis, the Colombian public schools are working with virtual classes at the Agueda Gallardo school synchronous classes take place one hour a week. For this reason, this proposal takes place during the sessions on Wednesday at 12 pm. This project was presented to the sixth-grade students through a power point presentation. The main objective of this presentation was to show the students the proposal in order to invite them to participate actively in the project. This invitation was based on the interaction, because students were asked some questions related to the newspaper and the importance of the news. The students were interested in the project and the response of the participation was positive.

Here, you can observe the planning of the contact activity implemented during the session

Date: 23th September 2020		
Grade: 601 and 602		
Objectives: To present the project to the 6 th grade students in order to invite them to participate in the project.		
Description	Time	Materials

<p>Title: Firstly, the project was presented through a power point presentation There, it was presented the title of the project, which is “Creating an online school newspaper based on written style as a strategy to improve writing skill”. It should be pointed out that this was explained in Spanish. (Appendix 1)</p> <p>Objectives: Secondly, I proceeded to explain that I pretended to develop this project with the students from 6th grade with the aim of promoting the writing productions and enriching their vocabulary.</p> <p>Methodology: Thirdly, the methodology to implement during each workshop was presented. For instance, the students were told about development of the project (1 test, 3 workshops and 1 posttest). Also, they were told that if they had doubts about the information of the news, the preservice teacher will help them through the WhatsApp group.</p>	<p>The presentation of the project lasted about 20 minutes.</p>	<p>A power point presentation Zoom Platform</p>
<p>Pre-test: This pretest was implemented to know student’s level in writing production Also, this test consisted in writing a short text about the daily routine (Appendix 2)</p>	<p>8 days</p>	<p>Lesson</p>
<p>Finally Activity: To close the activity, students will choose the name of the wall newspaper and suggest topics to write about.</p>	<p>5 min</p>	<p>Lesson</p>

Table 10 Planning of the Presentation of the project

Format of the workshops

In order to start implementing the pedagogical proposal, a format was designed as teaching strategy to follow. In this format, it can be appreciated the activity for each workshop; the 3 objectives of an English class, the communicative, the linguistic and the cultural; the teaching methodologies to promote the written and the writing phases.

Date:			
Grade:			
Activity:			
Duration:			
Objectives:	Communicative	Linguistic	Cultural

	Description	Time	Materials
Presentation: Pre-writing			
Practice: While-writing			
Production: Post- writing			
Self-evaluation			

Table 11 Format of the workshop

Planning of the workshops

Three plans are proposed for the project, the first one, students will learn about the news is and what parts make it up. For second and third plan, was proposed step-by step on reading and understanding texts, in where students will learn vocabulary and how to make a comprehensive reading that will allow them to grasp the main idea of the text and finally write a piece news following the structure presented in activity one and the examples of news worked in activities

These are the planning’s proposed for this project:

Date: 14 – 10- 2020
Grade: 6 th grade
Activity: First approach to the project

Duration: 30 minutes			
Objectives:	Communicative	Linguistic	Cultural
		To talk about the parts of news.	To know the parts of the news report.
Description		Time	Materials
Presentation: Pre-writing	Firstly, the preservice teacher will present the topic with a question " what is a newspaper? " in order to students talk about this and can tell a story or news that they have actually seen or heard. After that, students must answer what type of the news we can see on the newspaper.	5	Power Point Presentation
Practice: While-writing	Secondly, the preservice teacher shows a power point presentation, (Apendix 3) explaining the structure of a news on the newspaper and the steps to write a news. the teacher present examples of the structure and a format of how to make a news.	15	Power Point Presentation
Production: Post- writing	Thirdly, the preservice teacher proposes as a final activity writing a news item of their interest, taking into account the format (Apendix 4) given by the teacher.	5	Format
Self-evaluation	Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consisted of 8 items. (Apendix 5) In this self-evaluation, students must answer yes or no according to the statement.	5	Google Forms

Table 12 First workshop of the pedagogical proposal

Date: 28- 10- 2020			
Grade: 6th grade			
Activity: Second Activity – Reading comprehension about news			
Duration: 30 minutes			
Objectives:	Communicative	Linguistic	Cultural

	To reinforce reading comprehension about written news and identify their structure. To express through a story, map the information and ideas about what students understand from the news.	Identify the vocabulary related with news about technology	To compare local news with international news.	
	Description		Time	Materials
Presentation: Pre-writing	Before to start the reading, the teacher will ask some questions to students about the use of technology. The students must answer these questions in the comments. Also, the teacher will ask if they remember the structure of the news presented in the activity #1.		5	Power Point
Practice: While-writing	The teacher will post the photo of the news and then ask to students write in a comment in the post what they think could be the subject of the news. They will answer and give ideas about. Then, the teacher will present to students a piece of news about the different social media that they don't know. (Appendix 6)		15	Power Point
Production: Post- writing	In this part, the preservice teacher proposes an activity. It consists of writing about the social network that the most uses in their free time.		5	Format
Self-evaluation	Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consisted of 8 items. In this self-evaluation, students must answer yes or no according to the statement.		5	Google Forms

Table 13 Second workshop of the pedagogical proposal

Date: 4- 10- 2020			
Grade: 6 th grade			
Activity: Second Activity – Reading comprehension about news			
Duration: 30 minutes			
Objectives:	Communicative	Linguistic	Cultural

	To reinforce reading comprehension about written news and identify their structure.	Identify the vocabulary related with the environment and climate change.	To compare local news with international news.	
	Description		Time	Materials
Presentation: Pre-writing	Before to start the reading, the teacher will ask some questions to students about the environment context such as if they know what is climate change, pollution, etc. Also, the teacher will ask if they remember the structure of the news presented in the activity #1 and worked in activity # 2.		5	
Practice: While-writing	The teacher will post the photo of the news and then they think could be the subject of the news. They will answer and give ideas about. After That, the teacher will show to students a video which contains vocabulary related to environmental problems, using images and key words. (Apendix 7) https://www.youtube.com/watch?v=WN_dLwmh1vk Then, the students and teacher will enter a kahoot (Apendix 8) game, in which students will participate answering questions about the video.		15	Video Game
Production: Post- writing	The preservice teacher proposes as a final activity writing a news item about the importance to care the environment, taking into account the format given by the teacher in the first activity.		5	Format
Self-evaluation	Finally, the preservice teacher closes the workshop by proposing the students to do a self-evaluation which consisted of 8 items. In this self-evaluation, students must answer yes or no according to the statement.		5	Google forms

Table 14 Third workshop of the pedagogical proposal

In the same way, this is the necessary data to access the space where you find the online newspaper school:

Wix account: E-mail: aguedagallardofirstgrade2020@gmail.com



password: school2020

Online Newspaper: <https://aguedagallardofirs.wixsite.com/sixthgradenews2020>

Development integral practice virtual modality

In order to continue providing support to English teachers with the development of didactic and educational material for students, the preservice teacher has developed different activities such, workshops, PowerPoint presentation, review of workshops, attach notes, evaluations, virtual classes and among others. The students receive fortnightly a workshop guide to work at home.

First Activity:

	<p>I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS AREA: IDIOMA EXTRANJERO – INGLES INGLES 6-A / 6-B DOCENTE: Fabio Peñaloza Flórez PRACTICANTE: Jazmin Adriana Ramirez</p>	
---	--	---

Present Simple - Presente simple

1. Seleccione la respuesta correcta

- Do you _____ chocolate milk?
a. like b. likes c. be like
- He _____ not want to go to the movies.
a. do b. does c. is
- He _____ now.
a. plays tennis b. wants breakfast c. walks home
- It _____ a beautiful day today.
a. is b. are c. am
- Sorry, Lisa _____ not here at the moment.
a. am b. is c. be
- Robert _____ not go to my school.
a. is b. does c. are
- My parents _____ in a two-bedroom apartment.
a. live b. lives c. are live
- We _____ European.
a. do be b. are c. do are

Remember!/ Recuerda!

-Agregamos -s o -es al infinitivo del verbo en la 3a persona del singular (él, ella, eso)

He/She/ It

I live --- He/she/it lives

I watch---- He/she/it watches

Para la negación usamos el auxiliar

Do y Does según sea el caso

I/you/we/they --- Do

He/She/ It --- Does

Figure 1 Guide 30% of third Period

Second Activity:

REPASO 3 PERIODO

Colegio Águeda Gallardo de Villamizar
Grado Sexto

Simple Present- Presente simple

GENERAL TRUTH (VERDADES GENERALES)
Usamos el presente simple para hablar sobre hechos generales que siempre son verdaderos y permanentes sobre el mundo

HABITUAL ACTIONS (ACCIONES HABITUALES)
En este caso hablamos de cosas que nosotros o cualquier persona, animal o cosa hace habitualmente, es decir con una cierta periodicidad.

Uses/ Usos

Cats like milk

He takes a shower everyday

Simple Present- Presente simple

Rules- Reglas

Para formar el Presente Simple agregamos -s al infinitivo del verbo en la 3a persona del singular (él, ella, eso) He/She/ It

I live --- He/she/it lives
I sing---- He/she/it sings

Si el verbo que utilizamos termina en -o, -ss, -sh, -ch, -x, agregamos -es al final del verbo con las terceras personas del singular (HE, SHE, IT)

To like	→	He likes
Beber	→	Él bebe
To fish	→	He fishes
Pescar	→	Él pesca
To watch	→	She watches
Observar	→	Ella observa
To go	→	She goes
Ir	→	Ella va
To fix	→	He fixes
Reparar	→	Él repara

FREQUENCY ADVERBS -ADVERBIOS DE FRECUENCIA.

Adverbs of Frequency
An adverb of frequency tells us how often something takes place.

100%	ALWAYS	I always wake up at 6 o'clock
90%	USUALLY	I usually come home after work
80%	NORMALLY / GENERALLY	I normally swim after school
70%	OFTEN / FREQUENTLY	I often spend Christmas with friends
50%	SOMETIMES	I sometimes play tennis on the weekend
30%	OCCASIONALLY	I occasionally eat Vietnamese food
10%	SELDOM	I seldom go to the library
5%	RARELY	I rarely listen to the radio
0%	NEVER	I never listen to rock music

Una frecuencia de adverbio nos dice con qué frecuencia ocurre algo

Figure 2 Explanation of the topic Third Period

Third Activity:

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR
FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS
AREA: IDIOMA EXTRANJERO – INGLES
INGLES 6-A / 6-B
DOCENTE: Fabio Peñaloza Flórez
PRACTICANTE: Jazmin Adriana Ramirez

Adjectives/ Adjetivos

- ❖ En esta lección aprenderás sobre los adjetivos y cómo usarlos. También aprenderás que los adjetivos tienen opuestos.

What are adjectives? / ¿Qué son los adjetivos?

Los adjetivos se utilizan para describir sustantivos. Son palabras que describen o modifican a otra persona, cosa, lugar o idea en la oración. También pueden describir pronombres, que son palabras que sustituyen a los sustantivos. La mayoría de las veces, los adjetivos vienen antes de la palabra, se usan para describir sustantivos.

Example:

The **hungry** girl has a **fresh** orange- La niña hambrienta tiene una naranja fresca .

An adjective can tell... / Un adjetivo puede decir

Color/ Color Black/ negro Blue/ azul Orange/ naranja	Size/ Talla Big/grande Huge/enorme Large/grande	Shape/Forma Boxy/cuadrado Oval/ovalado Round/ Redondo Square/ cuadrado	Taste/ gusto Bitter/Amargo Sour/ Agrio Sweet/ Dulce
--	---	---	---

Figure 3 Guide N°1 Fourth Period

Fourth Activity:

	<p>I.E. COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS AREA: IDIOMA EXTRANJERO – INGLES INGLES 6-A / 6-B DOCENTE: Fabio Peñaloza Flórez PRACTICANTE: Jazmin Adriana Ramirez</p>	
--	---	--

**DEMONSTRATIVE ADJECTIVES /
 ADJETIVOS DEMOSTRATIVOS**
 (This, that / these, those)

**What are the demonstrative adjectives?
 ¿Qué son los adjetivos demostrativos?**

Los adjetivos demostrativos ('demonstrative adjectives') sirven para determinar la posición de las personas o cosas. Funcionan como adjetivos demostrativos cuando acompañan al sustantivo. Son:



Figure 4 Guide N°2 Fourth Period

Five Activity

Grade: During the period of integral practice I was in charge of grade all the workshops and evaluations. (Student names are erased to protect their confidentiality).

No.	Codigo	Apellido1	Apellido2	Nombre1	Nombre2	GuiaN°1	GuiaN°2	Prueba 30%
1	2019151					2.5	2.5	
2	2020002					3.4	4.0	
3	2017501					4.0	3.8	4.5
4	2020003						3.5	3.4
5	2019007					4.2		
6	2017661					3.8	4.0	4.5
7	2017662							3.0
8	2020004							3.0
9	2017523					2.5	2.5	3.0
10	2020006					3.0	3.8	
11	2017505					3.8	4.8	5.0
12	2019060					2.0	2.5	4.3
13	2020022							
14	2020252					4.5	4.6	4.5
15	2017506							
16	2017669							
17	2018271							
18	2017670							4.5
19	2017509						3.2	4.5

Figure 5 Grades: Sixth "A"

No.	Codigo	Apellido 1	Apellido 2	Nombre1	Nombre2	GuiaN°1	GuiaN°2	Prueba 30%
1	2020248							
2	2017500							
3	2020018							
4	2019059					3.5	3.2	3.0
5	2020251					3.2		
6	2018129					4.6	4.0	4.5
7	2020019					3.5	3.5	4.5
8	2020005					3.6	4.4	4.5
9	2020020					4.0	4.0	4.5
10	2017503					4.0	4.0	4.5
11	2017666					3.5	3.6	4.5
12	2017667					4.2	3.5	4.5
13	2020021							
14	2017668							4.5
15	2020007					4.8	5.0	3.7
16	2020023							
17	2019061					2.8	3.3	4.5
18	2018225							
19	2017797					4.8	4.0	4.0
20	2020024					3.5	3.7	
21	2017674					3.0	2.5	4.1
22	2017676							
23	2017677							

Figure 6 Grades: Sixth "B"

Data analysis

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

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

Qualitative data analysis can be described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities (Cohen et al., 2007:461). Nieuwenhuis (2007:99-100) captures the essence of data analysis well, when he provides the following definition of qualitative data analysis that serves as a good working definition: —qualitative data analysis tends to be an ongoing and iterative

process, implying that data collection, processing, analysis and reporting are intertwined, and not necessarily a successive process. In short, as Gibbs (2007: vol. 6: 1) so aptly points out, qualitative data analysis is a process of transformation of collected qualitative data, done by means of analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis.

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

BASE CATEGORIES OF THE PROJECT			
General category	Subcategories	Theoretical description	Other comments
Writing Production	Lexical Competence	Marconi (1997, p.2) believes that lexical competence comprises Writing is a good strategy to acquire vocabulary, since to write two distinct dimensions of knowledge: inferential and	Writing is a good strategy to acquire vocabulary, since to write about a topic is necessary to have a previous knowledge and to have enough vocabulary taking into account the topic to write.

		<p>referential lexical knowledge.</p> <p>Marconi adduces reasons to justify this distinction. For example, although it is not a common situation, it may well be the case that a speaker is referentially competent in the use of a lexical item but inferentially incompetent and vice versa. That is, the two abilities are, to an important extent, independent of each other. Marconi illustrates the situation with the bookish</p>	
--	--	--	--

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

			<p>used to speak at a certain time. because that way we can begin to understand the functioning of the language.</p>
	<p>Coherence and cohesion</p>	<p>Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence levels. Basically, coherence refers to the “rhetorical” aspects of your writing, which include developing and supporting your argument (e.g. thesis statement development), synthesizing and</p>	<p>Coherence and cohesion are essential and very important properties that any type of text must have in order to communicate what it intends.</p>

		<p>integrating readings, organizing and clarifying ideas.</p> <p>The cohesion of writing focuses on the “grammatical” aspects of writing.</p>	
Input	Readings	<p>Reading" is the process of looking at a series of written symbols and getting meaning from them.</p> <p>When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something</p>	<p>Making a reading before starting to write is essential, this allows the writer to contextualize a little more about what he/she is going to write and it helps in the acquisition of vocabulary, ideas and topics that may be unknown.</p>

		to us.	
Newspaper	Creativity	<p><i>From Human Motivation</i>, 3rd ed., by Robert E. Franken: Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.</p> <p>(page 396)</p>	<p>You should choose very well the material or template that a newspaper will contain and especially if it is a school newspaper since it must have drawings, colors and different sections that attract the attention of the readers, therefore creative material is required to publish in it.</p>

Results

Motivation to write and to be published in a newspaper

During the workshops, it was evident that the students were motivated in the production of their writings not only because of the assessment that each would have but because these writings

would be published in the online newspaper, and likewise, they said that their parents would be proud to see the writings in the newspaper.

Furthermore, it is important to note that this type of workshop excites students and this allows a good interaction between teachers and students it will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in students' behavior and understand the needs of students in the classroom.

According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore, to improve the ability of students to learn. In other words, the interaction between the teacher and the student is key, since this interaction allows students to feel free, safe and do not feel pressured at the time of writing, a good atmosphere was always created within the classroom as it is essential in order to students express themselves correctly.

Although for the development of this project the students delivered their writing individually, the student-student interaction was also important since this allows students to learn collaborative work, improves teamwork, personal relationships and also allows knowledge sharing among them. The teacher could realize that students were always motivated in writing in order to have their products published in the newspaper.

After having applied the survey ([Appendix 9](#)) one of the questions in the survey was for knowing if the students really wanted to have their writings published.

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

From this question, four answers were obtained:

“Si, hicimos algunos talleres que nos sirvieron para realizar nuestros escritos y esto nos hizo sentirnos seguros de nuestros escritos, además, me emociona muchos que mis escritos vayan hacer publicados en el periódico online y mis papás lo puedan ver” P.1

“Si, me gusta saber que mis escritos puedan ser publicados en un periódico y poder mostrar lo que yo hago para aprender inglés” P.2

“Si, con mis compañeros desde el principio nos gustó saber que nuestros escritos iban hacer publicados en el periódico por internet” P.3

Si, estoy muy contento por haber hecho mis escritos y que vayan hacer publicados en el periódico, también que mis papás y mis hermanos puedan ver mis escritos y estén muy orgullosos de mi” P.4

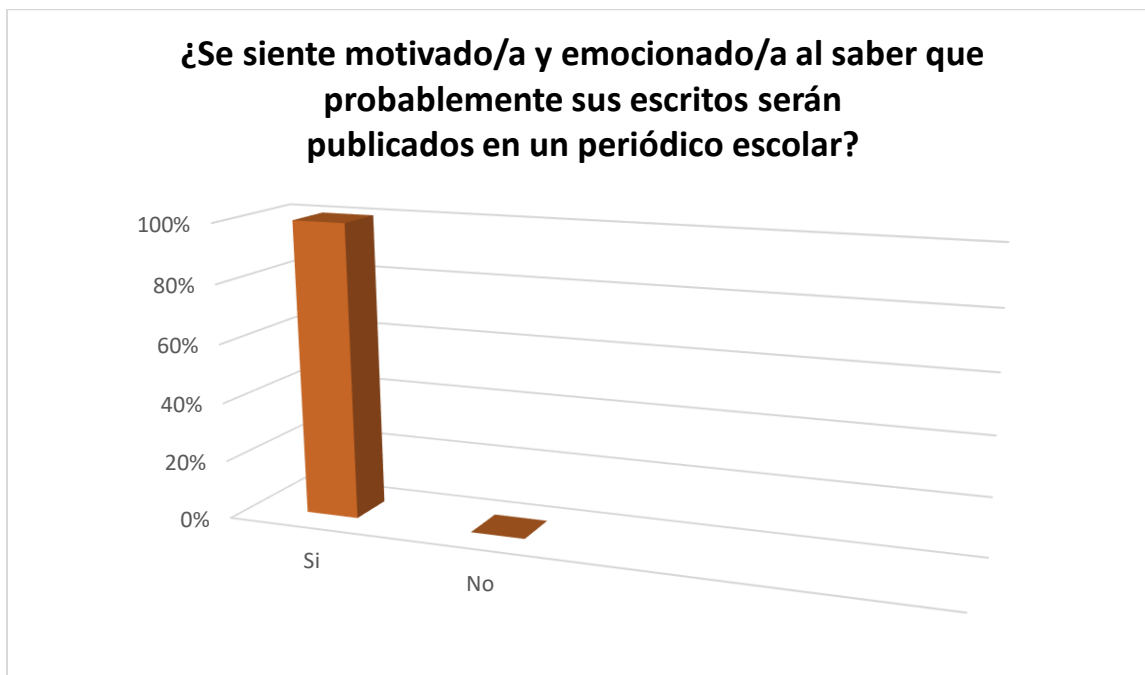


Illustration 1 Data Analysis 1

In general, the school newspaper is a tool that motivates students to write, be creative and use their imagination and creativity.

Vocabulary acquisition through writings

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

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

In this proposal, the teacher in training used technological tools such as videos and power point presentations, also readings used before proposing the weekly topic to be written, this allowed that questions about vocabulary decrease more and more. To describe and narrate facts, events or people, it was also important to know some key words in which students used to do their writings.

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

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

From this question, four answers were obtained:

“Yo creo que mejoré en el vocabulario, porque uno casi no busca en el diccionario y para hacer los escritos tuve que buscar mucho vocabulario y así aprendí” P.1

“Aprendí hacer oraciones en inglés y usar vocabulario nuevo” P.2

“Mejoré en muchas cosas de inglés, como hacer oraciones, buscar en el diccionario, conocer palabras nuevas y ser muy creativo en los escritos” P.3

“Vocabulario porque tuve que buscar mucho para poder hacer mis escritos” P.4

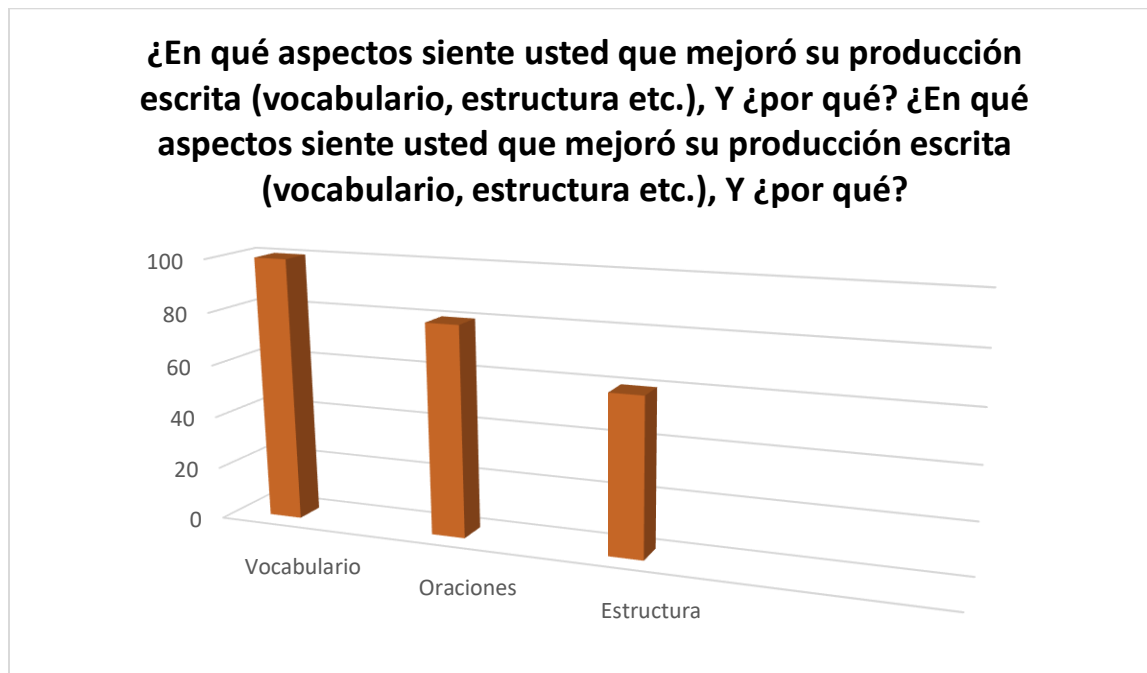


Illustration 2 Data Analysis 2

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

Improving written production

The analysis of writings was made using criteria ([Appendix 10](#)). These criteria, allowed knowing the writing process in the participants and their evolution while writing, also it helped

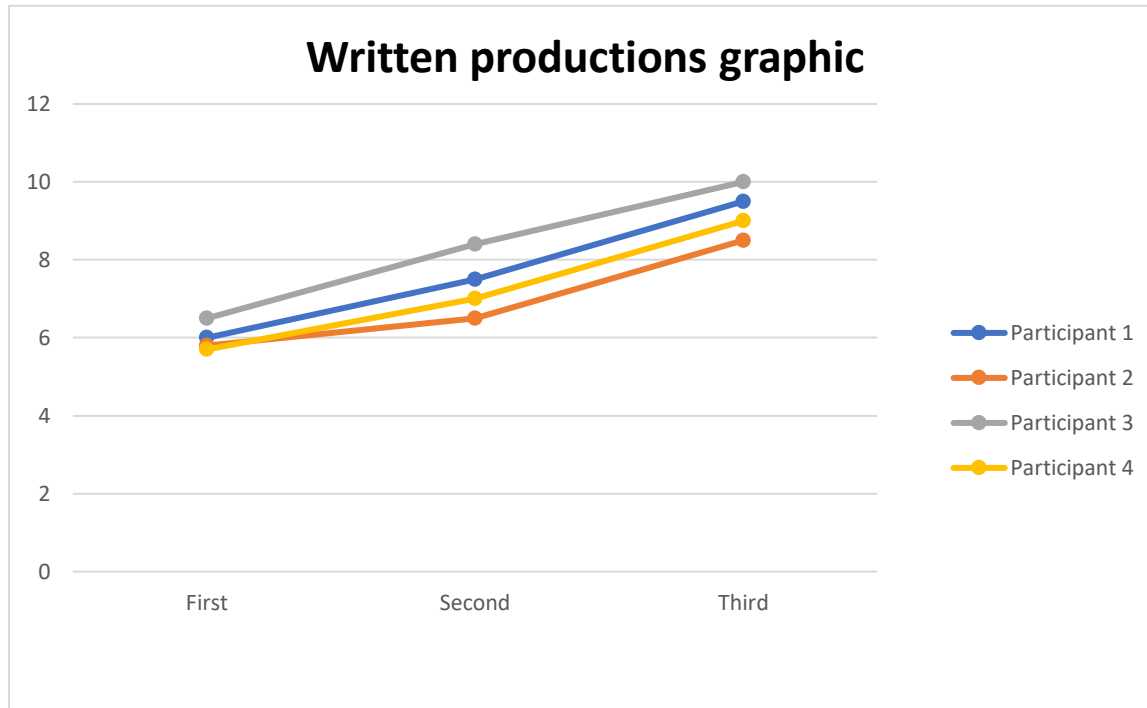


Illustration 3 Data Analysis 3

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

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

Conclusion

During the development of the project and after analyzing the data collected, it is important to highlight that students must be motivated with different didactic strategies that can attract their attention, in this case, the online newspaper was a tool that influenced the motivation of the students to create their productions after each workshop and to be published on the newspaper.

On the other hand, it's necessary to know about students' likes and interesting topics to them, since the students have to know perfectly the topic and have to feel attracted by it to be a good production because students presented some difficulties while writing when the topic was unknown for them. However, the workshops serve as a motivation and as a help for the students to acquire vocabulary and to write full sentences in order to create complete texts.

Suggestions

Although this project had a virtual methodology with few synchronous meetings, each of the workshops could be carried out, however, it is advisable to implement new interaction strategies with students in the virtual classroom, activities that do not extend and that are effective for student learning. In this way, the academic performance and interest of the students will be evidenced.

Chapter II: Research Component

Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum

Introduction

In the context of training in PLEX, the novice teachers' pedagogical practicums are recognized as one of the relevant aspects and updating to document in order to improve the teaching-learning processes and the education assessment.

Even though, there is a manifested interest regarding the necessity of comprehending and transform the pedagogical practice also it is certain that the majority of local studies focus mainly on learning than teaching issues.

It has been considered relevant to formulate a project that encompass a reflective approach about the professional practicum as a way to achieve knowledge, behaviors and attitudes that guide the teacher practice; also as an exercise of internalization, immersion and a consistent exploration of the teacher's own subjectivity. Through the formulation of questions and searching of information in order to solve problems and self-recognition.

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

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

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

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

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without significant alteration, the teacher takes the risk of being installed in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to emerge problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

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

In the case of the bachelor's degree in foreign languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are formulated:

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

Objectives

General Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about their work.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

Defining reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010)

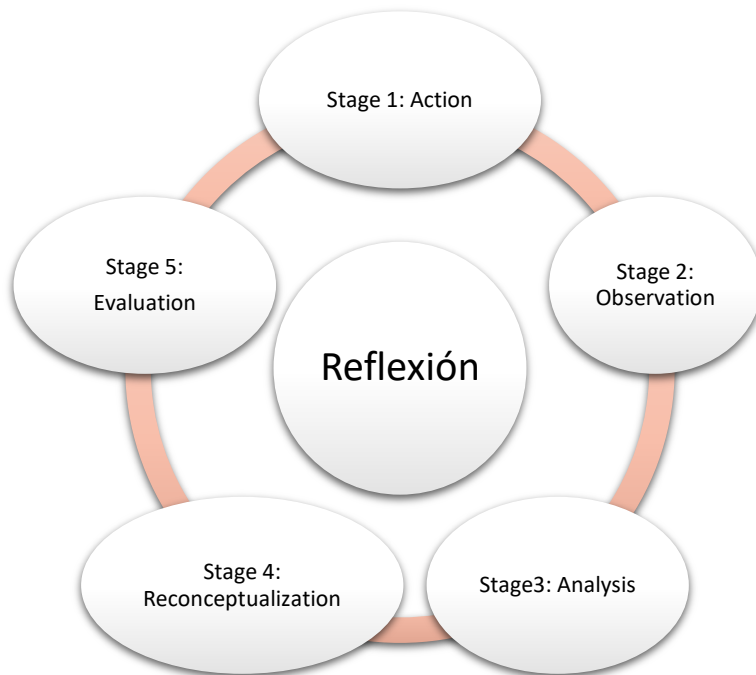


Figure 7 Reflection stage

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects which allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflective practice

Update and qualify the academic proposals in the University and guide the learners towards new ways to relate to the world. It is needed that teachers ask themselves about their practice and the impact they are generating; they are in the capacity of objectifying their behaviors and assume the different roles in the pedagogical relationship.

The teacher takes a core role in the current educational world; he/ she acts in a complex space that is under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge with regard to changing circumstances” (Ebutt and Elliot:1986). In this context, the practice’s problems, of class space, demands a special treatment aimed at understanding and the social interaction.

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective. This study will serve to participant teachers to think over their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997) it exists different levels of reflexivity, in a first level, the effective application of technical skills and knowledge is given in the classroom; the reflection is given to the selection and adequate uses of didactic strategies that teachers will use.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria is opted in teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

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

- **Academic practicum**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

- **Social efficiency practicum**

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

This is the way of proceeding from technical rationality.

- **Development**

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

- **Social reconstruction**

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- **Generic**

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

- **Reflection triggers**

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

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education.

These authors established classification categories of:

1. Knowledge of content

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

According to Georgea Spark-Langer and Amy Colton, the narrative is another element of reflective thinking that is included in the present study as instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component teachers' journals are placed in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective

Methodology

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

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

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

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

Reflective workshops

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

Objectives

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

Self-observation checklist

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

Narrative

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

Class recordings

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

Context

The city of Pamplona, founded in 1549, is the oldest city in the North department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities at the time of the colony, it has been throughout its history center of confluences and religious influences; it welcomed a large number of religious communities, among which we can mention: the community of Franciscans, the Clarissa Sisters; the Brothers of Saint John of God, the Society of Jesus, the Community the Sallista, likewise, feminine religious communities: Sisters of the presentation, Sisters Bethlemites, among others; The presence of these communities in the city brought about the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors perform: PLEX Practitioners.

The school is understood as a specific educational community that, as an organ, is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered. At present, the school is considered as the way of life of the community, that is, the school transmits those learning and

values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both Society as its own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization. The school is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which determines the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions which include: Socializing Function It is about young people's learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructional Function

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

Educational Function

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks the ratification barriers between the school and society, a culture space where the concepts, technical tools and

codes of the culture of humanity are learned. As a consequence of the active participation in the exchange of meanings, desires and behaviors with partners and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by 54 students of tenth semester, practitioners of the Program of Foreign Languages French French of the University of Pamplona.

The direct beneficiary population:

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

The indirect population benefited:

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

Institutional dependencies linked to the Project

- Foreign Language Program Department of Languages and Communication Faculty of Education.

- Bethlemitas Brighton School
- José Antonio Galan school
- Seminario menor Santo Tomas de Aquino school
- José Rafael Faria school
- Cristo Rey school
- Provincial San José school

- Cambrige school
- La presentation high school of Pamplona
- Agueda Gallardo School

Instrument	Date
Self-observation sheet	October 26 th
Narratives	Narrative #1 September 28 th
	Narrative #2 September 5 th
	Narrative #3 October 12 th
	Narrative #4 October 19 th
	Narrative#5 October 26 th
	Narrative#6 November 2 nd
	Narrative #7 November 9 th
	Narrative #8 November 16 th
Reflective workshops	September 23 st October 14 th November 25 th

Table 15 Timetable Narrative Schedule

Conclusions

Self-observation checklist

The online self-observation check list was developed on the 5th week of practicum stage. This instrument served as a mediator to preservice teacher reflect on the teaching practice and its role in the different pedagogical and administrative aspects of the Agueda Gallardo school, this

instrument contains a series of questions that helped to reflect on the methodology implemented in the synchronous classes, the contents, the activities, the interaction with the students, inside the 6th grade. Once the self-observation check list was completed and the answers were reflected, the pre-service teacher could conclude it is necessary to carry out this type of exercises periodically since they allow us to identify difficulties as well as strengths that lead us to become suitable teachers, with good use of educational tools and willing to adapt our teaching material to the needs of the students. Annexed

Narrative

The reflection exercise will allow teacher in training to express how their endeavor is based on the narrative of their own teaching experiences as way to provide meaning to their profession. Eight narratives have been developed during the practicum stages tell our experience as teachers, from virtuality and the role as a teacher. Furthermore, this writing task allowed me to narrate how is the process of becoming teachers and these narratives allowed express and interpret feelings at certain moments. Also, it could be possible to describe the experience. Annexed

Reflection workshop

Concerning the reflection workshop, it was implemented on September 23st, on October 14th and on November 25th through the virtual platform called Microsoft Teams. Workshops have a fundamental purpose to guide students - teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich process and insert new tools that allow them to transform their pedagogical practicum. Annexed

How does the reflective approach of the practice contribute to the transformation of your teaching work?

The reflection of the practice is necessary to understand our limitations and identify our shortcomings. Teacher educators need to assume that, to be a good teacher, it is necessary to reflect on educational practice because it implies working with heterogeneity, diversity of interests, attitudes, concerns of students, and forms of learning in order to potentiate the capacities and abilities of the human being. That is, teachers should permanently question their teaching, to improve their performance in the classroom.

I consider that the reflective approach of this practice allows us to know our teaching knowledge, I have realized that my teaching perspective has changed through experiences in-class sessions, facing the challenges that can be presented in the virtual methodology and the disposition that You must have to accept each of the suggestions by the supervising teachers. In addition, this reflective approach has allowed me to know my strengths and weaknesses and how they can be remedied. In general, these narratives have helped me to analyze and understand the importance of reflecting on my weekly tasks.

Chapter III: Outreach Component:

Awareness project to teach English language in primary schools in Pamplona

Colombia.

Presentation

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals. Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

Introduction

Participation in world trade, academic, cultural and economic policies has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country. So that all the citizens can participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country.

With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the national Ministry of Education proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global communication processes, in the global economy and in the cultural openness”. And so, the Ministry has been implementing a wide range

of strategies in the different levels of education with regards to the accomplishment of this goal. A clear example of that is the creation of “Basic Standards of Competence in Foreign Languages” for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

This program has been developed all over the country in which the work of Education Secretary in public and private universities; and institutions of English work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project.

With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, evaluations applied nationally are not brighter.

The University of Pamplona in Colombia as institution where professionals are trained, especially, the Foreign Languages Program English and French has further approached to the reality that faces primary schools in Pamplona regarding to the National Bilingualism Policy, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English learning needs of childhood population from Pamplona and the integration of the foreign languages training of the pre-service teachers from the Foreign Languages Program English and French to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem, nevertheless, these needs are not completely fulfilled because of it is missing monetary support in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

Justification

Learning a foreign language allows being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continue constructing their competences in English in secondary, vocational and later, in higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Pamplona, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of Foreign Languages Program from Pamplona University, as manner of contributing to the reinforcement of English teaching in primary level.

The fulfillment of this project will not only favor the student population of Pamplona, but also the Program of Foreign Languages, especially, the students carrying out their practicum. This benefit redounds to the possibility children in primary school have to be in contact with the foreign language and in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, intervening in processes that impact in the improvement of this needs.

Objectives

General objectives

The implementation of this outreach project, on the part of Program of Foreign Language English-French, ascribed to the University of Pamplona, works towards the following objectives:

- To meet the English Teaching demands in primary school in Pamplona.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.

Specific objectives

- To familiarize school children from Pamplona with fundamental knowledge of English.
- To involve PLEX teacher students teaching processes in primary school in Pamplona city.
- To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community of Pamplona.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the University of Pamplona.

Contribution lines

- Academic training in foreign languages

- Citizen training (treatment of educative problems in order to decrease inequality in the educational system)
- Scholar community outreach in Foreign Languages Program

Theoretical Framework

Teaching Languages

Languages international policies.

For several years, UNESCO has been concerned with the role of languages in the global context. At the 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 of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it 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, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and

conscience of peoples, the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Program of Bilingualism.

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

Bilingualism.

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

Teaching English 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 to the individual, as well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions, 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 begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors. Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of 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 communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote 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 manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express in another language.

From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why is it important to learn a FL in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and

listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

The Context of Pamplona

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

- Colegio Normal Superior: Which has as headquarters, Escuela Rural Cariongo, and Instituto Aurora.
- Colegio Provincial San José,: It is in charged of Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.
- Colegio Águeda Gallardo de Villamizar: Which has as headquarters, Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.
- Institución Educativa San Francisco de Asís: It is in charged of Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Similarly, there are two institutions which are not general schools but they provide public basic and secondary education. They are:

- La Presentación high School.
- Brighton Bethlemitas high School.

**Sub project: The creation of didactic worksheets as a Way to Acquire Vocabulary on 1st
Grade Students from Agueda Gallardo School.**

Introduction

Teaching English in primary schools means teaching students aged 6-12 years, regarded as young learners (Suyanto, 2010). As they are still young, they will come to the class with different levels of English knowledge. They may come with excellent English; the others may know nothing about English at all. This condition causes a difference among students' motivation in learning English. Some of them feel that English is easy and enjoyable, and others think that English is difficult and tedious. Furthermore, the students who are very interested in English need to be facilitated to experience an appropriate English lesson, while they who are not interested in learning English need to be motivated and supported more by showing that English is exciting and fun. Yogyakarta (2018)

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

On the other hand, teaching English in primary schools has several purposes. They are categorized into two major parts, such as interaction and socialization. Arthur and Cremir (2010). The aims of interaction are to help children to acquire and use information, like learning how to spell; to help children to acquire other physical skills, such as cutting, handwriting; and help children to acquire complex skills such as reading. Yogyakarta (2018). That is, a good strategy for learning English in first grade children would be through worksheets, since being a person so

active, full of energy and curious, they will be attracted to be using materials like clay, color paints, color papers and at the same time they can learn the most basic English words.

Justification

This project aims to promote the worksheet as a way to acquire vocabulary as a pedagogical tool. According to Ransom and Manning (2013) worksheets hold a special place among the many well-intentioned, this is the items in the early childhood and elementary toolkit. Further, Worksheets can be useful in many ways in terms of academic achievement. For example, as supplements to textbooks, worksheets can be used to add information for particular classes. In addition, blanks in worksheets are invitations for students to fill in gaps; they are opportunities for knowledge construction.

Objectives

General objective

- To create didactic worksheets material to promote the English learning in 1st students at Agueda Gallardo School

Specifics objectives

- To encourage students to learn English through didactic materials.
- To enrich student's vocabulary by means of a didactic workshop.
- To help the primary's teachers in the English learning process of students through the use of didactic material.

Methodology

The objective of this project is to help and support a community collaborating in the resolution of basic problems and needs that may arise in it; This project could not be carried out directly with first grade students and teachers for reasons of contact with teachers. Nevertheless, the project was rethought so that it can be carried out through virtual modality in the future. For that reason, an account was created on the google classroom platform where teacher can find the step by step on how to improve the vocabulary in the first-grade students, as is the objective of this project. At the same time, it is a guide for teacher to teach English, for this, some worksheet was be created with their respective answers in order to facilitate the teacher in charge of the qualification of the worksheet

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Creation of google classroom platform	X	X								
1 -2 worksheets			X							
3-4 worksheets				X						
5-6 worksheets					X					
7-8 worksheets						X				
9 worksheet							X			
10 worksheet								X		

Table 16 worksheet created for google classroom platform

For the creation of the worksheets, it was taking into account the topics proposed by the curriculum. These worksheets are accompanied by videos related to each topic; you can find them in the google classroom platform.

These are the topic proposed for this virtual project:

Worksheets	Topics
First worksheet	Greetings
Second worksheet	Numbers
Third worksheet	Months
Fourth worksheet	Colors
Fifth worksheet	Family
Sixth worksheet	Classroom object
Seven worksheets	Adjectives
Eighth worksheet	Parts of the body
Ninth worksheet	Fruits
Tenth worksheet	Part of the house

Table 17 Worksheets - Topics

In the same way, this is the necessary data to access the space created in google classroom for the development of this project: Annexed

e-mail: aguedagallardofirstgrade2020@gmail.com

password: school2020

google classroom link: <https://classroom.google.com/c/MTcyNzkzOTgzNDE1?cjc=xd5q6dm>

Conclusions

To conclude I want to answer this question:

How does your contribution to the extension project “The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practicum”, contributes to the academic community where it develops the practice and projection of the degree in foreign languages?

I consider that the outreach component contributes positively in the educational institution where the preservice teacher is doing her practicum stage. since I provide great material for the teachers of the first grade of Águeda Gallardo de Villamizar School through the google classroom platform, indicating step by step each of the activities to be carried out, in addition, it supported their work with interactive videos which help to learn English and learn new vocabulary.

In addition, this type of experience it is also beneficial for schools and primary students that do not have specialized English teachers in primary school, which means that the English bases that children acquire in those educational levels are not solid and for this reason they arrive with many learning gaps that hinder the good development of English learning in higher courses.

Although this project was initially created to be executed in the virtual classroom, due to the changes that arose during development of the project , the workshops planned that was published in google classroom was carried out so that it can be applied in the future. These plans are aimed at first grade students and it’s necessary to follow all the stages as they are presented

Chapter IV: Administrative Component

Introduction

As pre-service teacher, it is necessary to be linked to the activities proposed by the institution in order to have an approach to those administrative tasks such as festivals, flag ceremonies, school birthdays and others, it is really important that the pre-service teacher can be present and collaborate in the institution with this type of activities.

The role of teacher implies having knowledge of everything that the institution covers, for this reason, it is important as practitioners to know relevant aspects of the institution, the management of the structure in general.

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

Objectives

General objective

- To cooperate in activities proposed by the teacher in the Agueda Gallardo School

Specific objectives

- To know the activities carried out outside the classroom of Agueda Gallardo School.
- To support the teachers and the administrative in the organizations of the activities.
- To know the inner working of the educational institution's system }

Methodology

Taking into account the changes generated due to the COVID19 health emergency in the country, the Agueda Gallardo school has suspended activities, however, for the 4th period it is intended to look for new alternatives to carry out an area project, also, adjustments to the unit plan for the fourth period. For this reason, the administrative activities that we carry out as pre-service teacher have not been defined in a specific way, but the supervisors will take into account our support for the activities that are planned during the process of practice.

General Project Schedule

	ACTIVIDAD	MES 1				MES 2				MES 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	OBSERVACIÓN INSTITUCIONAL												
2	-FORMULACIÓN DE LOS SUBPROYECTOS												
3	IMPLEMENTACIÓN DE LOS SUBPROYECTOS EN CADA INSTITUCIÓN												
		NOVIEMBRE				DICIEMBRE							
	ACTIVIDAD	MES 4				MES 5				MES 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	IMPLEMENTACIÓN DE SUBPROYECTOS EN CADA INSTITUCIÓN												
2	CONSOLIDACIÓN DEL INFORME												
3	EVALUACIÓN DE RESULTADOS Y DEL IMPACTO DE LA PROPUESTA												
4	SOCIALIZACIÓN. INTERACCIÓN CON LA COMUNIDAD BENEFICIADA												

Table 18 General Project Schedule

Implementation of the proposal

During the development of the practice, we have had some meetings on the Zoom platform to get involved in extracurricular activities. In the first instance, a general meeting was held with the team of English teachers from the school and the preservice teachers to introduce the tasks and activities to be carried out.



Figure 8 First meeting the English teachers

On the other hand, with the teachers and the preservice teachers, organized the area project to involve all the students through different projects that visualize the importance of learning a foreign language. For 2020 we organized the “SALESIAN’S ENGLISH OLYMPIADS”, a project that allowed the participation of all students from 4th to 11th grade. For this activity, some parameters were found that will be displayed in the link, likewise, tasks were established to achieve a positive result of these English Olympics.

In my case, I organized the test for category two, for students in sixth and seventh grade, I also made a series of videos and posters to encourage students to participate in the English

Olympics. These Olympics were held online and offline, so that all children had the opportunity to access and participate in the test. Also, I was in charge of making the respective diplomas for each of the categories established in the Olympics. Annexed

Conclusions

As practitioners, it is necessary to be linked to all the activities proposed by the school because it is important to have a sense of belonging to the place where people work and always and try to have success in all the activities proposed a planned. Thanks to this experience, we were able to realize that behind an educational classroom project there are many elements to organize and prepare so that everything takes place in the best way.

References

- Bissenbayeva, Z; Ubniyazova, S; Saktaganov, B; Bimagambetova, Z & Baytucaevastudy, A. (2012) *COMMUNICATIVE COMPETENCE DEVELOPMENT MODEL*. South Africa. Science Direct Journal.
- Blikstad-Balas, M, Roe, A & Klette, k. (2018). *OPPORTUNITIES TO WRITE: AN EXPLORATION OF STUDENT WRITING DURING LANGUAGE ARTS LESSONS IN NORWEGIAN LOWER SECONDARY CLASSROOMS*. University of Oslo, Blindern, Oslo. Sage Journals.
- Bockino, D. (2017). *PREPARATORY JOURNALISM: THE COLLEGE NEWSPAPER AS A PEDAGOGICAL TOOL*. Journalism & Mass Communication Educator. Sage Journal.
- Cakrawati, T. (2012). *THE EFFECT OF USING COMMUNICATIVE CARTOON MOVIES ON THE TEACHING OF WRITING SKILL AT THE SECOND GRADE OF SMPN I ARJOSARI*. Yogyakarta
- Creswell, J. W. (2007). *QUALITATIVE INQUIRY AND RESEARCH DESIGN: CHOOSING AMONG FIVE APPROACHES*. Thousand Oaks, us: Sage Publications.
- Glasow, P. (2005) *FUNDAMENTALS OF SURVEY RESEARCH METHODOLOGY*. McLean, Virginia
- Harmer, J. (2001). *THE PRACTICE OF ENGLISH LANGUAGE TEACHING*. London: Pearson Education Limited.
- Hatch, J. A. (2002). *DOING QUALITATIVE RESEARCH IN EDUCATION SETTINGS*. Albany, us: State University of.
- Sim, M. (2010). *SOME THOUGHTS ON WRITING SKILLS*. University of Oradea, Faculty of Economics
- So, B. (2005). *FROM ANALYSIS TO PEDAGOGIC APPLICATIONS: USING NEWSPAPER GENRES TO WRITE SCHOOL GENRES*. Science Direct Journal.

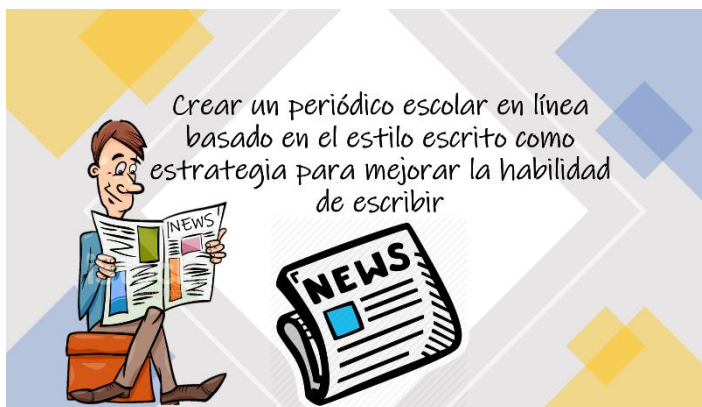
Solis, K. (2020). *WHAT IS A SCHOOL NEWSPAPER?*. Wisegeek Journal. Recovered from: <https://www.wisegeek.com/what-is-a-school-newspaper.htm>

Tarvin, L. (2015). *COMMUNICATIVE COMPETENCE: ITS DEFINITION, CONNECTION TO TEACHING, AND RELATIONSHIP WITH INTERACTIONAL COMPETENCE*. University of Missouri

Wrighta,L; Hodgesb,S & Tiguec, M. (2018). *A VALIDATION PROGRAM FOR THE SELF-BELIEFS, WRITING-BELIEFS, AND ATTITUDE SURVEY: A MEASURE OF ADOLESCENTS' MOTIVATION TOWARD WRITING*. Science Direct Journal.

Appendix

Appendix 1. Presentation of the project



¿QUÉ VAMOS HACER?

- ✓Vamos aprender aspectos de un periódico y la estructura de una noticia
- ✓Vamos aprender a escribir una noticia
- ✓Vamos a realizar escritos cortos
- ✓Vamos a realizar un periódico online con sus escritos.

Lest's start!

The complex block includes a blue header with the question '¿QUÉ VAMOS HACER?'. Below it is a list of four bullet points. To the right of the list is a cartoon illustration of a boy in a red cap running while holding a newspaper. Below the list is a drawing of a rolled-up newspaper.

Appendix 2 Pretest about writings

3. Realice un paralelo entre sus rutinas diarias de un día normal antes de la cuarentena y un día normal durante la cuarentena. Para el día normal antes de la cuarentena utilice el pronombre personal **HE** (el) o **SHE** (ella) según sea su género. Y para el día normal durante la cuarentena utilice el pronombre **I** (yo). Como mínimo 15 actividades tengan en cuenta el siguiente ejemplo.

Antes de la cuarentena HE / she El / ella	Durante la cuarentena I yo
1. El se levanta a las 6 am he wakes up at 6 a.m.	1. Yo me levanto a las 7 a.m. I wake up at 7 a.m.
2. El se baña he takes a shower	2. Yo me baño I take a shower
3. El desayuna a las 8 am he has breakfast at 8 am	3. Yo desayuno a las 8 I have breakfast at 8 am
4. Ella se va a trabajar she goes to work	4. Yo trabajo de 7 a 12 I work from 7 to 12
5. El termina de trabajar he finishes to work	5. Yo almuerzo a la 1 p.m. I have lunch at 1 p.m.
6. Ella almuerza a las 12 she has lunch at 12	6. Yo tomo una siesta I take a nap.

Appendix 3 First workshop

CREATING A NEWS REPORT

CREAR UN INFORME DE NOTICIA

1

WHAT IS A NEWS?

Una noticia es el relato o redacción de un texto informativo que se quiere dar a conocer y se refiere a un hecho novedoso ocurrido dentro de una comunidad y que merece su divulgación.

2

01 ACTIVITY

5

HOW TO WRITE A NEWS

CÓMO ESCRIBIR UNA NOTICIA

6

PARTS OF THE NEWS

PARTES DE UNA NOTICIA

- 01 TITLE**
Destaca lo más importante de la noticia.
- 02 SUBTITLE**
Resalta y responde a las preguntas básicas.
- 03 BODY PARAGRAPH**
En el hecho, y cuenta los acontecimientos en orden de importancia, empezando por el más importante.
- 04 PHOTO**
PEQUEÑO DE COMUNICACIÓN GRÁFICO

3

EXAMPLE

PARTES DE UNA NOTICIA

Título
Muere Gabriel García Márquez, un genio de la literatura universal

Subtítulo
El escritor colombiano falleció a los 87 años de edad en su ciudad natal, Cartagena de Indias, tras sufrir un infarto de miocardio.

Foto

Cuerpo
El escritor colombiano Gabriel García Márquez falleció este martes a los 87 años de edad en su ciudad natal, Cartagena de Indias, tras sufrir un infarto de miocardio. El fallecimiento se produjo a las 11:30 horas, según informó el Hospital General de la ciudad.

4

STEPS

- ☐ Choose a Topic / Escoger un tema
- Taking to account these questions / tener en cuenta estas preguntas
 - *¿Quién estuvo involucrado?*
 - *¿Qué ocurrió?*
 - *¿En dónde ocurrió?*
 - *¿Por qué ocurrió?*
 - *¿Cuándo ocurrió?*
 - *¿Cómo ocurrió?*
- ☐ Write ideas/ escribir ideas
- ☐ write the paragraph / escribir el párrafo
- ☐ Check your writing / revisar tu escrito

7

WRITE A NEWS

Title: _____

Subtitle: _____

Photo:

What's going on? / ¿Qué está sucediendo?

Where is happening? / ¿Dónde?

8

Appendix 4 Format

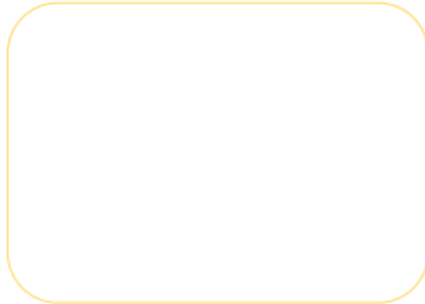
Name: _____ Date: _____ Grade: 6° _____

WRITE A NEWS

Title :

Subtitle:

Photo:



What's going on? / ¿Qué está pasando?:

Where it happens? ¿Dónde?:

When did it happen? ¿Cuándo?

How it happened? ¿Cómo pasó?

Why it happened? ¿Por qué pasó?

What happened after? ¿Qué pasó después?

[Appendix 5](#) Self observation



Self observation of the workshop

Selecciono si o no de acuerdo a criterio.

¿Cree usted que el la explicación de la clase fue completa ?

- Sí
- No

¿Considera usted el tema elegido fue acorde con su nivel de escritura en inglés?

- Sí
- No

Appendix 6

1

2

3

4

5

6

7

[Appendix 7](#)

https://youtu.be/WN_dLwmh1vk



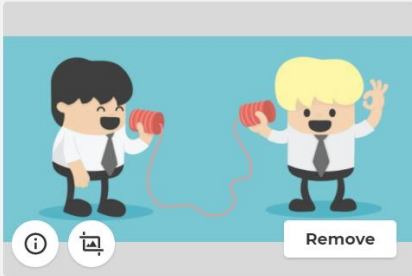
[Appendix 8](#)

What is communication? / ¿Qué es la comunicación?

Time limit
20 sec

Points
1000

Answer options
Single select



Remove

Image reveal

- Original
- 3x3
- 5x5
- 8x8

<input checked="" type="radio"/> La comunicación es la acción de intercambiar y recibir ideas.	<input type="radio"/> Es cuando llamo a alguien
<input type="radio"/> La comunicación es algo que no se expresa	<input type="radio"/> La comunicación ayuda a comunicarse con otros.

Appendix 9



Pedagogical Project- Águeda Gallardo School

Survey/ Encuesta

*Obligatorio

Por favor responda esta encuesta con total sinceridad, explicando el porqué de su respuesta

Nombre *

Tu respuesta

Appendix 10

Name: _____

Production: N° _____

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

Annexes

First workshop of Research component



UNIVERSIDAD DE PAMPLONA
LICENCIATURA LENGUAS
EXTRANJERAS FACULTAD DE
EDUCACIÓN

Práctica Integral II Semestre 2020
Proceso de Inducción.
Presentación: La Reflexión sobre la práctica, una mirada crítica.

*Obligatorio

Dirección de correo electrónico *

Siguiente




UNIVERSIDAD DE PAMPLONA
LICENCIATURA LENGUAS
EXTRANJERAS FACULTAD DE
EDUCACIÓN

Se ha registrado tu respuesta.

[Enviar otra respuesta](#)

Second Workshop of research component



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

TALLER NO 2 PRACTICA REFLEXIVA

*Obligatorio

Dirección de correo electrónico *

jazmin5231@gmail.com

NOMBRE ESTUDIANTE *

Jazmin Adriana Ramirez

Third Workshop of research component

NOMBRE ESTUDIANTE *

Jazmin Adriana Ramirez Moncada

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría . Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes .

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica .

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

***Obligatorio**

Dirección de correo electrónico *

jazmin5231@gmail.com

Narratives

Narrativa N° 1 : semana del 21 al 25 de septiembre

Mi practica integral la estoy llevando a cabo en el Colegio Águeda Gallardo de Villamizar ubicado la ciudad de Pamplona, en los cursos 6-A y 6-B con un total de 65 estudiantes dirigido por el profesor Fabio Peñaloza Lopez.

La primera semana como practicante en los cursos mencionados, puedo decir que en general fue un buen comienzo a pesar de la nueva modalidad implementada, las clases sincrónicas con los niños es una hora por semana el día miércoles, donde solo 25 niños de 65 del grado sexto pueden ingresar, este primer encuentro con ellos fue interesante y enriquecedor ya que aquí pude evidenciar varias cosas que puedo mejorar e implementar durante estas sesiones. En cuanto a las actitudes de los niños, es un curso un poco inquieto, pero muy activo y esto permite que todos participen y estén atentos a las indicaciones. Desafortunadamente, no tenemos una interacción directa y esto hace un poco difícil la comunicación con todos, ya que las clases se hacen a través de la plataforma Zoom y no todos los niños encienden la cámara, no todos hablan haciendo esto un poco tedioso porque uno siente que nadie lo esta escuchando o le está prestando atención, sin embargo, durante esta sesión yo le pedí a los estudiantes que cada vez que los llamará por su nombre para preguntarles algo o si ellos quisieran participar que encendieran la cámara. Realmente fue una semana bastante provechosa ya que puede hablar con ellos, explicarles algunos temas visto durante el periodo, conocer dudas y demás comentarios que ellos quisieran tener, también considero que una cara nueva en el aula motiva a los niños a participar y ser más activos.

Por otro lado, le ayudé al profesor a realizar una guía siguiendo los parámetros establecidos por él para hacer repaso de los temas vistos, también recibiendo los trabajos de los niños para hacer sus respectivas calificaciones. El supervisor ha sido de gran ayuda para mi ya que el conoce bien a los niños, los reprende cuando ellos hacen desorden durante la explicación y eso es bueno porque ya los niños me han empezado a ver como una docente más en el aula.

Narrativa N° 2 : semana del 28 de septiembre a 2 de Octubre

Durante esta segunda semana de práctica, estuvimos recibiendo los trabajos del 30% correspondiente al tercer periodo de los niños de sexto grado. Realmente, fue una semana un poco pesada ya que recibir los trabajos de manera digital se convierte un poco tedioso el ejercicio ya

que todos los niños no envían sus trabajos en orden o no toman bien las fotos haciendo el trabajo de calificación lento.

Esta semana no se hizo encuentro sincrónico debido a que muchos niños no tienen al día sus trabajos del periodo y se les dio tiempo para que enviaran sus trabajos ya que esta semana fue cierre de periodo. Estuvimos trabajando con el profesor Fabio con las notas de los niños, yo le colaboré con asignar las notas en las tablas de Excel y él se encargó de subir las notas al sistema, sin embargo, pudimos observar que no todos los niños enviaron sus trabajos. Calificar no es difícil, pero lleva mucho tiempo.

Por otro lado, en cuanto a mi proyecto no pude iniciar en forma como se tenía previsto en el calendario, sin embargo, avancé en la realización de los talleres correspondientes para el desarrollo del proyecto.

En general fue una semana interesante en la que pude observar como los niños realizan sus trabajos, y que tanto aprendieron durante el periodo académico. En este sentido, considero pertinente el reforzamiento de los diferentes temas ya que se pudo evidenciar que fueron pocos los niños quienes realizaron satisfactoriamente los trabajos y comprendieron los temas.

Narrativa N° 3 : semana del 5 de octubre a 9 de Octubre

En esta tercera semana de practica, los estudiantes del colegio estuvieron en receso, por lo tanto, durante esta semana no hubo encuentros asincrónicos ni sincrónicos con ellos. Fue una semana para que los niños tuvieran un espacio para ellos y pudieran descansar de todo el trabajo que se ha venido desarrollando en las diferentes áreas.

Sin embargo, estuvimos trabajando con el docente Fabio sobre la temática a trabajar para este cuarto periodo, teniendo en cuenta el plan de área. Para este cuarto periodo los estudiantes verán 4 temáticas cada una durante 15 días que corresponde a 4 guías.

En general, puedo decir que fue una semana productiva, ya que realizar las guías lleva su trabajo, buscando la forma que aquellos niños que no pueden entrar a la clase sincrónica comprendan la temática mucho más fácil y los ejemplos sean claros para ellos. De igual forma, realizar guías didácticas en donde los niños practiquen la escritura de la lengua y se sientan ajenos con lo que

están aprendiendo es un poco complicado, pero nunca imposible. Así que, mi reto de la semana fue crear guías interesantes y explicativas para mis estudiantes de sexto.

Narrativa N° 5 : semana del 19 de octubre a 23 de Octubre

En esta semana, tuvimos un encuentro sincrónico con los docentes del área de inglés de la Institución Educativa Agueda Gallardo y las practicantes quienes también están haciendo la prácticas allí, esta reunión se realizó con el fin de acordar el proyecto de área que se realiza todos los años en la institución, este año llamado “Salesian’s English Olympids” este proyecto pretende evaluar los conocimientos de los estudiantes del área de inglés y sus habilidades en “writing, Reading, listening, grammar and vocabulary” estas olimpiadas están organizadas por 4 categorías desde el grado 4° hasta el grado 11°. En general, en este encuentro se estipularon tareas correspondientes para cada uno de nosotros y se organizó cada uno de los aspectos a llevar a cabo para el día de las olimpiadas que se realizarán el día 29 de octubre.

Una de mis tareas para la ejecución de dicho proyecto, fue la realización de un video publicitario invitando a todos los niños a participar de este proyecto de área, también compartirlo a través de WhatsApp y dar la información correspondiente a esto para que los estudiantes conocieran el proyecto.

Por otro lado, esta semana no se realizó encuentro sincrónico debido al paro docente que se estaba llevando a cabo, sin embargo estuve muy atenta a las inquietudes de los estudiantes y así mismo recibiendo los trabajos de los niños, además organizado la prueba para las olimpiadas para el grado 6° y 7° , segunda categoría.

Narrativa N° 6 : semana del 26 de octubre a 30 de Octubre

Esta semana iniciamos con las publicaciones de aquellos videos y posters que realizamos para hacer la invitación a los estudiantes del colegio Águeda Gallardo a participar en las olimpiadas de inglés, proyecto que se organizó con los docentes del área y los practicantes. Fue una semana realmente dura, porque me correspondió preparar la prueba para los niños de sexto y séptimo teniendo en cuenta el plan de estudio, esta prueba contó con 60 preguntas estilo ICFES, sin embargo, por recomendaciones de los docentes tuve que hacer diferentes cambios a dicha prueba. Realmente esta semana me sentí bastante ocupada con la ejecución de la prueba tanto tipo PDF como la prueba Online. El 29 de octubre, día en el que se desarrollaba la prueba mi whassapp

estuvo sonando todo el día y esto me produjo un poco de estrés pues los padres de familia de sexto y séptimo, y además, los niños de cuarto y quinto quienes realizaron la prueba estuvieron todo el día escribiéndome, preguntando por la prueba y las diferentes dudas que surgían de la prueba. Esta semana realmente fue un reto para mi, conocer que paciente puedo ser al momento de prestar mi atención e inquietudes no solo de los estudiantes si no de los padres de familia, incluso recibiendo regaños y quejas de algunos padres de familia, creo que eso fue lo más duro para mi pues saber recibir de buena manera eso regaños y saber como solucionar cada cosa que transcurría, también, conocer el deber docente no solo en la parte académica si no en la parte comunitaria fue un reto para mi.

Por otro lado, esta semana tuvimos encuentro con los niños y pude realizar uno de mis talleres de mi proyecto, fue muy satisfactorio porque los niños estuvieron muy dispuestos a las actividades y atentos a la misma. A pesar de que no pude implementar mi propuesta de la manera que tenía previsto, los niños me han colaborado en realizar las actividades y muy comprometidos.

En general puedo decir que fue una semana completa, en las olimpiadas tuvimos muchos niños de sexto participando y para mi fue un logro pues muchos de ellos estuvieron entusiasmados en la prueba y participaron durante las dos jornadas, realmente puedo decir que como practicante docente me sentí satisfecha y muy feliz saber que la mayoría de mis estudiantes participaron.

Narrativa N° 7 : semana del 2 de Noviembre al 6 de Octubre

Después de un fin de semana largo de calificar las pruebas, sacar los porcentajes de las diferentes competencias, clasificar los estudiantes por los grados, cuarto y quinto de la sede El Escorial y Jardín Nacional, y estudiantes de sexto y séptimo quienes participaron en las olimpiadas, me encuentro con la satisfacción y la alegría que uno de mis estudiantes de sexto grado fue la ganadora de las olimpiadas por la categoría 2 “Elementary” con una calificación máxima y un tiempo récord. A pesar de que fue una semana llena de miles de cosas por calificar fue una recompensa para mi saber que tenía en mi grupo a una de las ganadoras.

Por otro lado, el día miércoles en nuestro encuentro asincrónico les di la noticia a los estudiantes de que teníamos ganadora en nuestro curso, todos estuvieron muy contentos y así mismo la felicitaron. Personalmente, le di las gracias a los niños por participar y por estar atentos a las indicaciones de la prueba. Así, junto con el profesor Fabio decidimos que la prueba de las

olimpiadas sería parte del 30% del periodo como recompensa a la participación activa durante el curso, sin embargo, aquellos niños quienes no la pudieron presentar por algún motivo tendrán la oportunidad de presentarla y tener su 30% de la nota final.

Seguidamente, hicimos nuestro ultimo taller con los estudiantes quienes estuvieron contentos por la temática y hubo bastante participación por parte de ellos, además les agradecí por haber hecho parte de mi propuesta y por colaborar en cada una de las actividades. Esta fue nuestra ultima semana de clase asincrónicas ya que el periodo académico está llegando a su recta final, en las dos semanas siguientes, los estudiantes deberán ponerse al día con sus trabajos y así mismo quienes deban recuperar. Así que me espera una nueva semana llena de talleres por calificar.

Narrativa N° 8: semana del 9 de noviembre al 20 de noviembre

Durante esta semana, estuve recibiendo los talleres correspondientes al cuarto periodo para hacer su respectiva calificación, realmente fue una semana bastante estresante pues mi WhatsApp estaba lleno de mensaje de los niños con sus trabajos, considero que lo más complicado de la calificación esta semana fue que los niños toman malas fotos y esto no permite que el tiempo rinda pues hay q tratar de comprender lo que ellos escriben y en algunas ocasiones me tocó devolver los trabajos pues no comprendí absolutamente nada.

La modalidad realmente ha causado que los niños no reciban la información de una forma completa y muchos de estos niños ni saben que tienen que hacer, así se explique una y otra vez, pude observar que la gran mayoría de los niños hacen sus trabajos por hacerlos y esto realmente si fue frustrante para mí.

Por otro lado, organicé la información correspondiente para enviarle el informe a mi supervisor de las notas para este cuarto periodo y que dar al día con todo lo del colegio. Fue una semana larga pero muy provechosa ya que puedo decir que cumplí con las metas de esta semana.

Online Format: <https://forms.gle/7SrZ4xPjuvJD4mwK8>



SALESIAN'S ENGLISH OLYMPIADS 2020

Category: Elementary

Ya no se aceptan más respuestas en el formulario SALESIAN'S ENGLISH OLYMPIADS 2020 Category: Elementary.
Prueba a ponerte en contacto con el propietario del formulario si crees que se trata de un error.

Offline

Format:

<https://drive.google.com/file/d/1Ke4tX9zbnLuGWQFlbCLquWOfPDGAgphI/view?usp=sharing>

AGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SALESIAN'S ENGLISH OLYMPIADS 2020

Category: **Elementary**
6th and 7th grade

READING

My School

Hi I'm Joshua. I am 11 years old. I (1) _____ at Sahakyan school. It is a very big school. I love my school and (2) _____ teachers. They are very nice. I (3) _____ many good friends. I (4) _____ playing basketball with my classmates after school. I like all my classes, but math is my favorite (5) _____ this year. I sit in the front row of class. I (6) _____ getting up early and I am sometimes late. I have a sister. (7) _____ name is Lea. she (8) _____ only nine. She (9) _____ painting a lot. She (10) _____ to be an art teacher.

1. a) study b) goes c) ride d) do

29
OCTOBER

**SALESIAN'S
ENGLISH
OLYMPIADS**

SIGUE LAS INSTRUCCIONES PARA
PARTICIPAR

PRUEBA OFFLINE
DE 2PM A 3PM
EL PDF SERÁ ENVIADO POR CADA
GRUPO DE WHATSAPP
- AL FINALIZAR, SOLO DEBES ENVIAR LA
HOJA DE RESPUESTAS

▼

PRUEBA ONLINE
HABILITADA DESDE LAS
7 AM HASTA 11.30 AM
EL LINK SERÁ ENVIADO
POR CADA GRUPO DE
WHATSAPP
-AL FINALIZAR LA
PRUEBA, SOLO DA CLICK
EN ENVIAR.

ENVIA TUS RESULTADOS

OFFLINE A:
CATEGORÍA 1 Y 2:
3124705275
CATEGORÍA 3:
3003103454
CATEGORÍA 4:
3174813746

▶