A travel book based on Task Based Learning to enhance writing skills of 6th grade students

at the Escuela Normal Superior: An action research

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Integral Practice

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Acknowledgments

First of all, I would like to thank God for every opportunity that led me to be where I am today, particularly, at this outstanding stage in my life.

To my parents, thanks for your love, your support and your commitment in every step of the way. I love you deeply and I feel blessed to have you by my side.

To my beloved friends, who were my family in an isolated place from home. Thanks for letting me be part of your life and making my stay more pleasant. The amazing times shared together will always be present in my heart and memory.

I would also like to extent my gratitude to each one of my teachers, who guided me during the course of my career. Your constant assistance and kind guidance helped me improve personally and professionally. I have to apologize for not giving all my efforts even when I knew that I could do it and better.

Last but not least, my "Little minions", my students. Honestly thanks for teaching me how to be a teacher, and letting me teach you for life. Undeniably, you will always be with me.

Finally, thanks to the life, I already learned that you lose the opportunities if you are not brave enough to take them.

Acceptance note

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Teaching Practicum Committee

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Lucy Duran Becerra

Mentor

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General presentation

This study is composed of four different components: pedagogical, research, outreach and administrative. These are part of the practicum process, in which each one has a relation among them in order to develop and to foster the learning process as much in pre-service teachers as in students.

Firstly, the Pedagogical Component includes the implementation of a proposal, which aims at enhancing student's writing skill through the implementation of a travel book, using the task-based learning approach. Additionally, this component focuses on the improvement of the writing skill taking into account the reading comprehension while integrating skills for doing a significant learning process.

Subsequently, in the Research Component, pre-service teachers take part in a research project, in which they implement the reflection in order to self-asses their work and attitudes during the practicum process.

Afterwards, the Outreach Component focuses on giving a help to the school's needs, teaching in elementary grades taking into account that some of them do not have an accurate guide, regarding the English teaching and learning process.

Finally, for the Administrative Component, the pre-service teachers are part of the different activities stated by the institution in order to have the experience what teachers do in real context, which includes extracurricular activities and events such as teachers' meetings, flag raising ceremonies, among others, which will give to the pre-service teacher the opportunity to become in an active member of the educational institution.

Introduction

Historically, English in Colombia was designed as an educational subject for high school in 1982 taking into account a research done by the British Council (2015). However, according to this institute who did an examination of the policies during all history in Colombia in May 2015, English was ignored at that time because of the lack of experience when teaching this language, while the size and the management of the classroom were other excuses to avoid the learning and teaching process. Over time, Colombian universities supported the teachers, supplying them a training with the objective to teach successfully in the rooms but it had not the results expected; moreover, this allowed that English was stated as a language to obtain opportunities when talking about work or studies. Thus, the Ministry of National Education (Ministerio de Eduación Nacional, MEN) in 2004, created a policy to promote English in the country, named it National Bilingual Program (Programa Nacional de Bilinguismo, PNB).

The National Bilingual Program was created by the Colombian government with the purpose of encouraging English along the country to increase the proficiency rate in terms of business, education, and technology, considering 2019 as the year to reach its target, which is that everybody will be bilingual. Notwithstanding, the reality that Colombians live is entirely different than it was expected. Nowadays students barely achieve the basics English level in the schools, in which the Central Bank (2013) found "90 percent of secondary school students

reach a maximum level of A1 – a very basic level- and that only 6.5 percent of secondary education students finish with a B level, the minimum level that could be considered bi-lingual." It means that Colombia is not accomplishing the mission of bilingualism, having problems either by the students or by the lack of qualified teachers.

Therefore, it is necessary to develop a proposal in which English could be practiced and could attempt to improve it. As an initiative, a research proposal it is developed at the Escuela Normal Superior in 6th grade students, enhancing their performance in English focusing on their writing skills through a travel book as a tool that will enhance the language development.

Justification

Considering the observations done, it was analyzed that some students presented problems when writing and reading some sentences, at the same time they did not want to participate actively in the classes because of the shame of being confused in the topic and the lack of vocabulary. In addition, the fact that students were not able to have a short interaction in English among them through little texts, considering the topic of the class. That is why, writing was identified as skill to improve, and thereby reaching the government target that is a Colombia bilingual. As consequence, this study aims at enhancing writing skill through a travel book during the English classes of 6th grade students from Escuela Normal Superior.

Writing is a skill that lead the communication, for that reason it is necessary to improve its usage, because it helps to the expression of ideas, feelings, opinions and others. With that in mind a travel book will be a final product that will enhance this already expressed, in which students will put the topics learned into practice with the implementation of different tasks, and additionally they will learn some cultural aspects from Anglo-Saxon countries at the same time they are writing.

Objectives

General objective:

- ✓ To enhance student's writing skill through the implementation of a travel book, using the task-based learning approach.

Specific objectives:

- ✓ To use reflective practices as an aid for pre-service teachers at the practicum stage.
- ✓ To respond to the English language teaching needs of the child population in primary school in Pamplona, specifically, at Escuela Normal Superior.
- ✓ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- ✓ To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.
- ✓ To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

Institutional observation

Topographical location of the school

The Escuela Normal Superior is a public educational institution located in Pamplona, Norte de Santander, Colombia; specifically, in the street #7 n° 12-633 avenue Santander. It offers mixed-gender education with emphasis in humanities and arts. It is remarkable to highlight that this institution counts with some important facts, the first one is the professional training in higher level for "normalistas" who are basically teachers focused on teaching at the primary schools, the second one is the inclusive education department called "Aurora" in which students with special needs can get specialized education. Also, this institution offers the pedagogical model of "escuela nueva" into its two rural headquarters ISER and CARIONGO. In addition, this institution provides the educational levels of preschool, primary, high school and 2 higher levels for normalistas; offering education without any discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, vulnerability or disability.

Institutional authorities
The institution's board of authorities is composed of four people

CHARGE	NAME
Principal	Oscar Fabián Cristancho Fuentes
Discipline coordinators	Dario Jaimes

Academic coordinator	Dario Jaimes
Cooperative teacher	Ariel Mogollón

Table 1.School authorities' chart

Principal aspects of the Institutional Educational Project (PEI)

The PEI of the Escuela Normal Superior aims at looking for the optimal development of its services, consolidating the self-solution of the problems and generating proposals, planning and actions to strengthen the educational process. Additionally, the PEI leads the strategic guidance that provides quality in each one of the services offered by the institution and it sets the institutional philosophy that is part of the educational policies and values**.**

Institutional horizon

Mission. To train new generations of teachers with high pedagogical, citizen and research skills to lead the transformation of the marginal rural and urban sector, promoting human and environmental development.

Vision. To consolidate for 2015, as the best Higher Normal School of the Colombian Northeast that leads programs of initial formation of Higher Normalists, transforming agents of the rural and marginal urban sector, from the construction of life projects.

Principles of the educational institution

    ✓   To strengthen the pedagogical nature of the Superior Normal School as educational agent, capable of reinventing itself by redefining permanently his identity.

    ✓   To develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, productive and technological developing a pedagogy relevant through seedbeds, groups and networks.

    ✓   To offer relevant training that articulates, from the pedagogy and didactic, the culture of school and life with a curriculum that gives response to educational needs and challenges through the recontextualization of pedagogical knowledge.

    ✓   To lead from the culture of human rights and pedagogy integrating the improvement of the quality of education, the extension of coverage and processes of coexistence and social equity.

    ✓   To offer educational and practical training options to teachers in training and allow the strengthening of professional competences for the rural, urban and marginal urban transformation in order to improve quality education in the area of influence.

    ✓   To guarantee an education from the curricular planning processes relevant and quality to the vulnerable and / or disabled population, to formed useful people to society. Respecting learning rhythms, and the culture of human rights.

✓ To strengthen the human condition of the vulnerable population and with disability enhancing their abilities, respecting their rhythms of learning from the curricular planning guaranteeing a relevant and qualified education.

✓ To incorporate the new Information and Communication Technologies - TIC - in educational processes, in line with world trends current.

Main aspects of the coexistence handbook of the educational institution

The coexistence handbook of the Escuela Normal Superior school aims at following the students comprehensive training taking into account the development of the personality and the harmonious coexistence to face the challenges of the new world that are changing.

This rulebook establishes the rules, rights, and duties that students, teachers, parents and clerical workers must take into account to have a peaceful coexistence in the educational institution, additionally, there is stated the different process such as behaviour, academic, and the monthly payment to take into account.

The rulebook is such an important agreement when talking about coexistence, because there are all the procedures to follow, if for any reason a disciplinary issue is presented, also there are established rewards for students if they present an excellent behaviour and good attitudes in their academic performance.

Organizational chart of the educational institution
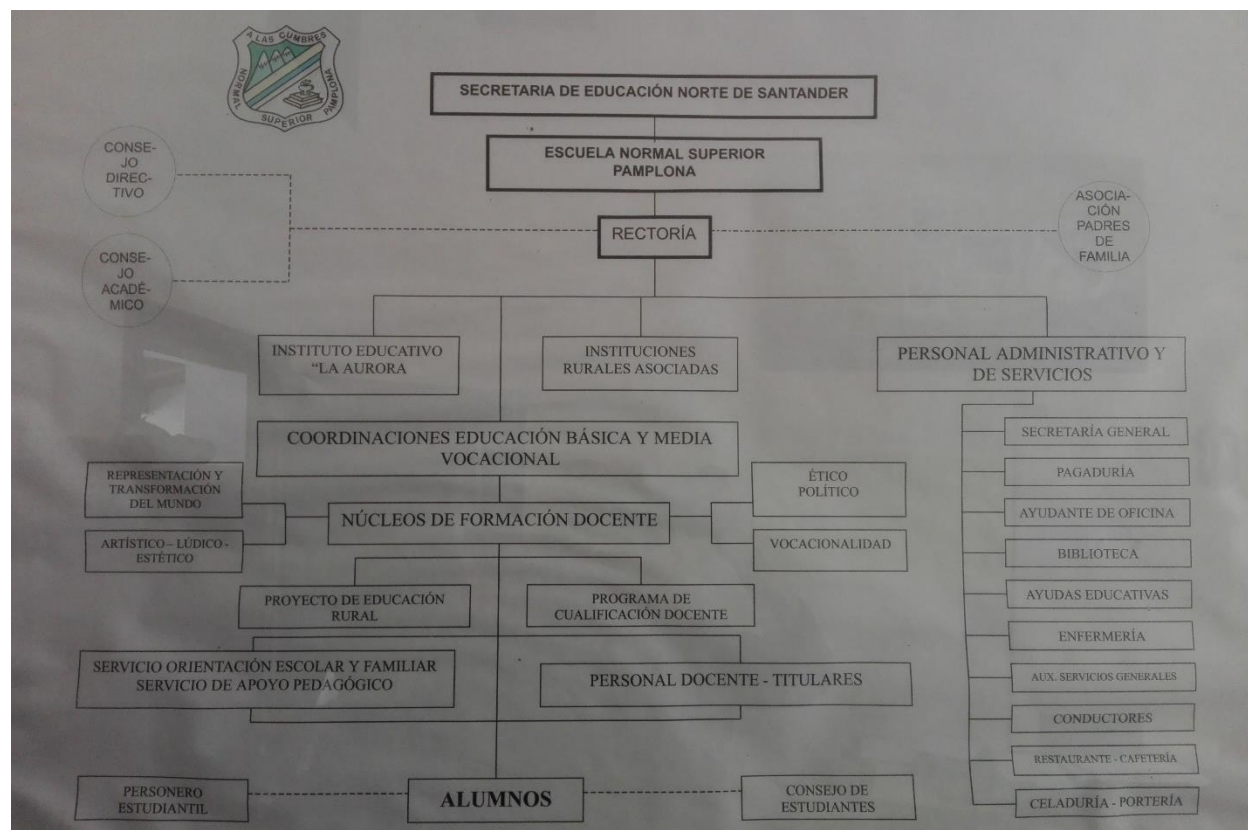
Figure 1. Organizational chart of the educational institution

Symbols of the institution

Escuela Normal Superior school's flag

Figure 2.Institutional flag

The flag of the Escuela Normal Superior School is composed of two strips. The first one is green color, symbolizes hope and natural wealth, manifested in the ardent desire because through its mission it conquers not only hearts hungry for change, but people with a sense of belonging that help to protect the environment, that recognize nature as a great gift of God and all its resources as valid instruments that ensure a dignified , harmonious, and cheerful life, proper for those who inhabit the planet Earth. The second one is white color, it

symbolizes the peace reflected in human coexistence, the same as it leads them to be more

tolerant, less aggressive, more given to an environment of cordiality where values prevail and

strategies are proposed to work united against social, family and personal conflicts; also to be

conciliatory seeds in times of crisis and of course being transforming agents of new Times

Institutional shield

Figure 3.Institutional shield

In the upper part on sinople background that in heraldic, means hope, high snows

rise, heights for which we must sigh. In the lower part with silver background, emblem of

firmness expiration, above some books; arks of thought, a lamp shines for your ideal, your

hunger for overcoming, your longing for apostolate, your efforts to be useful to God and to

your homeland Cut the shield from right to left a band that is the Colombian tricolor that

synthesizes our past, our present and concentrates our wishes for the future.

School calendar

CRONOGRAMA DE ACTIVIDADES 2019-1		
MES	**FECHA**	**ACTIVIDAD**
MAYO	6-10	Semana cultural Efemérides, Fundación de la Escuela Normal Superior
	15-16	Entrega de informes académicos
	17	Día del maestro
	28	Jornada pedagógica
	29	Consejo académico
	30	Consejo directivo
JUNIO	5	Día del medio ambiente
	14	Inicio de vacaciones
	16	Presentación de pruebas saber TYT
JULIO	8	Reinicio de actividad académica
	8-12	Segunda revisión del planeamiento curricular
	11	Ceremonia de graduación PFC
	23	Jornada pedagógica
	23	Consejo académico
	24	Consejo directivo
	30	Dia nacional de la vida silvestre
	30	Jornada pedagógica

Table 2.School calendar first semester

Supervisor's academic schedule

PRIMARY					
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1.7:14 am – 8:05 am		**1st**	**5th**	**Cariongo**	
2. 8:05 am – 8:55am	**4th**		**5th**	**Cariongo**	
8:55 am – 9:10 am	**B**	**R**	**E**	**A**	**B**
3. 9:10 am – 10:00 am	**4th**	**2nd**		**ISER**	**3rd**
4. 10:00 am – 10:50 am	**1st**	**2nd**		**ISER**	**3rd**
HIGH SCHOOL					
1. 7:00 am – 7:50 am					**6B**
2. 7:50 am – 8:40 am					**6B**
3. 8:40 am - 9:30 am					
4. 9:30 am - 10:20 am			**6B**		
10:20 am – 10:50 am	**B**	**R**	**E**	**A**	**K**
5. 10:50 am – 11:40 am	**PFC**	**PFC**	**6B**		
6. 11:40 am – 12:30 am	**PFC**	**6A**			**6A**
7. 12:30 am – 1:20 am		**6A**			**6A**

Table 3.Supervisor's academic schedule

Pre-service teacher schedule
   Primary

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. 7:14 am-8:05am					
2. 8:05 am – 8:55am					
8:55 am – 9:10 am	B	R	E	A	K
3. 9:10 am – 10:00 am		2do			3ro
4. 10:00 am – 10:50 am		2do			3ro

Table 4.Pre-service's teacher schedule (primary)

High School

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.7:00 am – 7:50 am		7B			6B
2. 7:50 am – 8:40 am		7B			6B
3. 8:40 am -9:30 am					
4. 9:30 am -10:20 am			6B		
10:20 am – 10:50 am	B	R	E	A	K
5. 10:50 am – 11:40 am			6B		
6. 11:40 am – 12:30 am		6ª		7B	6A

7. 12:30 am – 1:20 am		6ª		7B	6A

Table 5. Schedule pre-service teacher (high school)

Pedagogical aspects

In the beginning, the institutional observation was conducted for a period of one week, whose objective was focused on observing the course assigned, in this case 6th grade, and the relevant aspects of the institution and have a contact with the institutional community. It is important to highlight that the classroom observations were registered through a journal with the purpose of do not to omit important details such as issues when interacting with the language, the interaction between teacher-students, the classroom management, the teacher's methodology and the student's classwork.

As part of this stage, it was perceived that students work with a book "way to go" which must be used in all the classes and some activities are assigned from it. Additionally, it was observed that the teachers have to handle a plan for each week.

Chapter I: Pedagogical Component

A travel book based on Task Based Learning to enhance writing skills of 6th grade students at the Escuela Normal Superior: An action research

Introduction

English is a language that is composed of four skills that need to be developed to allow the process of communication, as skills we found writing, reading, listening and speaking. Nowadays the importance of learning English has become an essential basic learning process due to it gives people the opportunity to be part of the globalized world. Focusing on English with an educational purpose, it is stated that with this language students can access to diverse information, in order to do research (Ministry of National Education, 2000). Taking into account Naved, (2015)

"[English] is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students." (p.1)

Standing out the importance of English, in Colombia the Ministry of National Education developed the National Bilingual Program (2004) whose purpose is to foster and to strength the learning process of English as a foreign language, although it exists these types of policies, the results attest the language level has not improved over the time. That said, as future teachers in the foreign language field, it is important to be aware of the challenges that

will be faced in the classrooms. That is why, the development of the language skills (writing, speaking, reading and listening) must be taken into account during the classes. However, the learning process of productive skills –writing and speaking- are relevant, regarding that allow the expression of ideas, believes and opinion.

Bearing in mind what is stated before, the purpose of this research is to implement tasks to enhance the writing skill on students through a travel book focusing on 6th grade students, whereby the students learned actively culture, vocabulary and they enhanced their written production.

Statement of the problem

During the observation phase that was carried out during one week, it was evidenced that the 6th grade students at Escuela Normal Superior School, did not have the ability to write simple sentences and even less to comprehend written texts. In the observation's sheets, it is stated that the teacher was working in some exercises of the book regarding the present simple tense, he used to give to the students a little text in order to them to read it and to answer some questions, however when asking those questions teacher figured out that students could not answer them because they did not understand what they were reading, also when the teacher decided to leave to the students a little written production they were not able to write at less two sentences.

According to Cole and Feng (2015) "There are numerous reasons for writing to be the last acquired domain of learning English, one being that a more detailed and analyzed knowledge of a language is needed to write it than to understand it". Additionally, ESL students do not come to school with the same background knowledge as native English

speakers; therefore, it is more difficult for them to write with meaning. Their vocabulary is often limited, and while they can communicate orally and be understood through gestures and so forth, writing proves to be frustrating for them as they attempt to express their ideas without the luxury of using their hands.

As previously stated, writing is the most difficult area of academics for ESL students, which is evident in their scores and their classroom performances. Living in a text-oriented society, all students need to be proficient writers, but achieving this goal is particularly daunting students who are learning English as their second language. Based on what it was evidenced, it is necessary to implement a proposal which aims to improve students' writing skills.

Moreover, two questions are proposed in order to guide this project: How does the implementation of a travel book enhance writing skill among 6th graders at the Escuela Normal Superior School? How can the Task-Based Learning contribute to the learning of writing?

Justification

Regarding the problem presented in 6th graders at Escuela Normal Superior School, this community will be benefitted with the implementation of this project, in as much as the students belong to a school where English is taught four hours per week, encouraging them thinking and communicating a big part of the time in this language. Moreover, this project will motivate students to participate actively and have a frequent interaction with the target language, because mostly they spend time doing mechanics exercise in their books and learning by heart the new vocabulary. Meanwhile, with this proposal, the students admired

English as a language that can be implemented in the daily life and can learn easily different aspects for instance vocabulary and culture. As it is reflected in the advantages of the implementation of tasks, in which according to the Common European Framework of Reference for Languages (CEFR), most of the tasks are related with the real life and different activities could be implemented through its usage.

Additionally, 6th graders at Escuela Normal Superior School will be benefited through the conducting process of this study considering they will be agents of their own learning process and they will have an actively participation in the construction of meaning and significance during the development of tasks. In the same way, this proposal serves as a solution of one of the first confrontation to a real education context by the pre-service teacher, in which it is aimed to implement a strategy or methodology to improve the second language needs in the learning process in Colombia.

Objectives

General objective

✓ To enhance student's writing skill through the implementation of a travel book, using the task-based learning approach.

Specific objectives

✓ To design workshops that allow students to develop a travel book and to learn English by a real context.

✓ To implement workshops integrating reading comprehension to complement writing skill.

✓ To contribute to the vocabulary learning through the implementation of different tasks.

✓ To motivate students the English learning process through a final product, in this case a travel book.

Theoretical framework

Undoubtedly, writing is a skill which keeps one of the bases of the communication, also it is known that takes part of productive skills. In order to fully understand this study, it will be developed the following theoretical foundations: communicative language teaching, writing, Task-based learning approach, reading and travel book.

Communicative language teaching

It is an approach that was proposed in the 70's by Halliday and Hymes whose purpose is to practice and to communicate the target language through interaction, facilitating the exchange of information that is why that through this approach speaking could be improved. Furthermore, Nunan, (2004) affirmed:

"Language can be thought of as a tool for communication rather than as sets of grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners" (p.7)

Regarding what Nunan stated, it is remarkable to highlight that through this approach the learning process of a language goes beyond to learn by heart vocabulary and grammar structure, what is expected is to put into practice the target language, to know certainly how to transmit information and to allow the communication between two or more receptors, understanding its actual purpose.

Additionally, this approach proposes different classroom activities with the aim of developing the communicative abilities of students such as letters, interviews, group work, information gap, opinion sharing and the scavenger hunt.

Writing skill

According to Cole and Feng (2015) Writing is an act of forming letters or characters and artfully putting them together well organized to express clear ideas; an essential component of any language learning.

That means learning to write in a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful section and organization of ideas, facts and experiences. In order words aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy Pawliczak (2015).

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students Cole and Feng (2015). It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be

devoted to it in classrooms, so, that they will be prepared to effectively communicate in real life as well as academic situations.

This process involves several steps that culminate in a complete final product. According to Zanuddin (2009) it consists of prewriting, writing, revising, editing, and final product. Each of these steps is important to have a successful writing. When a writer follows these steps, they will achieve the goal of an interesting and successful writing. They are as following:

1. Pre-writing: The first step of process writing approach is pre-writing. This step includes brainstorming, gathering information, and thinking, planning, and listing. The purpose of brainstorming is to develop a topic. Writers will also develop ideas that support the topic. This time the writers may also choose what audience they intend to address with their writing in order to focus their information on specific points. The purpose of pre-writing is to take a chosen topic and gather thoughts together involving that topic in coherent way. Rahmat (2003) explains that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates (Oshima, 1997:15).

2. Writing: The writer begins with their first draft. This draft will be a culmination of all of the research and information pieced together from pre-writing. A writer may also use this time to explore others ideas or areas concerning their topic in order to improve the core of their paper. The purpose of composition, therefore, is simply to make ideas into a composition that meets the needs of chosen audience. It is not important that this first draft be perfect. The draft stage is where you really begin writing. The most important thing here is to get word onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording Brown (2014).

3. Revising: It is important to tie the type of revision that is possible for each learner to his or her stage of language acquisition. For example, when talking about school students they can correct the mistakes about the correct form of the verbs and the appropriated nouns. In this stage the writer checks the common mistakes he could find in his first draft Haynes (2007)

4. Editing: Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing Nation (2009).

5. Final product (text): The final step in the writing process is the final text. After following the last 4 steps the author is ready to write the final product in order to share his texts with the rest of the class and the teachers. The purpose for sharing the final text is simply to promote a sense of satisfaction and accomplishment in the author when others see his work in final form Hale (2009)

Task-based learning approach

According to Gutierrez (2005) It is the approach that allows the developing of the

learning process of a language through different tasks regarding the context. Thus, students do

not need to learn by heart structures or rules to reach a level. In an online article published in

the British Council, Bilsborough (n.d) stated "The language, therefore becomes an instrument

of communication, whose purpose is to help complete the task successfully. The students can

use any language they need to reach their objective" (p.1) it means that the importance is not

to write correctly, to use properly the grammar structure or to follow the rules of

pronunciation, but instead accomplish the purpose that is to communicate.

In order to follow this approach, it divides their task-based classes into different

stages:

- *Pre-task*. In which the teacher gives a broad idea about what the students need to do,

giving them examples or previous knowledge.

- *Task*. The students fulfil their assignment with the resources given by the teacher,

this stage could be done in groups.

- *Report*. The students present what they have done and immediately receive feedback

about the content.

Additionally, it is relevant to stand out the advantages of learning through TBL,

considering the CEFR, in which it is found: The task success depends on the ability to learn

experiences when working on it, the task can be adapted in language activities, most of the

tasks are related with the real life and the difficulty task is adapted regarding the learner's capabilities.

However, as disadvantages we can find: It could exist people who help to the learners making it easier, giving them the answers; considering that, the learner has to do the tasks by themselves, if the input of the task is difficult, its realization might have troubles, and it could have troubles with the lack of time for the preparation and execution.

In addition, the usage of tasks involves creativity, skills based, problem solving, taking part into a discussion, giving a presentation, planning an action, and reading and replaying a message.

Reading

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text Pourhosein Gilakjani, Abbas & Banou Sabouri, Narjes (2016). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

We also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, it means that reading comprehension makes part of the writing skill because it allows the students to first understand what they will after reproduce in short texts.

Reading effectively in a foreign language is one of the most challenging activities for many students at school. Certainly, this important skill helps students succeed in their learning process at school and in their lives in general Gamboa (2015). Sixth grade students have problems when facing books in the foreign language because they did not have the linguistic tools to read in an effective way and they did not know how to understand the texts without translating all the words using a dictionary. In other words, most of the students from that grade need to improve their reading comprehension skills in English during the activities of the reading plan established at the school.

Travel book

According to Ciardullo (2018), a travel book constitutes "a daily confrontation between the world unfolding before our eyes and the one unfolding in our heads " (p.14). It allows an openness to the culture of others. It helps to reflect on the differences and similarities between
many cultures and so to understand others, their origins. It is an opportunity for students to transmit to their classmates their knowledge, a part of themselves that they want to share by writing some lines and produces some paragraphs.

Additionally, a travel book is a great educational tool for the class of EFL "because the travel book can be a way to both prepare and take advantage of a linguistic trip" (Argod, 2015, p.16). It also favors group work and therefore the interactions in the classroom, the sharing of students' know-how since uses all kinds of skills from them. The travel diary also allows us to address points of civilization, literature, and teach in an intercultural setting.

Literature review

In order to support this research, three previous studies enlighten the pre-service teacher to fully understand the issue under study, composing this section of Writing difficulties, enhancing writing communication through task-based language teaching, and using task-based learning approach to foster written production.

Writing difficulties

In order to comprehend the *difficulties that students struggle when writing in a foreign language*, it was required to analyse them with the purpose of overcoming when carrying out this research. Thus, Fareed, Ashraf and Bilal (2016) aimed to investigate problems in Pakistani undergraduate ESL learners' writing and factors that hinder their writing skills. It also aimed at obtaining suggestions on how to improve Pakistani ESL learners' writing skills. As result they stated that the major problems in Pakistani un- dergraduate ESL learners' writing are insufficient linguistic proficiency (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization. "One of them said, -I cannot come up with the words like how to express my (thoughts)" (p.85) and also one of the stayed "I always have issues with sentence structure" (p.85).

In this research was taking into account the perceptions of the ESL teachers as well who argued that their students presented almost all the time a big variety of troubles when writing. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. One of them said "`The major problem is with the

uses of tenses and articles and preposition" (p.86), he also argued that lack of ideas affect learners' writing skills "until and unless students have information with them, they will not be able to pour any idea through their pen onto the page" (p.86). Teacher also expressed that organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices "`(Students) do not organize, most of them are not able to consolidate their knowledge. When you ask them to write about themselves, they cannot" (p.86).

The analysis of ESL learners writing samples revealed a total of 1217 problems in grammar, syntax, vocabulary, spelling, punctuation, word form and word order, spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence.

The authors stay:

"The highest number of errors was made in grammar. Grammatical errors included errors of different word classes, subject-verb agreement, and forms of singular and plural, for example, `these applications gives a proper protocol to communicate others', `these channels provide numerous number of information', `every day the situation goes bad to bad' and `their personality impress by everyone'.

Grammar was followed by syntax. Syntactical errors show learners' lack of command over structure of a sentence. They wrote sentences like, `I am going in weekend and more enjoy our family and see previous struggle.' The third highest number of errors belonged to vocabulary, for example, `Using the connection between the student and teacher, this (psychological) error from our society can evaporate'.

Spelling and punctuation errors were also found in abundance. Some spelling errors were `invension' (invention), `indivisually' (individually) and `fascility' (facility),whereas punctuation errors included capitalization, use of comma and apostrophe, as in the following examples: `I see more school students.'; `In this Era we cannot even imagine'; and `I had with my friends family and cousin.'" (p.87).

As recommendations the authors suggest:

"These problems and challenges can be resolved by several remedial measures at individual as well as institutional level. The participants suggested teachers should increase learners' exposure to all four skills with special emphasis on reading and writing. Also emphasize the need of qualified, trained and motivated teachers. Constructive feedback should be provided by the teachers to help learners, criticism on their writings should be minimized, and writing competitions should be organized to motive the learners. It was also suggested that these modifications should be implemented at secondary and intermediate levels so that learners' faceless difficulties in writing skills at tertiary level" (p.89)

Additionally, the authors present a real fact that teachers have to face almost all the time and it is that writing is not given much importance in our society. It is considered as a secondary skill to speaking. Consequently, the culture of reading and writing does not flourish at academic and social level and these skills remain ignored. Bearing this in mind, it is

important to look for strategies to reduce the lack of motivation at reading and writing in the target language, in addition it is important to integrate writing in the daily activities.

Once, having identified these difficulties, it is remarkable the similarities presented at 6th grade in Escuela Normal Superior School, where the students do not write short sentences in English, despite the fact that they do not know how to express their ideas in the target language. In addition, the students get confused and mix Spanish grammar structures with those of the target language.

Enhancing writing communication through task-based language teaching (TBLT)

Through this study, Rubaiat (2018) carried out an experimental study that aimed to find out whether or not TBLT is effective in improving ESL learners' reading and writing skills from Bangladeshi perspective. It also intended to show the effectiveness of using TBLT versus using traditional method in language classrooms. Thus, this study shows, to what extent TBLT can be helpful in developing students' reading and writing skills.

After gathering and analyzing the whole data, the author concludes that:

"It appears that real life task is the most preferred activity of students in an ESL classroom, gaining 41% votes. Immediately after that, whole class discussion gained the second highest percentage of 24%, lecture-oriented class being the third followed by group and pair work, and solving exercise from book got the least preference (3%) among the students highlighting the positive impacts of TBL in language classrooms.

Expectedly, students of traditional classroom preferred lectures more than the students of TBL classroom. However, students of TBL classroom desired to do the exercises a bit more than the traditional classroom students" (p.26)

The author also presents the students' preferences and opinions when talking about the TBL method.

"Also, some students emphasized on some core aspects of TBLT as their preferred way of language learning- "real life tasks", "by tasks of games, puzzle so that learning becomes fun", "if the teacher gives a slight knowledge of some vocabularies and mention some real life topics during classes, it would help me best because it would enhance my dictation or reading skill and it would help me in enhancing my grammar through which my writing skill would be improved as well.". Again, a few asserted the importance of feedback and conversations as-"teacher gives task and if I have any kinds of grammatical mistakes, then she corrects me, so this is the best learning process in improving my writing and the language", "I can learn English more effectively by talking with others because it helps me to know different words". (p.37).

The implementation of the TBL method had satisfactory results, thus the students felt more comfortable when making the corresponding tasks, one of them stayed "I feel more directly related with the target language when working on the tasks that the teacher gives to

me" (p.50) another one said "I have seen the good results of this method in my grades, my teacher congratulates me for my positive change when writing" (p.51).

Using task-based learning approach to foster written production

Moreover, Panavelil (2016) reported how the use of TBL impacted the written production of 7th grade students. In order to do so, the purpose of this study was to encourage students to write in English with the development of activities based on TBL, allowing the communication. As a method, he used cultural stories as a tool to carry out this study.

As consequence, the results of Pavanelil study was divided into two mains categories:

-Task-Based Learning to foster writing. Here the researcher identified that the students improved their skill, reading comprehension and writing correctly through the implementation of the different tasks.

- TBL in English lesson. For this category, Pavanelil highlighted that all the English skills were applied and he provided tasks to help students and at the end of the classes, the students were able to identify the stages without being mentioned. In addition, this type of tasks motivated students in each class and they changed the perceptions towards the language, allowing the teaching-learning process.

Methodology of the Pedagogical component

"Classroom activities should parallel the 'real world' as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium" (Clark and Silberstein 1977 as cited in Nunan 2004). The previous quote is entirely directed with the methodology of this study in as much as it will be implemented TBL approach, as we already known is the learning process of a language through tasks assigned for the students. Additionally, what Clark and Silbersein (1977) stated, the classroom activities should have a relation with the real world, and it is linked with the research, in which students will adopt an Anglophone country per week and they have to write about its culture, providing the topics of the class. It is important to highlight that the activities the learners developed in this project were linked with the content stablish for the course, that means, the researcher respected the grammar topics by putting them into the project activities.

In order to better understand the purpose and the methodology that the researcher followed it is important to understand first what kind of written production this project aimed to work on.

When writing there are many different types of witting styles. According to Hunbbel (2016) there are four different types of writing styles: expository, descriptive, persuasive, and narrative

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions.

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail.

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons.

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration).

After the observation week the researcher figured out that sixth grade students are able to work on descriptive writing style, this fact contributes to the project because its purpose is to make descriptions based on different cultural topics.

As it is stated before, the final product was a travel book. In order to develop this, firstly the students received the travel book and they put their own personal information into the book. Then, during five classes students created a short paragraph as a final product to add to the travel book, that means at the end of the project each travel book had five written productions, each one of them guiding for the pre-service teacher, finally, there was a final reflective workshop or activity in which students presented their travel book and they were talking about their experiences around the project . **(Annex 1. Final product)**

Figure 4. Final product event

Implementation of Task-Based Learning (TBL)

On the British Council web page, Frost (2005) affirmed "the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it" (P.1), additionally stated that TBL follows certain stages that in order to carry out this research, it will follow them.

On the other hand, the Council of Europe and European Commission (2000) in its publication "Methodology in language learning", which is an adaptation of the model proposed by Willis (1996) proposed four steps to carry out TBL methodology:

- ***Pre task****:* During this stage, the students receive an input about what are they going to develop when doing the task, studying vocabulary, expressions and grammar structures.

In order to do so, the pre-service teacher will teach the vocabulary and useful expressions that were necessary to use in each topic. Supplementary, in this step the listening comprehension was developed aiming at teaching pronunciation to the students.

- ***Task preparation****:* In this stage, the learners prepare the task for the purpose of having more ideas about the task, doing worksheets and reading comprehension activities. Also, when developing this stage, the students received feedback with regards to the grammar mistakes, word choice and information.

- ***Task realization****:* The students performed the task in this stage.

After completing each previous stage, the students will write a little text fulfilling the task.

- ***Post task:*** Finally, in this stage, the task is evaluated and the students will receive feedback or suggestions about the task done.

According to the final stage, the students received a general feedback with regards to the most common written mistakes in the final task. In addition, the teacher took into account the Common European Framework of Reference for designed a grill of evaluation and assess the task of the students.

Furthermore, Nunan (2004) explained that for the application of TBL it exists three principal tasks to be used:

- Information-gap activity. Involves the exchange of communication, for developing this task, it is proposed several activities such as pair work in which each pair has information that is complemented by the other; another activity is completing information of a chart. This type of task allows learners have critical mind when selecting the information.

- Reasoning-gap activity. On the basis of the information given, the students derive and deduct new information. At the end of this activity, the information comprises a different idea from the one that was initially comprehended.

- Opinion-gap activity. Response with personal preference, likes and feelings to a given situation. For this stage, the activity which best represents this is story completion. The learner's discus with actual information but they formulate their own arguments justifying the principal ideas. (Prabhu 1987: 46–7)

In this project, the pre-service teacher used the previous types of activities in order to have a variety of activities each class, this with the purpose to work on the writing skills easily and more dynamic.

During the implementation of the project, the students were working individually. Then, each one of them worked on a selected Anglophone country, which was the central axis to develop the tasks. Later, the students have to do research about the culture of the country selected and finally, the students accomplished the tasks regarding the culture of the country and the guidelines given by the pre-service teacher.

That said, the students through the different tasks were able to associate with the real world, learning language with a real context, because at the end of each class the students

filled a little part of their travel book, of course, at the end of the project they filled it completely.

As it was said before, the pre-service teacher connected the grammar topics proposed by the student's book and the cultural topics of the project. In order to better organize these classes, the pre-service teacher followed the next activities.

SESSION	COUNTRY	TOPIC
Session # 1	United States of America	Likes and dislikes
Session # 2	India	Can / Can't
Session # 3	Australia	Simple present
Session # 4	Ireland	Present continuous
Session # 5	United Kingdom	Adverbs of frequency

Table 6. Topics' organization chart

Workshops

In order to carry out the project, it was necessary to design a workshop plan, in which the different stages propose to develop TBL, were taken into account. The following chart represents the different stages and their explanation.

Date: **Course:**

Topic: COUNTRY INFORMATION
TASK NAME:
TASK: Explanation of the task.
Objectives
➢ **Communicative:** This objective states the students' abilities in the second language. E.g. Students will be able to describe what the traditional music of an Anglo country is composed of, writing a little text.

- ➢ **Linguistic:** This objective shows the use of the language taking into account the English grammar. E.g. Students will be able to use count nouns.
- ➢ **Sociocultural**: This objective explains how Students will relate the principal topic with the Anglophone culture. E.g. Students will learn the traditional music from an Anglo country

METHODOLOGY

Opening

In this stage, the teacher will introduce the topic of the class indirectly

PRE-TASK

- ➢ In which the teacher gives a broad idea about what the students need to do, giving them examples or previous knowledge

TASK PREPARATION

- ➢ This stage shows the importance of preparing the students for the task realization. It rehearses the task to familiarize the learners with the context within which the task is performed. In this stage, learners prepare their own input for tasks as planning reports, practicing with reading comprehension activities or thinking about the issues in a draft to elicit and provide the necessary language in the task realization.

TASK REALIZATION

- ➢ This part is based on the successful realization of the task whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups or individually. Students perform the task

POST-TASK

Evaluation

- ➢ This stage is focused on evaluating the task process development and offering different post-task options as language focus, feedback and evaluation, reflecting upon the task realization, language reflection and peer suggestions

Table 7. Model of the written production workshop

Chronogram of activities

On completion of the five workshops based on the stages of TBL, a travel book was created with all the written productions done by the students during the classes given by the pre-service teacher. Some students deliver actively their tasks demonstrating enthusiasm and commitment with the production of the travel book. Finally, an event was planned, in order to show to the class, the hard work done by themselves.

WEEK	DAY	ACTIVITY
1	13-17 May	✓ Planning 1st task ✓ Planning 1st workshop
2	20-24 May	✓ 1st workshop ✓ Implementation 1st task ✓ Planning 2nd workshop ✓ Planning 2nd task ✓ Evaluation 1st task
3	27-31 May	✓ 2nd workshop ✓ Implementation 2nd task ✓ Planning 3rd workshop ✓ Planning 3rd task ✓ Evaluation 2nd task
4	3-7 June	✓ 3rd workshop ✓ Implementation 3rd task ✓ Planning 4th workshop ✓ Planning 4th task ✓ Evaluation 3rd task
5	10-14 June	✓ 4th workshop ✓ Implementation 4th task ✓ Planning 5th workshop ✓ Planning 5th task ✓ Evaluation 4th task
6	8-12 July	✓ 5th workshop ✓ Implementation 5th task ✓ Planning reflective workshop ✓ Evaluation 5th task
7	15-19 July	✓ Reflective workshop
8	22-26 July	

Table 8. Chronogram of activities Pedagogical component

Implementation of the proposal

Firstly, was necessary to introduce the project to the students to motivate them with the idea of the production of the travel book. To do so, in the first week of practicum, the pre-service teacher decided to present the main idea of the project, also he explained that the

students had to work individual in each workshop with the selected country of the day. The countries were: United States of America, India, Australia, Ireland and the United Kingdom. Later, the students had to personalize each travel book with their own information and a photo with the purpose to get a complete real experience into each workshop and task.

First workshop "What do you like to do in the USA?"

The first workshop was carried out in the second week from May the twentieth to May the twenty-fourth. The students when doing the first workshop were able to describe the traditional activities they could do in an Anglo country, in addition, they were able to use the verbs like and dislike to talk about preferences and they knew the most known theme parks from the USA. In order to achieve the objectives, students followed the following steps to fulfil the task. The task consisted of the students live in an Anglo country and they will describe the places they like and those which they dislike.

| Date: May 20th – 24th	Course: 6A
Topic: USA **TASK NAME**: What do you like to do in the USA? **TASK**: The students will create a short text talking about the thing they like to do in the united states and those they dislike. **Objectives** **Communicative:** Students will be able to describe the activities they like to do or those they dislike. **Linguistic:** The correct use of the verbs "like" and dislike" **Sociocultural:** Students will know the most known theme parks there are in the USA	
METHODOLOGY **Opening** The teacher will ask students about the facts they already know about the United states, it will be to the teacher a main idea about their beliefs about this country.	
PRE- TASK	

✓ The teacher will show a video in which some important aspects about the American culture are exposed. This with the purpose to give to the learners an introduction about the country in which they will be involved during the workshop. **https://www.youtube.com/watch?v=UC7H7acRB0M**
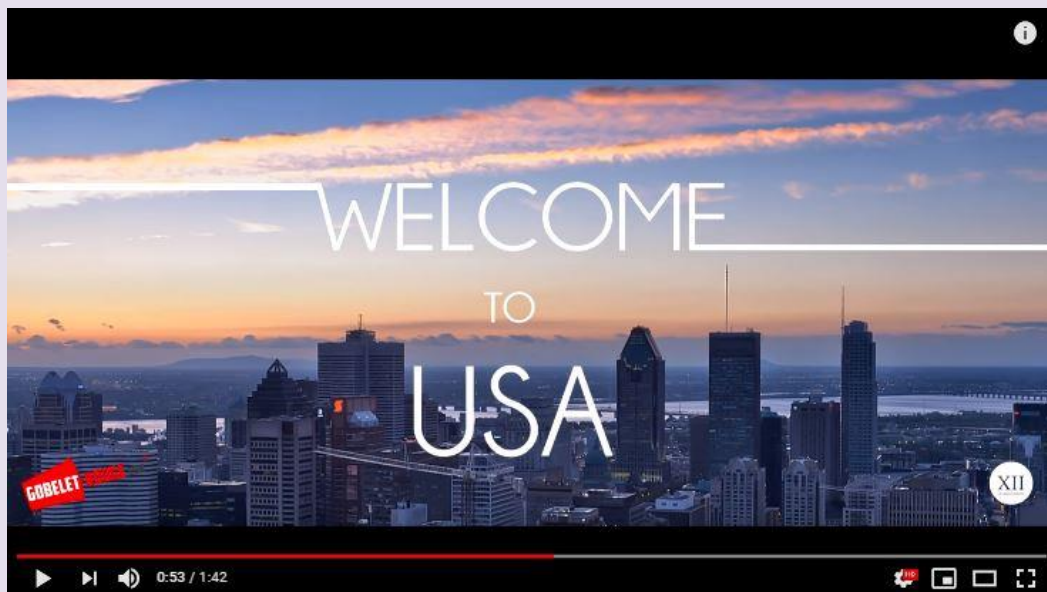
✓ After this, the teacher will ask students about what they could understand from the video, and he will use some questions to know which are the learner's likes and dislikes.

✓ In this part the teacher will show some slides in which there is a top 10 about the most known theme parks in the USA.

BLIZZARD BEACH

DISNEY WORLD, FLORIDA

- ✓ Then he asked again about the parks the students like to most and those which they dislike.

TASK PREPARATION:

Reading comprehension activities

- ✓ In this step the teacher will give a little text to each one of the students, what they have to do first is to read and to write the unknown words on the notebook.

THE UNITED STATES

Hello, my name is Emily Johnson and I am seven years old, my mother is Karla and my father is Jack, I have one brother, his name is Charles. I am from United States; I like many sports. For example, I like swimming in Miami, I like playing soccer in New York, I also like playing baseball, I like the Giants team from New York. I don't like tennis and I don't like karate.

Good bye!

- ✓ After reading the text the teacher will give to them a worksheet in which they have to resolve some exercises according to the little text information.

1. Complete the next chart according to Emily's story.

She likes...	She doesn't like...

2. Complete Emily's personal information according to the text.

Emily´s parents names are _____ and _____, Emily is _____ years old,

She is from _____ and she has _____ brother, his name is_____.

✓ Then, the teacher will realize if the students paid attention to the slides or the information related to the video, that is why he decided to put one exercise into each workshop in order to know if students write on the notebooks the information about the first part of the class.

3. According to the information of the most beautiful places in the united states, write down a list of your favorite places from over there.

My favorite places in the united states
are_____
_____
_____
_____.

✓ Finally, the students will write a little text following teacher's instructions, in this exercise they just have to complete the blanks by putting the missing information they can find out in the main text.

4. Write down a little text describing Emily's life.

Her name is _____ she is _____, she is from _____, her parents' names are _____ and _____ she has one brother _____, Emily likes sports such as _____ , However, she doesn't like _____

Thank you for reading my story! And welcome to my country the united states!

Bye!

✓ Once the mistakes were corrected by the teacher, the student could continue with the next step.

4. Write down a little text describing Emily's life.

Her name is Emily she is seven years old, she is from united states her parents' names are Karla and Jack she has one brother charles, Emily likes sports such as swimming, soccer baseball, Giants team from New york , However, she doesn't like tennis and the Karate

Thank you for reading my story! And welcome to my country the united states!

Bye!

TASK REALIZATION:

- ✓ In this final step learners will use their travel book in order to write the final product, they will do this at home and the teacher will check it next class.

POST-TASK
Evaluation
The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)

The criteria to assess the written production were focused on the CEFR writing for A1 learners, bearing in mind range, accuracy, fluency and coherence.

After checking carefully to the tasks done by the students as a noteworthy point is that the students had a good reading comprehension of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script.

Table 9. First workshop planning

Second workshop "I can do many things in India"

This second workshop was carried out in the third week from May the twenty-seventh to May the thirty- first. In this second workshop the learners were able to say what they can and cannot do linking with daily routine activities. Additionally, they were working on cultural facts from India, and actions they can and cannot do over there.

Date: May 27th – May 31st   Course: 6A
Topic: INDIA **TASK NAME:** I can do many things in India **TASK:** The students will create a short text talking about the actions they can do and also those which they cannot do when traveling to India **Objectives** **Communicative**: Students will be able to describe the activities and abilities they usually practice by the use of the modal verb "can" **Linguistic:** The correct use of the modal verb "can" and its different forms.

Sociocultural: Students will know some cultural facts about India.

METHODOLOGY

Opening

The teacher will ask students about the facts they already know about India, it will be to the teacher a main idea about their beliefs about this country. He will also ask about the abilities the students have.

PRE- TASK

- ✓ First of all, the teacher will present an introductory video about India in order to catch students 'attention.
  https://www.youtube.com/watch?v=ZBdmBygd8Cg

✓ After watching the video, the students will participate in comments about the most amazing things they could perceive from the video.

✓ Once the learners' attention is cached the teacher will show some important facts about India by using a power point presentation, what students have to do it is to take notes in order to get information they will use later.

✓ Then, in order to give to the learners a better cultural experience the teacher will present another video in this case about an ancient dance from India.
https://www.youtube.com/watch?v=JWhA3ldZcyY

TASK PREPARATION

Reading comprehension activities

✓ As usual in these workshops the teacher will give to the learners a little text in which an Indian girl is talking about the things, we can do in her country but also those actions we cannot do when staying over there. First, students have to read the text and write on their notebooks the unknown words they can find in the text.

INDIA

Good morning! My name es Mehij, I am 11 years old, and I am from Bangladesh India, Today I want to tell you what you can and can't do when coming to my country. First you can dance our typical music, you can also visit the temples, you can wear the sari, and you can taste our food. But you can´t eat cows because we respect them, you can't also play with snakes, you can't wear unappropriated clothes in the temples and finally you can't criticize our religion. Bye, see you later!
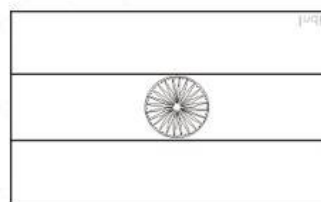
1. According to the previous text organize the things you can and can't do when traveling to INDIA:

I Can...	I Can't...

2. According to Mehij's text, put **true** or **false** into the following sentences.

- ✓ Mehij is 14 years old   _____
- ✓ Mehij is from the united states   _____
- ✓ In India you Can dance the typical music   _____
- ✓ In India you Can eat Cows   _____
- ✓ In India you Can't wear the sari   _____
- ✓ In India you Can play with snakes   _____
- ✓ In India you Can't visit the temples   _____

MY family is composed by six people, my mother is 30 years old, my father is 40 years old, I also live with my grandmother, she is 60 years old and my grandfather is 75 years old, finally my cute brother is Mahad, he is 11 years old.

3. Organize the ages of each one of the Mehij's family member in the following Chart.

FAMILY MEMBER	AGE
Mehij	
Mehij's grandmother	
Mehij's grandfather	
Mehij's mother	
Mehij's father	
Mehij's brother	

✓ Then, they will find an exercise according to the information presented in the power point presentation and also the videos. The teacher decided to put this kind of exercises in order to perceive student's motivation into each step of the workshop.

4. Write the most important fact about India.

_____
_____
_____
_____

✓ Finally, the students will write a little text following teacher's instructions, in this exercise they just have to complete the blanks by putting the missing information they can find out in the main text.

5. Complete the next chart by writing the missing information.

Today I met Mehij, she is a girl from_____ she is _____ years old, she told me some things that I **can** do In India, for example I CAN _____.

_____,_____.

However, what I **can't** do is, I CAN'T _____.

_____,

_____.

I love INDIA!

✓ Once the mistakes were corrected by the teacher, the student could continue with the next step.

TASK REALIZATION:
✓ In this final step learners will use their travel book in order to write the final product, they will do this at home and the teacher will check it next class, we have to remember that the task in fact it is to write on the travel book the final text they were working on during the class.
POST-TASK **Evaluation** The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References) The criteria to assess the written production were focused on the CEFR writing for A1 learners, bearing in mind range, accuracy, fluency and coherence. After checking carefully to the tasks done by the students as a noteworthy point is that the students had a good reading comprehension of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script.

Table 60.Second workshop planning

Third workshop "let's know Australian ecosystems!"

This third workshop was carried out in the fourth week from June the third to June the seventh. In this third workshop the purpose was to teach the different habitats or ecosystems that exists and also the animals we ca find in those areas; at the end of the workshop the learners were able to identify not just the Australian ecosystems but the baste spectrum of those areas around the world and of course its value.

Date: June 3rd – June 7th   Course: 6A
Topic: Australia **TASK NAME:** Let's know Australian ecosystems! **TASK**: The students will create a short text talking about the daily routine of a person who loves over there but most importantly to identify and write about the types of ecosystems in Australia. **Objectives**

Communicative: Students will be able to describe the ecosystems and animals that exist in these areas.

Linguistic: The correct use of the simple present tense

Sociocultural: Students will know the Australian ecosystems, its flora and fauna.

METHODOLOGY

Opening

The teacher will ask students about the facts they already know or ideas the learners could have about ecosystems if they were able to identify which are those ecosystems at less in Spanish. Finally, according to the answers the teacher will continue asking about Australia and the ideas they could have about this country.

PRE- TASK

- ✓ First of all, the teacher will present an introductory video about Australia in order to catch students 'attention.
  https://www.youtube.com/watch?v=Av6lk71p1Ao

- ✓ After watching the video, the teacher will ask about the most relevant elements that the learners could catch from the video, at this point the teacher will remember to the students that they have to write the information they can see not just from the videos but also from the slides and other type of material.

- ✓ In order to give more information about Australian ecosystems the teacher will share a power point presentation in which learners will appreciate the different animals that take part of the Australian ecosystems.

AUSTRALIAN ECOSYSTEMS

DESERTS

ANIMALS IN THE AUSTRALIAN DESERTS

Spinifex hopping mouse

Dingo

Thorny Devil

Bearded dragon

TROPICAL AND SUBTROPICAL REGIONS

ANIMALS IN THE TROPICAL AND SUBTROPICAL REGION

TEMPERATE FORESTS

TEMPERATE FOREST ANIMALS

Wombats

Kangaroos

Tiger snake

MOUNTAIN LANDS

ANIMALS IN THE MOUNTAIN LANDS

Bandicoot

Echidna

Galah

TUNDRA

ANIMALS IN THE TUNDRA

Australian rabbits

TASK PREPARATION
Reading comprehension activities

✓ As usual in these workshops the teacher will give to the learners a little text in which an Australian girl will share her daily routine, she will also give her opinion about the ecosystems and animals over there in Australia. First, students have to read the text and write on their notebooks the unknown words they can find in the text.

AUSTRALIA

Hello! My name es Karol, I am nine years old and I am from Australia, the capital of Australia is Canberra. Today I am going to talk about the different ecosystems we can find here in my country. I like animals and flowers!

Australia is home to six kind of ecosystems including deserts, tropical and subtropical regions, temperate forests, montane lands and tundra, my favorite Australian animal is the kangaroo, actually, it is the most famous animal from Australia, in the Australian ocean we can find different animals, I love dolphins but I feel scared with sharks. Come here to Australia!

Bye

✓ After reading the text learners will complete the following exercises proposed by the teacher.

1. Choose the correct answer.

1. Today we are learning about:

   a. India
   b. USA
   c. Australia
   d. Ireland

2. Karol's age is:

   a. 12 years old
   b. 9 years old
   c. 8 years old
   d. 10 years old

3. The capital of Australia is:

   a. Canberra
   b. Bogotá
   c. Berlin
   d. Australia

4. Karol is talking about:

   a. Cities
   b. Ecosystems
   c. Candies
   d. Computers

5. What does Karol like?

   a. Candies and chocolates
   b. Computers and books
   c. Music and dancing
   d. Animals and flowers

2. Write **TRUE** or **FALSE** according to the sentence

   ❖ There are 12 kind of ecosystems _____
   ❖ Karol's favorite animal is kangaroo _____
   ❖ The Kangaroo is the most famous animal from Australia _____
   ❖ Karol loves sharks _____
   ❖ Karol doesn't like dolphins _____
   ❖ Karol is from India _____
   ❖ Karol likes animals and flowers _____

✓ Then, they will find an exercise according to the information presented in the power point presentation and also the videos. The teacher decided to put this kind of exercises in order to perceive student's motivation into each step of the workshop.

3. Write the Australian animals that you learnt today, also the different ecosystems.

Australian animals	Australian ecosystems
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

✓ Finally, the students will write a little text following teacher's instructions, in this exercise they just have to complete the blanks by putting the missing information they can find out in the main text.

4. Complete the information

Her name is _____ she is _____ years old and she is from _____, Today she was talking about _____.

According to her there are _____ ecosystems in Australia, those are: _____, _____, _____,_____,_____ and _____. The most famous animal in Australia is _____, Karol lives _____ but she feels _____ with _____. I want to go to Australia because I like animals!

✓ Once the mistakes were corrected by the teacher, the student could continue with the next step.

TASK REALIZATION:
✓ In this final step learners will use their travel book in order to write the final product, they will do this at home and the teacher will check it next class, we have to remember that the task in fact it is to write on the travel book the final text they were working on during the class.

POST-TASK

Evaluation
The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)
The criteria to assess the written production were focused on the CEFR writing for A1 learners, bearing in mind range, accuracy, fluency and coherence.
After checking carefully to the tasks done by the students as a noteworthy point is that the students had a good reading comprehension of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script.

Table 11. Third workshop planning

Fourth workshop "Ireland is calling us!"

This fourth workshop was carried out in the fifth week from June the tenth to June the fourteenth. In this fourth workshop the purpose was to show to the students the baste cultural heritage that there is in Ireland. Through this workshop the learners were practicing the present continuous tense and learning at the same time some appreciated facts about Irish culture.

Date: June 10th – June 14th   Course: 6A
Topic: Ireland **TASK NAME:** Ireland is calling us! **TASK:** The students will create a short text talking about the things that are happening in an Irish family at Sant Patrick' day celebration. **Objectives** **Communicative**: Students will be able to describe situations that are happening at the moment. **Linguistic:** The correct use of the simple continuous tense. **Sociocultural:** Students will know the most important facts about Irish culture, specially about Sant Patrick's day.
METHODOLOGY **Opening**

The teacher will ask students about the facts they already know, ideas the learners could have concerned to Ireland. The teacher will also ask about Sant Patrick's day in order to know if the learners have got some ideas about it.

PRE- TASK

✓ First of all, the teacher will present an introductory video about Sant Patrick's day in order to catch students 'attention.
https://www.youtube.com/watch?v=py3cvo1vqSE

✓ After watching the video, the teacher will ask about the most relevant elements that the learners could catch from the video, at this point the teacher will remember to the students that they have to write the information they can see not just from the videos but also from the slides and other type of material.

✓ Then, the teacher will go deeper into the cultural topic, punctually about Sant Patrick's day by presenting some important activities and history behind this celebration, for this activity he will share a power point presentation.

✓ After that, the teacher will show two videos more about Irish dance, those traditional dances are particularly presented at Sant Patrick's day.
https://www.youtube.com/watch?v=YY5I88Tc8Eo

✓ Then, the last video about a traditional celebration that was presented in a famous film called "Titanic"
https://www.youtube.com/watch?v=AaYAqWnfclM

TASK PREPARATION

Reading comprehension activities

- ✓ As usual in these workshops the teacher will give to the learners a little text in which one couple of brothers are talking about the activities, they are doing at that special day Sant Patrick's day. First, students have to read the text and write on their notebooks the unknown words they can find in the text.

IRELAND

Hello! My name is Charles, I am 12 years old and I am from Ireland. Today it is a special day, we are celebrating Sant Patrick's day! I am preparing some cooks and I am singing some traditional songs!

Hello My name is Samantha, I am 10 years old, and I am from Ireland, my brother and I we are wearing traditional clothes from our country! Right now, my family is busy, my mom is cooking, my father is cleaning the house, my brother is singing, and I am dancing! I love Sant Patrick's Day

- ✓ After reading the text learners will complete the following exercises proposed by the teacher.

1. According to the texts, Complete the next Charts!

Charles

Age	
Country	
What is he doing?	

Samantha

Age	
Country	
What is she doing?	

What is Samantha's father doing?	
What is Samantha's mother doing?	

2. Answer the following questions and Correct the mistakes!

- ✓ Is Samantha watching T.V?
- ✓ Is Charles preparing cooks?
- ✓ Is Samantha's mother Cleaning the house?
- ✓ Is Samantha's father dancing?

- ✓ Then, they will find an exercise according to the information presented in the power point presentation and also the videos. The teacher decided to put this kind of exercises in order to perceive student's motivation into each step of the workshop

3. According with the information about the Irish Culture, make relation between the following columns

A. SHAMROCK   ( ) If you catch one, you get three wishes and a pot of gold

B. HARP   ( ) In the history of St. Patrick when he converted the pagans, he wanted them to adopt the Christian Cross

C. SNAKE   ( ) This is the most important symbols of the Irish music

D. CELTIC CROSS   ( ) it represents the holy trinity; the father, the son and the holy ghost

E. LEPRECHAUN   ( ) St. Patrick drove all these animals out of Ireland

✓ Finally, the students will write a little text following teacher's instructions, in this exercise they just have to complete the blanks by putting the missing information they can find out in the main text.

> Today I knew about the Irish culture, thanks to Charles and Samantha. Charles is_____ years old, and Samantha is _____ years old, they are from_____. Today they and their family **are doing** different activities thanks to Sant Patrick's day celebration, for example, Charles ____ _____ and he ____ _____, Samantha _____ _____.
>
> On the other hand, the mother _____ _____and the father _____ _____.
>
> I really love Irish culture!

✓ Once the mistakes were corrected by the teacher, the student could continue with the next step.

4. Finally, complete the chart with the missing information.

> Today I knew about the Irish culture, thanks to Charles and Samantha. Charles is__12__ years old, and Samantha is __10__ years old, they are from__ireland__. Today they and their family **are doing** different activities thanks to Sant Patrick's day celebration, for example, Charles _is_ _preparing cookies_ and he _is_ _singing_, Samantha _is_ _dancing_.
>
> On the other hand, the mother _is_ _cooking_ and the father _is_ _cleaning the house_.
>
> I really love Irish culture! Well done!

TASK REALIZATION:
✓ In this final step learners will use their travel book in order to write the final product, they will do this at home and the teacher will check it next class, we have to remember that the task in fact it is to write on the travel book the final text they were working on during the class.

POST-TASK
Evaluation
The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)
The criteria to assess the written production were focused on the CEFR writing for A1 learners, bearing in mind range, accuracy, fluency and coherence.
After checking carefully to the tasks done by the students as a noteworthy point is that the students had a good reading comprehension of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script

Table 12. Fourth workshop planning

Fifth workshop "The United Kingdom always one amazing kingdom to discover"

This fifth workshop was carried out in the sixth week from July the eighth to July the twelfth. In this fifth workshop the purpose was to present to the students the amazing United Kingdom, in this opportunity the learners were in a trip for the different countries that conform the United Kingdom. This workshop was linked with the correct use of the adverbs of frequency.

Date: July 8th – July 12th	Course: 6A

Topic: United Kingdom
TASK NAME: The United Kingdom always one amazing kingdom to discover
TASK: The students will create a short text talking about the queen's daily routine and how often does she do each one of those activities.
Objectives
Communicative: Students will be able to describe how often they do different activities.
Linguistic: The correct use of the simple present plus the use of adverbs of frequency.
Sociocultural: Students will know the most important facts about English culture, specially about the monarchy and the dances that represent each country of the kingdom.

METHODOLOGY
Opening
The teacher will ask students about the facts they already know, ideas the learners could have concerned to the United Kingdom. The teacher will also ask about kings and queens and if they thing nowadays there are or not those characters that sometimes we think make part just of the magical stories.

PRE- TASK

✓ In this opportunity and just for this workshop the teacher will first present some slides in order to give to the learners essential information about the United Kingdom, especially in order to do not confuse them with the countries which make part in the Kingdom. As usual the teacher will remember the importance if writing this information from the slides on their notebooks.

✓ After that, the teacher will go deeper in the cultural aspect and as he will want to catch students' attention, he will show to them four videos, one per country related to dances from each one of those countries from the United Kingdom.
https://www.youtube.com/watch?v=YopVztZuKHw

https://www.youtube.com/watch?v=fs2SEeci9Qo

https://www.youtube.com/watch?v=Be59_bdC-6w&t=59s

https://www.youtube.com/watch?v=5_jMCsiYHTE

✓ After the videos the teacher will ask to the students how of the they do some activities, specially about dancing, this with the purpose to interact with the grammar topic.

TASK PREPARATION

Reading comprehension activities

✓ As usual in these workshops the teacher will give to the learners a little text in which the queen Elizabeth ll is talking about her daily routine and how often does she do each activity. First, students have to read the text and write on their notebooks the unknown words they can find in the text.

United kingdom

Good morning, my name is Queen Elizabeth ll, I am from the United Kingdom, I am 93 years old and I am the queen of the United Kingdom, the capital of the country is London. The United Kingdom consists of four countries: England, Scotland, Wales, and Northern Ireland.

Today, I am going to present to you my daily routine. On Monday in the morning I always have breakfast in bed, after breakfast I usually feed my 2 dogs, I often read the newspaper. On Monday in the afternoon I always eat my lunch at 2 o'clock, after that I sometimes drive my car, I have 25 cars, Finally At night I always go to bed at 9 o'clock. I never eat fast food; I don't like it!

✓ After reading the text learners will complete the following exercises proposed by the teacher.

1. Write in front of each sentence **true** or **false** according to the previous information.

   ❖ The queen Elizabeth II is from Brazil   _____
   ❖ The queen Elizabeth II is ninety-three years old   _____
   ❖ The capital of the United Kingdom is New York   _____
   ❖ The United Kingdom consists of four countries   _____
   ❖ The queen Elizabeth is talking about Saturday   _____
   ❖ The queen Elizabeth always eat fast food   _____

2. Choose the correct option **A, B** or **C**

   1. Which are the countries that consists the United Kingdom
      A. England, Germany, Wales, Ireland
      B. England, Ireland, China, Wales
      C. England, Scotland, Wales, Northern Ireland

   2. Who is the queen of the United Kingdom?
      A. Queen Elizabeth I
      B. Queen Elizabeth II
      C. Queen Eliana II

   3. What is the capital of the United Kingdom

      A. Lancaster   B. London   C. Ireland

   4. How many dogs the queen has?

      A. four   B. Twenty-five   C. Two

✓ Then, they will find an exercise according to the information presented in the power point presentation and also the videos. The teacher decided to put this kind of exercises in order to perceive student's motivation into each step of the workshop.

3. Paint the flags according to each country and then, write down information about each country.

England	Scotland	Wales	Northern Ireland

✓ Finally, the students will write a little text following teacher's instructions, in this exercise they just have to complete the blanks by putting the missing information they can find out in the main text.

4. Complete the text with the information from the main texts proposed at the beginning of the workshop

Today I met the queen Elizabeth , she is _____ years old and she is from_____ she explained that the united kingdom is composed by 4 countries _____ ,_____ , _____ and _____ . The capital of the United Kingdom is _____ .On Monday in the morning the queen _____ after breakfast she _____ . She often _____ . On Monday in the afternoon she _____ at _____ after that, she _____ she has _____ cars. Finally, at night she _____ at _____ .
She _____ , she doesn't like it.

I loved the queen and her kingdom, one day I want to go over there!

✓ Once the mistakes were corrected by the teacher, the student could continue with the next step.

TASK REALIZATION:

✓ In this final step learners will use their travel book in order to write the final product, they will do this at home and the teacher will check it next class, we have to remember that the task in fact it is to write on the travel book the final text they were working on during the class.

POST-TASK

Evaluation

The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)

The criteria to assess the written production were focused on the CEFR writing for A1 learners, bearing in mind range, accuracy, fluency and coherence.

After checking carefully to the tasks done by the students as a noteworthy point is that the students had a good reading comprehension of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script

Table 13. Fifth workshop planning

Methodology of the research

Firstly, this study has a qualitative research designed in which according to Denzin and Lincoln (2005) affirms, "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." (p. 3). In other words, when doing this design, the researchers attempt to interpret and describe an issue, regarding the natural conditions of the participants; it means that when studying the phenomena, it is not needed to be in laboratory, just need to be in the participant context aiming at avoiding to alter the results.

Subsequently, this study adopted an action research design because "[is] systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and afterwards improve, the ways their particular educational setting operates, their teaching, and their student learning" (Mills, 2011, as cited in Creswell, 2012 p.577). In other words, this study has a systematic procedure because in each class it was implemented a plan, it was analyzed through collection of data and it was planned again if the plan had not the accurate strategy to be implemented. The educational setting in which this study was carried out is at Escuela Normal Superior School. During this procedure the researcher took into consideration the research questions which are: How does the implementation of a travel book enhance writing skill among 6th graders at the Escuela Normal Superior School? How can the Task-Based Learning contribute to the learning of writing?

Population and sample

This study was carried out at Escuela Normal Superior School with 6th grade students group A. These courses count on four hours of English classes per week. This grade is divided into two groups, in which 6th grade 1 is composed of 40 students, while 6th grade 2 is composed of 32 students. The group who was the participant in this action research was 6th grade 1 due to the biggest number of students and it allowed a plentiful data gathering process. Subsequently, six students were selected as participants of this research study.

It is important to remark that the participants were choose by using a simple random sampling, that means that these participants were selected randomly and purely by chance. These participants were divided into two; in a group were included three students who were the most participative in class and had a good English proficiency, aiming at knowing the perceptions towards the study and to analyze if there is an improvement in their speaking skill, while in the other group there were included the students who have troubles with English, with the purpose of analyze an improvement on them.

Methods of data collection

Techniques and instruments to collect data

Participant observation

Taking into account Creswell (2012) definition "is an observational role adopted by researchers in which they take part in activities in the setting they observe" (p. 625) Through this instruments, the pre-service teacher and researcher took part in the process of teaching and guiding the different activities and simultaneously observed what was happening in the classroom. In order to do so, participant observations were carried into effect to accomplish

their main purpose. Also, in this project it was used as an instrument journals, where it was

commented all the procedures during the implementation of the project. (**Annex 3. Journals)**

Date: May 24th, 2019

First journal

TASK #1

En este día se realizo la primera parte de la tarea la cual consistía en presentarle a los estudiantes mas a fondo el significado de "travel book" y qué era lo que íbamos a hacer con ello, de la misma manera presentar el vocabulario relacionado a viajes internacionales.

Cabe resaltar que a los estudiantes anteriormente ya se les había presentado de manera general el objetivo y las etapas del proyecto como tal, al cual muchos de ellos respondieron con mucho entusiasmo y emoción. Mientras les explicaba el proyecto muchos de ellos pensaron que realmente viajaríamos a los diferentes países que ese día les estaba mostrando, evidentemente tuve que aclararles que se trataba de viajes simulados pero que conoceríamos diferentes culturas alrededor del mundo lo que mantuvo la emoción aun en ellos, también les mencioné que cada uno de ellos tendría un pasaporte que se asemeja mucho a un pasaporte real, les mostré en una imagen el ejemplo de pasaporte que tendrían cada uno de ellos , lo que avivó mucho más la idea del proyecto puesto que penar que se pudiese tener un pasaporte o la idea de uno real les emocionaba mucho, finalmente les mencioné que ese pasaporte nos servía para hacer los texto que pensaba realizar en cada uno de los talleres.

Luego, a través de unos cortos videos les mostré los aspectos generales de los países que íbamos a visitar con el paso de los talleres (Estados Unidos, India, Australia, Irlanda y Reino Unido), tuvimos unas preguntas interactivas acerca de lo que ellos sabían de cada uno de esos países, y algunos respondieron aspectos ciertos de estos países, pero otros respondieron ideas un poco vagas acerca de estos países. Después de los videos decidí hacer una actividad y los dividí en 5 grupos, cada uno de esos grupos tuvo un país diferente y con ello una lectura corta acerca de los datos más curiosos de esos países, evidentemente estos textos estaban en inglés, esta actividad la realicé con el propósito de enseñarles poco a poco el vocabulario que iríamos trabajando a lo largo de los diferentes talleres. Los niños respondieron bien a la actividad leyendo cada uno de los textos y tratando de sacar el vocabulario que ellos desconocían.

Después de varios minutos de lectura les pedí sus opiniones acerca de la información que había leído y les di a cada uno de ellos dependiendo del país en el que trabajó durante la clase una ficha para que respondieran unas preguntas acerca de la información que ellos lograron comprender del texto, con el propósito de trabajar en casa y ya después en la siguiente clase revisaríamos la actividad y corregiríamos algunas falencias, en cuanto les expliqué la tarea la clase finalizó.

Figure 5. Research Journal

Interviews

This instrument provides the researcher to extend the data and provide information

that could not be directly observed, taking into account the participant experience, Creswell

(2012). With this instrument, the researcher and pre-service teacher, had a different

perspective about the implementation of the tasks. For this, students' participants were interviewed at the end of the implementation to verify their perceptions, over the course of the research process. The objective of the interview was to know how the student's process was during the development of the travel book project.

In addition, the type of interviews were semi-structure interviews. Regarding Cohen and Crabtree (2006) in this type of interview "The interviewer follows the guide, but is able to follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate" (p.1). In other words, when doing this type of interview, the researcher could access to more relevant information to analyze the research problem.

(Annex 4. Interviews)

Figure 6. Research interview

Students' written productions

Students' work can be considered as one of the richest sources of data. Thus, through this, it was assessed the information provided by the students, taking into account if the purpose of this study was fulfilled. Additionally, the student's written productions were where they portrayed their thoughts and the plan of ideas expressed in the short texts.

With the purpose of analyzing the student's work, it is essential to analyze their work depending on each task; in which from the first task was analyzed five reading comprehension tasks and five written productions (one per participant); and it was the same procedure with the rest four tasks. **(Annex 5. Examples of students' productions)**
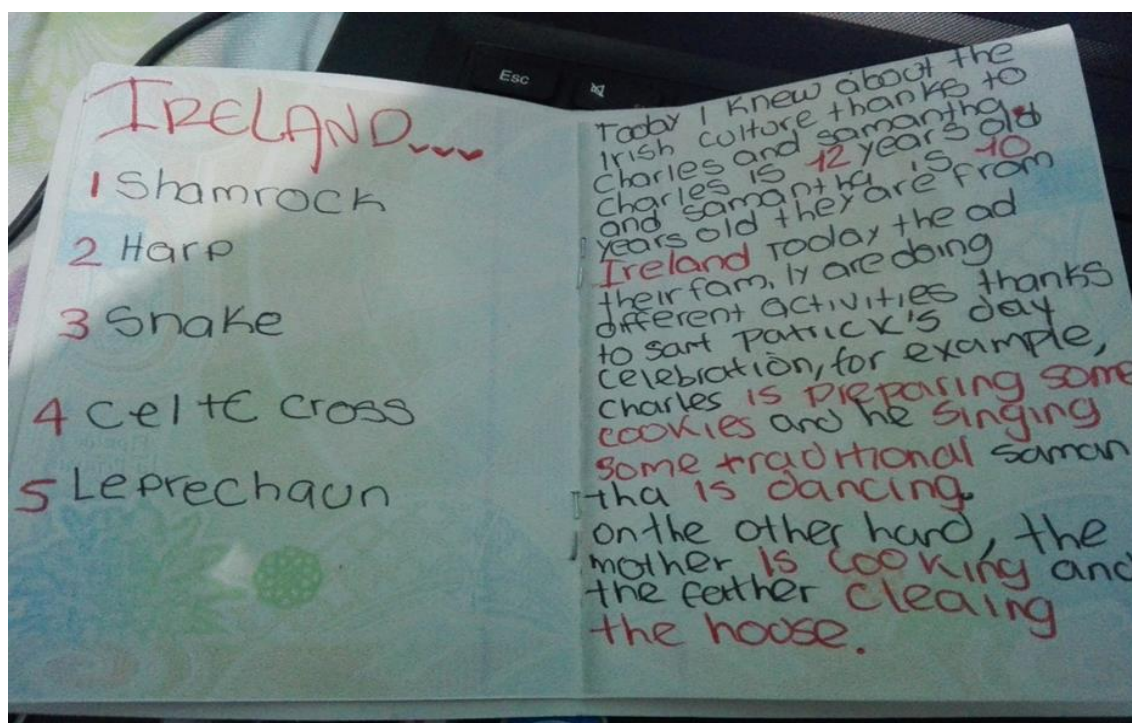
Figure 7. Students' written production

Ethical Considerations

Taking into account that the participants are underage, it was mandatory to have a parental leave in order to access to the data gave by the students. In addition, it was

announced to the students that their participation it was not obligatory and it was not have a reward for it and their identity it is reserved as the information. **(Annex 2. Parental leave)**
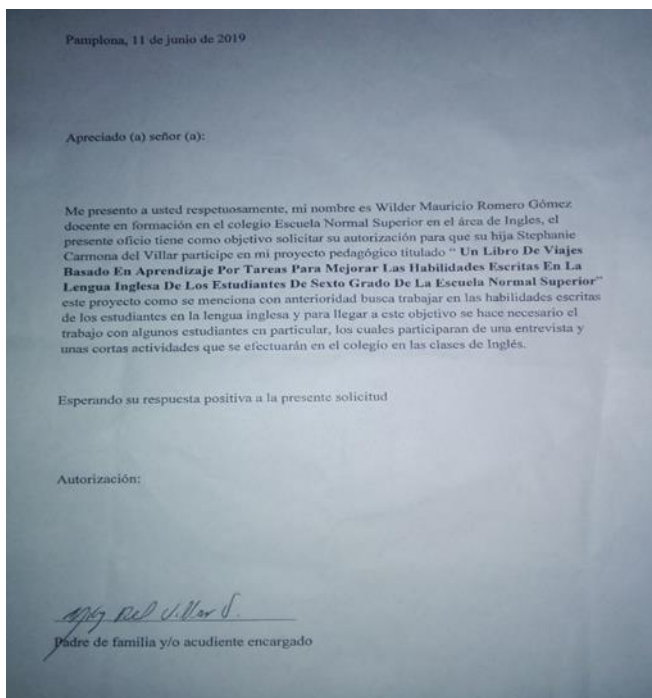
Figure 8. Parental leave

Schedule data collection

In order to have a successful guide to collect data, it is proposed a schedule to follow the activities along the 8 weeks of practicum.

INSTRUMENTS/ WEEKS	1	2	3	4	5	6	7	8

Observations/narratives		May 17th		May 31th	June 7th			
Interview							July 12th	
Students' written productions		May 17th	May 24th	May 31st	June 7th	June 14th		

Table 14. Data collection timetable. Pedagogical component

Data analysis

Hatch (2002) stated that "analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories." (p. 148). That said, the data analysis part, will help to assess the information gathered that will answer the questions proposed in the study and to analyse if the purpose was achieved.

Besides, Miles and Huberman (1994) proposed an interpretive analysis which include a series of steps to analyse data.

| **Data reduction** the process whereby the mass of qualitative data is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on | ➤ | **Data display** which consists of drawing conclusions from the mass of data | ➤ | **Conclusion drawing/verification** which allows researchers to begin to develop conclusions regarding the study |
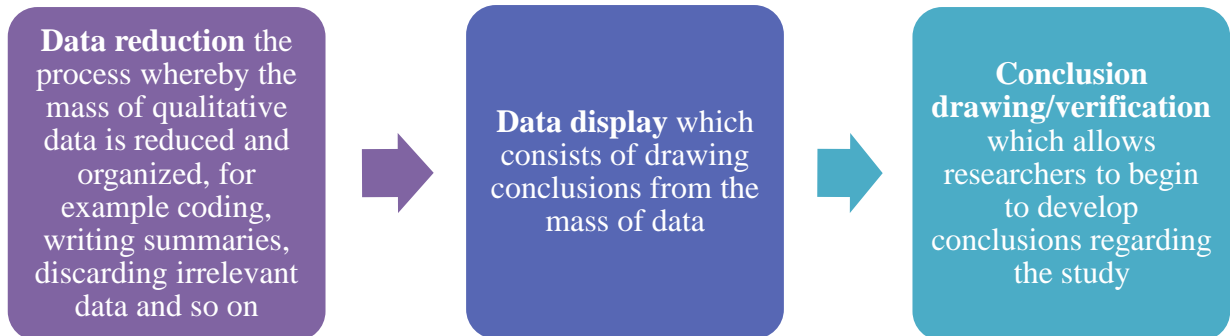
Figure 9. Data analysis procedures

In order to fully understand the procedure proposed by Miles and Huberman, there are three steps: Data reduction, data display and conclusion drawing and verification.

In the data reduction step, a researcher organizes and collect all the data gathered, then the information is analysed and it is selected relevant information. In order to develop this step, it is necessary to write comments and do summaries.

Data display step, here a researcher organizes the data from each instrument through the use of matrix, charts or tables. In order to achieve this step, a general matrix with comments will be created. After having carried out the first and second steps, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories.

Finally, in the conclusion drawing and verification, the researcher finds the meaning of the data

gathered and propose categories to cluster the information found. By following the previous

steps, it was elaborated a descriptive summary of each category which was supported by data

units taken from the participants and the researcher. **(Annex 6. Matrices for the analysis**

process

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	P1	P2	P3	P4	P5	P6
TASK	CREATIVITY			"A mí me gusta que he aprendido muchas frases que después puedo utilizar en otros textos"				"Yo creo que también hemos desarrollado la creatividad porque cuando uno escribe uno puede expresarse como uno quiera"	
	INVOLMENT AND MOTIVATION			"Yo siempre llego los días viernes y sé que iremos o que en la clase de inglés el profe nos presentará un nuevo país y eso me gusta mucho" "por ejemplo si algún día tenemos la oportunidad de viajar a otros países ya tenemos alguna idea de cómo comunicarnos con textos o leer cosas y entender"	"Yo pienso que he mejorado en lectura y me gusta que ya veo algunas cosas o frases en internet y algunas las comprendo y eso me hace sentir muy bien" "hace poco estuve leyendo un aviso en Facebook y estaba en inglés, casi no entendí nada (risas) pero si hubo una palabra que la trabajamos en el taller de India y la pude reconocer"	"Yo también me siento animada cuando llega el viernes porque no sé yo quiero viajar algún día a otro país y me gusta por ejemplo tener en esa clase el pasaporte en mis manos"	"A mi también me gusta ver mi pasaporte y también quiero viajar a Australia"		"Yo una vez le dije a mi mamá que no quería que se acabaran los viajes con el profe y que quería seguir "volando""
	PROBLEM SOLVING			"Cuando estábamos en el taller de Irlanda se me hizo más fácil resolver los ejercicios del texto		"La verdad para mi el primer taller estuvo difícil,		"Yo personalmente disfruto más	

Figure 10. Matrix for interviews

CATEGORIES	SUB-CATEGORIES	DESCRIP TION	OTHERS	P1	P2	P3	P4	P5	P6
TASK	CREATIVITY								
	INVOLMENT AND MOTIVATION								
	PROBLEM SOLVING								
	MAKING A PRODUCTION								
	AUTONOMY								
	SOCIOCULTURAL KNOWLEDGE								
WRITTEN PRODUCTION	COMUNICATIVE COMPETENCE	LINGUIS TIC COMPE TENCE	Lexical competence	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"
			Grammatical competence	"The student has an accurate grammatical level related to the grammar topic, in this case "likes	"The student presents some grammatical problems when talking about "likes and dislikes"	The student has an accurate grammatical level related to the grammar topic, in this case "likes	"It is difficult to understand the main idea of the text due to the lack of grammatical abilities"	"The student has an accurate grammatical level related to the grammar topic, in this case "likes	"The student presents some grammatic al problems when talking

Figure 11. Matrix for student's written productions

After having carried out the first and second steps, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories. In the following figure, it is shown the data after these two steps:
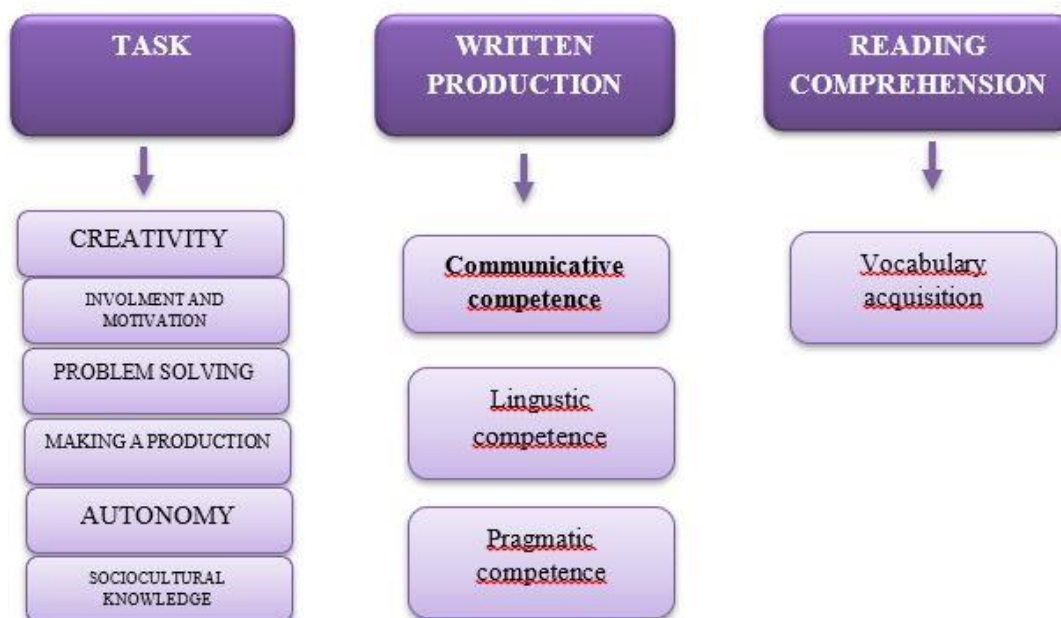
Figure 12.Categories and subcategories

Finally, in the conclusion drawing and verification, the researcher found the meaning of the data gathered and propose categories to cluster the information found. By following the previous steps, it was elaborated a descriptive summary of each category which was supported by data units taken from the participants and the researcher.

Findings

As defined in the data analysis procedure. Three categories came out from all the data gathering process as follows: a) task, b) written production and; c) reading comprehension. These three major categories are followed by some-subcategories which are supported by the data units taken from the participant's interviews and oral production as well as the journals from the researcher.

This section describes the findings that came up from the pedagogical implementation that aimed at developing writing skills of sixth grade students at Escuela normal Superior School.

Task

Task is the main category of the research, inasmuch as the activities done were based on this methodology. In this instance, the tasks were the student's written productions and it was carried out five tasks along with the workshops. When the five tasks were accomplished, the final product was the development of the travel book. The CEFR (2001) considers the tasks as the work developed by learners accomplishing a purpose and propose different aspects that emerged from the production of the task such as *involvement and motivation, problem solving, making a text, and sociocultural knowledge* (p.158). Nevertheless, when

doing the interview, it emerged two new aspects to consider as findings, they were *autonomy and collaborative work.*

Concerning with the *involvement and motivation*, it refers to the interest for doing the task. The CEFR states that the task is successful because the learner perceives relevance or interest (*Ibid.* p.161). It was evidenced that the students felt motivated when doing the project, because all the time they wanted to take part of the activities related to the travel book, they asked almost every day about the activities related with the travel book. On the other hand, the students stated that they helped to the travel book and workshops doing research by themselves, creating designs in their travel books and looking for more information related to each one of the countries. Additionally, they were motivated because they learnt through this project overcoming the difficulties presented before with the language. "*Ayudé a elegir el diseño de mis textos para colocarlos en el travel book.*" P4 "*Yo ayudé a algunos compañeros que estaban atrasados con las actividades de Australia.*" P5 "*Yo ayudé aportando ideas, como el color de las páginas del travel book, incluso con la manera de escribir para que todos tuviésemos el travel book organizado.*" P6. Furthermore, in the journals the researcher pointed out that the students looked motivated when doing the activities proposed for the task or in the activities of the workshop. "*Los estudiantes están motivados con la realización del proyecto, ya que siempre están preguntado por las actividades que vamos a hacer para el próximo país*" Journal 1. "*Los estudiantes eligieron el orden que llevaríamos en el travel book y también aportaron ideas sobre la carpeta final que cada uno llevaría con cada uno de los talleres*" Journal 1. "*Los estudiantes entregaron a tiempo cada una de las tareas propuestas en cada taller, es decir, los textos correspondientes a los diferentes países*" Journal 2.

When it comes to the *problem solving*, it makes reference to the fulfilment of the task. Each final task was the presentation of the final text to the topic suggested by the pre-service teacher; In addition, in order to develop each final task, it was necessary to do research about the topics that the students needed to present at the end of the task. The problem was to present the task, however they handled when presenting the final text with the task assigned. *"Me ayudó a aprender palabras que yo no entendía o no sabía y ahora puedo aplicarla más en mis estudios"* P3. *"Nos ponían tareas como las de las escribir de una persona de otro país y teníamos que investigar de ese país"* P6. *"Finalmente, a cada estudiante le di una ficha, en la cual tenían como tarea investigar información relevante acerca del país que continuaba el siguiente taller". Esta información era: Capital, ubicación, bandera, moneda y comida tradicional."* Researcher's journal (R).

With the purpose of solving problems in the task, the students had to develop several activities. In all the tasks, the students had to work on reading comprehension exercises. Through the development of the tasks to produce the texts the students simulated that they belonged to the countries selected. *"Hacíamos que nosotros veníamos de ese país y hablábamos de lo que comemos allá y hacemos allá, pero nos tocó investigar para poder escribir de esto."* P1. "*Una de las actividades era cuando tenía que imaginar que teníamos una amiga en India, entonces yo pensaba todo el tiempo en todo lo que hacen las personas allá y de la información que el profesor nos presentaba para lograr organizar bien el texto final."* P2.

When the tasks were done, the students had to follow the next step that was, giving a presentation that was the final assignment of every task, *"Con el fin de revisar lo que los estudiantes investigaron, se decidió hacer una socialización acerca de la ficha que fue*

asignada. Para esto, los estudiantes se unieron por grupos para que todos aportaran ideas y el trabajo fuese más rápido y colaborativo." (R).

Another aspect was the sociocultural knowledge; the students agreed that through the workshops they knew facts about different cultures, understanding their expressions and their cultural background, in this case for the topics of the tasks. "*Nos ayudó a conocer muchas cosas de los países como la comida, los bailes, los animales y ese tipo de cosas y esto nos ayudó a extender nuestro conocimiento en este tipo de culturas de otros países"* P2. "*Nos ha ayudado a conocer la gastronomía de estos países y de algo que nosotros no hemos conocido. También porque hemos conocido expresiones que se hablan en cada país o región."* P3. Furthermore, the students received cultural explanation about the facts found in the tasks.

"los estudiantes se impresionaron al saber que por ejemplo el Reino Unido está conformado por 4 países, de los cuales les expliqué que cada uno hacía parte del mismo reino pero que cada uno de ellos tenía diferentes expresiones culturales, incluso diferentes banderas, comidas típicas y hasta diferentes lenguas" R.

Keeping in mind the aspects that emerged from the interview, the students expressed that autonomy was essential in the development of the task. Most of the students agreed that they worked by themselves, in order to improve their writing production, reading several times with the purpose to better understand the final text they had to do. "*Yo leía y leía el texto principal y a veces tenía que usar el traductor de Google para algunas palabras, pero trataba de no hacerlo y pues de trabajar solo, mi hermana mayor muchas veces quiso ayudarme, pero le decía que no que yo podía que me dejara y así lograba terminar todos los*

textos que luego transcribía al travel book." P1. *"Por tanto, yo me puse en la tarea, aunque sinceramente no era obligatorio, yo voluntariamente quise buscar a veces ayuda para entender algunas frases o palabras para que fuera más fácil el trabajo"* P2. "*Nosotros colocábamos las palabras en el traductor y las escribíamos varias veces en una hoja porque a veces olvidábamos cómo se escribían algunas y lo que significaban."* P3. *"Pues yo antes de dormir revisaba el texto final y lo leía mentalmente para estar seguro de que todo lo que había escrito estaba correcto porque realmente quería que mi travel book quedara perfecto."* P6. To sum up, the students wanted to performed successfully the task, for that they used different techniques or applications to practice by themselves.

Finally, the collaborative work was the other aspect that came up. Most of the students made known that with collaborative work they improved their knowledge, especially with the acquisition of vocabulary and the pronunciation of the words. *"Pues a mí me gusta más trabajar en grupo, entonces en las tardes me iba para la casa de mi amigo y hacíamos el texto juntos, a veces yo no entendía algo, pero él sí y me ayudaba y así"* P2. *"También pude aprender gracias a la colaboración de mis compañeros en clase con los ejercicios del texto y es que, si no entiendo una palabra, ellos me ayudan, me apoyan y me corrigen de una forma buena."* P3. "*Con las compañeras, nos ayudábamos entre sí para comprender los textos"* P4. "*Yo ayudaba a mis amigas cuando no entendían o si le hacía falta un punto yo le ayudaba."* P6.

Written Production

Written production or writing is one of productive skills required to be proficient in English, taking into account what is stated in CEFR. That is why Abdullah, 2016, as cited before, establishes that writing aims at transferring meaningful information to an audience.

Thus, this category is another basis of the research project because it was the skill that the researcher wanted to improve on the students as purpose. The students worked with the writing skill when presenting their tasks, for this reason it was necessary to stablish the communicative language competence as subcategory of the written production, whereby other aspects emerged.

The CEFR (p.105) established that the communicative language competence empowers a person to act using specifically linguistic means, performing different activities such as interaction, and reception and production. From the communicative language competence, there are three different competences: linguistic, sociolinguistic and pragmatic.

Firstly, the linguistic competence refers to knowledge of the range and quality a student has about the language. Additionally, aspects such as vocabulary, grammar, coherence and punctuation are taken into account to develop this category.

The students expressed that with the workshops they learnt new vocabulary despite that they already have known most of the words presented. *"Pues en los nombres de los diferentes animales y símbolos como shamrock** [Traducción en inglés de trébol], *también en los texos, en todo lo que, los pasos"* P1. In other words, the student wanted to the express that they learned new vocabulary, in this case, the vocabulary was about cultural aspects. Other students stated, "*Positivamente porque con las tareas que realizábamos nos ayudaba a buscar*

nuevas formas de hacer que nuestro vocabulario fuera más extenso" P2. *"Aprendíamos*

mucho nuevo vocabulario de todo tipo de oración, animales y uno buscaba nuevas palabras

que nunca habíamos visto." P5. Regarding the analysis of the student's written production, it

worthy to establish that the students used the vocabulary provided in the workshops; most of

the students used correctly the words learnt. For instance: "Hello, greeting from

Colombia…Now, let me talk about dances from the United Kingdom. Then, she is working

on,let's continue with the final text, now we have the travel book ." Student's written

production P2.

However, some of them have troubles in the vocabulary *"The students used the*

vocabulary provided in the workshops; most of the students employed correctly the words

learnt. However, some of them have troubles in the vocabulary despite that they received

corrections." R. *"The student presents some difficulties with the adverbs of frequency when*

talking about daily routines." R.

Additionally, the students affirmed that with the project their written productions

improved because they felt they wanted to have the best travel book of the classroom. In

addition, they imitated the sentences of most of the reading comprehension activities or the

vocabulary provided by the applications or software, working the autonomy, as found in the

task category. "*Yo me daba la tarea a mejorar, yo siempre buscaba distintos métodos para*

poder utilizar una palabra correctamente y eso fue lo que más me ayudó en los textos finales

y las actividades de comprensión" P2. *"Aprendí muchísimo sobre gramática, aprendí a decir*

cómo se decían, y qué palabras iban en cada lugar, pues las estructuras de las oraciones"

P4. "*A la vez que escribíamos, nosotros íbamos releyendo, uno leía y leía para que le salieran*

bien los textos finales". P6. Analyzing the student's written productions, the students had a

good use of the grammatical structures of the taught in the workshops, but regarding the new words that they looked for, there are problems of the employment of some of them. On the other hand, taking into account the second and third tasks, there are students who presented fossilization with some words learnt in class, despite that they received feedback with the corrections. "*The student presents an excellent grammatical structure of the known words. However, there are problems in new words and fossilization in others such as Ireland."* R. *"The student presents troubles when writing words already presented, making the text hard to understand."* R.

Secondly, the sociolinguistic competence makes emphasis in the sociocultural conditions of language use, in other words, it is the context in which the expression and words are used.

Some aspects found in the analysis were the politeness conventions and the markers of social relations such as greetings.

When analyzing the interviews, a student manifested that she understood the difference between the intentions when writing for formal or informal expressions. *"Había expresiones que eran más formales y otras más cotidianas, por ejemplo, cuando saludaba a mi amigo imaginario en Irlanda. Entonces, también tenía que cambiar algunas oraciones."* P2. In the analysis of the student's written productions, the students showed politeness conventions when greeting, addressing with the corrects words to their new friends. "*The student uses expressions "For me it's a pleasure; I'm so happy to talk with you; Thanks for writing me."* R. Moreover, when reading the production of a student, it is remarkable to say that she has some troubles when using Familiar and formal expressions. "*The student*

expresses pleasure when writing about the country" R. *"The student uses familiar expressions when saying Hey What's up; Hi Karol but she uses formal expressions and has respect when writing something to the teacher"* R.

Finally, the pragmatic competence which refers to coherence and cohesion in a language production. The students are able to connect phrases with "and" and "but" according what is stated by the European framework. Thus, the students were able to use linking words such as first, then and later. *"The student uses linking expressions such as: Now let me introduce; I want to say; and"* (Student's written production 1).

Furthermore, in each workshop were established communicative objectives aiming at setting the abilities to be developed at the end of the tasks. For instance, in the first workshop the students were able the things they like and those they dislike. With the purpose of achieving this objective, the students did research and with the vocabulary learned accomplished the final task.

Reading Comprehension

Reading skill it is the integrated skill to develop proficiency the writing skill. The main idea of work with this skill was to teach vocabulary and enhance the students' written productions.

In the researcher journals is stated that in every workshop the students did reading activities to comprehend new words or make emphasis in the meaning of the known words.

"Se hizo una lectura global donde se le preguntó a los estudiantes qué palabras habían entendido del texto, si ellos daban un mal significado de una palabra yo les

preguntaba si en el texto la palabra refería a ese contexto, lo cual automáticamente ellos se autocorregían" R. *"El texto incluía las palabras ya trabajadas en clase y muchas de ellas los estudiantes ya las conocían, así que ellos pudieron responder con facilidad la worksheet, en la cual debían responder falso o verdadero a algunos enunciados"* R.

On the other hand, the students assured that through the reading comprehension workshops they knew vocabulary and their use. *"Los readings* [Traducción de actividades de lectura] *nos ayudaban porque ahí nos explicaban ciertas palabras como se utilizaban correctamente, mientras nosotros pensábamos que se usaba de otro modo*" P2. *"Ahí pude aprender términos, expresiones, vocabularios que yo o no entendía o que nunca había escuchado."* P3. *"Ehh, si, en el significado porque cada vez que leía pues el texto principal, trataba yo de recordar su significado como tal y como era."* P1. Finally, in the student's written production, the students acquired new vocabulary and they used them in their presentation, understanding the meaning and the use. "*The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner; usually, the queen, finally"* R

Conclusions and recommendations

The purpose of this research project was to enhance student's writing skill through the implementation of a travel book, using the task-based learning approach. In order to fulfil this purpose five objectives were established.

When it comes to the first objective, "To design workshops that allow students to develop a travel book and to learn English by a real context". It was carried out successfully, a

series of workshops were planned in which through the implementation of the steps required by the Task Based Learning approach, aims at developing the travel book. The students expressed in the interview that they learned new words and how use them. Also, it was evidenced the learning process of expressions in English that could be implemented in the real life, using expression of politeness and identifying formal and informal greetings. Similarly, the students through the workshops acquired sociocultural knowledge about relevant aspects of Anglo countries, in which they did research and had a contact with a culture never meet before, allowing the English learning process with culture.

Moreover, another objective established was the integration of reading skill to complement the written production. Analyzing the implementation of the pedagogical component, reading activities were developed in each workshop in order to achieve this objective, as well to achieve the learning process of vocabulary from the different tasks. In addition, the students stated that they fortified their knowledge of vocabulary with those activities, besides they were a fundamental part of guiding their grammatical skill. For the students acquire new vocabulary is essential when writing.

In terms of the objective to motivate students with the English learning process through a travel book. It was evidenced that the students took part actively in the activities proposed to produce the travel book either giving ideas for the production of the travel book and files or participating with the tasks. Also, they stated that thorough the travel was a different activity to learn English since it has several activities and they implemented the learned in classes.

Finally, it is imperative to recommend further studies that is necessary have an organization when applying the workshops, because there will be activities which need more attention in order to carry out the final task. As another worthy aspect to take into account for further studies it the writing skill. Despite that the work done with the use of some words were properly, there are students who do not follow the instructions in order to enhance their grammatical skill. It is needed focus the attention of them. Finally, it is highly recommended the implementation of interactive activities to motivate the students learning process, activities in which they will be involved.

Chapter II: Research component

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher, stand out as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and change the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

It is considered, to carry out a project with a reflective approach, in which the practice aims to objectify knowledge, behaviors, and attitudes towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and the self-recognition, as well.

Justification

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for them to establish a difference between the mere routine action and reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In this case, at the B.A degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role.

Beginning with the questions that guide this study, they are the following:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?

2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analysing their pedagogical work?

Objectives

General objective

• To use reflective practices as an aid for pre-service teachers at the practicum stage.

Specific 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 identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

• To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.

• To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be leant, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

With regards to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

The stages of reflection as a process are presented in the following figure:
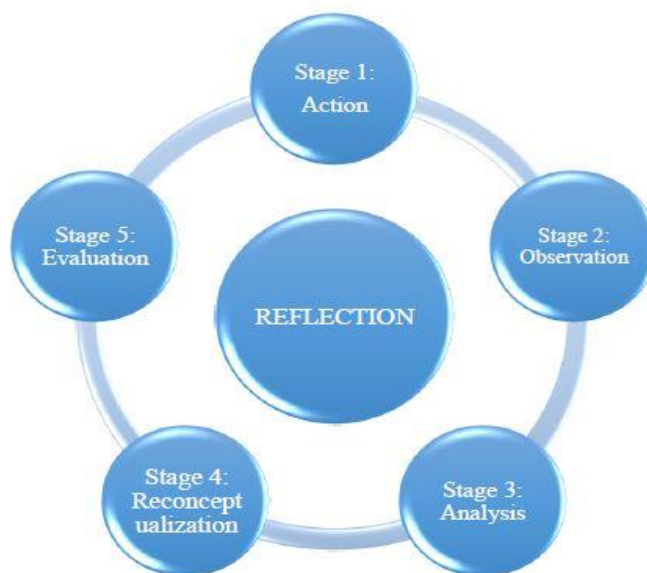
Figure 4.Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an

instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behaviour, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analysed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

Pedagogical practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered 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.

From development

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This

element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues.

The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

For collecting the data of this research, the following instruments are proposed:

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 allowed students to express themselves about their labour 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.

Data collection timetable

The following chart is a visual representation of the instruments and the dates to be implemented during a 8-week practicum stage.

Implementation of the Research Component

Narratives

The narratives are journals in which is stated all the experiences and feelings that pre-service teachers have lived through all the practicum process. Writing each week, the narratives, served to realize about the pre-service teacher's perception had when acquiring the role of teachers, taking into account different aspects lived in the setting of the school such as methodology as teachers, management of the classroom, behaviour of the students, among others.

Moreover, writing each week contributed to the self-reflection on the pre-service teachers, because comparing the narratives helped to understand the changes undergone and how was possible to handle if there were issues presented in the classroom, taking into account a real context.

Self-observation checklist

The self-observation checklist were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

Four self-observations checklist were fulfilled during the whole practicum process, allowing to the reflections of the pre-service teacher when implementing the classes, since most of the aspects wanted to analyse the perspective of the methodology of the work in which is stated that most of the time, students learn through dynamic activities, in order to get the attention of them. Another aspect to bear in mind was the interaction which aimed at the relationship between the students and the pre-service teacher, how the pre-service teacher behaves with each student, if he or she allows the participation of them, how he or she listens to necessities of the students

Class recording

The class recording was carried out in the middle of the practicum process with the purpose of having a different perspective of the process. By doing so, it was essential to show in a video, the typical development in a class presenting each part such as the warm-up, opening, explanation, and others. Then, each pre-service teacher analysed a video of a partner and gave some comments based on different aspect such as quantity of activities, skills worked in class, interaction with students, and the communicative competence of the teacher and the students.

Analyzing the comments done by the pre-service teacher, it was evidenced that the teacher had security when giving the class, additionally the methodology of work was the right one taking into account the activities developed, however when explaining some activities, the students did not understand because the pre-service teacher tends to speak faster and uses extended commands. When analyzing the communicative competence of the pre-service teacher it was evidenced that has a proper use of English and try to enhance the use of the language of the students correcting them properly and at the right time. Concerning with the interaction, the pre-service teacher handles perfectly the relations with the students, listen to them carefully and takes into account the participation of each one.

Data collection timetable

The following chart is a visual representation of the instruments and the dates to be implemented during 8-week practicum stage.

Activity	May				June				July			
Week	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
1. Institutional observation Socialization	6th											
2. Narrative		13th	20th	27th	3rd	10th				8th	15th	22nd
3. Self-observation sheet												

4. Class recordings											
5. Reflective workshops			29th		19th				17th		
6. Class Observation by the tutor											
7. Meeting supervisor teacher			12th							24th	

Implementation of the Research Component

Narratives

The narratives are journals in which is stated all the experiences and feelings that pre-service teachers have lived through all the practicum process. Writing each week, the narratives, served to realize about the pre-service teacher's perception had when acquiring the role of teachers, taking into account different aspects lived in the setting of the school such as methodology as *Table 7.Research component timetable* teachers, management of the classroom, behavior of the students, among others.

Moreover, writing each week contributed to the self-reflection on the pre-service teachers, because comparing the narratives helped to understand the changes undergone and how was possible to handle if there were issues presented in the classroom, taking into account a real context. **(Annex 7. Narratives)**

NARRATIVA NUMERO 2

20 al 24 de mayo 2019

Durante esta segunda semana de contacto directo con mi institución de prácticas y con mis estudiantes tengo tantas cosas que quisiera mencionar, sin embargo, dejaré parte de ello para las próximas narrativas.

Ya con el pasar de los días encuentro un poco más llevadero el trato con mis estudiantes, es decir, al inicio de toda esta experiencia creí que sería un profesor demasiado estricto y que básicamente la mentalidad y la pedagogía tradicional serían mi bandera, ero no ha sido así, lo que no quiere decir que sea un profesor permisivo y sin carácter, pero he sabido manejar un punto intermedio que me agrada. Y siento que en gran parte esto ha sido gracias a los estudiantes de segundo grado, no sé realmente cómo explicarlo, pero esos niños aportan en mi una sensación de paternidad y un sentimiento de cariño que no había experimentado con otros grupos, y aunque en ocasiones llegue cansado, muy estresado, agobiado al colegio, el encontrarme a estos niños en la entrada del colegio que me abracen y me agarren de la mano es muy bonito.

Afortunadamente he tenido la dicha de haber trabajado ya con varios grupos antes de llegar a mis prácticas, en diferentes institutos como Inglés para todos, Helmer Pardo, un colegio en Arauca, y siempre he trabajado con grupos de jóvenes mayores y adultos; menciono esto porque es la primera vez que trabajo con niños tan pequeños como los niños de segundo y tercero, pero ha salido mejor de lo que pensaba , creo que me he sabido adaptar a ellos, y pues ellos conmigo.

Otro aspecto que encuentro interesante es que el grupo con el cual trabajo mi proyecto del "travel book" es un grupo realmente complicado, un grupo que resalta por su indisciplina, mal comportamiento y bajas calificaciones, sin embargo, de esos 45 estudiantes existen 10 que trabajan tan bien en clase que logran que esa clase salga a flote y que todas esas horas de planeación de búsqueda y elaboración de material realmente valgan la pena.

Por último, un grado ha sido mi reto desde que pisé esa institución, en ese curso existen jóvenes con unas actitudes y personalidades tan fuertes y tan difíciles de lidiar, y es que estar en un salón con 48 estudiantes, y que en ocasiones todos quieran estar hablando y haciendo desorden hacen que mi personalidad como profesor se reinvente y busque más estrategias para lograr trabajar con ellos, y ¡claro! Que he pensado en no volver a ese grupo, y es que no es una idea loca, realmente es muy cuerdo decir "no más" con ese grupo, estoy más que

Figure 5.Narratives

Self-observation checklist

The self-observation checklist were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom

management, materials used in class, language use, students' participation among other

aspects that served to check the practicum process.

Four self-observations checklist were fulfilled during the whole practicum process,

allowing to the reflections of the pre-service teacher when implementing the classes, since

most of the aspects wanted to analyze the perspective of the methodology of the work in

which is stated that most of the

time, students learn through dynamic

activities, in order to get the attention

of them. Another aspect to bear in

mind was the interaction which aimed

at the relationship between the

students and the pre-service teacher,

how the pre- service teacher behaves

with each student, if he or she

allows the participation of them,

how he or she listens to necessities of

the students. **(Annex 8. Self-**

observation **checklist)**

Figure 6.Self-observation checklist

Class recording

The class recording was carried out in the middle of the practicum process with the purpose of having a different perspective of the process. By doing so, it was essential to show in a video, the typical development in a class presenting each part such as the warm-up, opening, explanation, and others. Then, each pre-service teacher analyzed a video of a partner and gave some comments based on different aspect such as quantity of activities, skills worked in class, interaction with students, and the communicative competence of the teacher and the students.

Analyzing the comments done by the pre-service teacher, it was evidenced that the teacher had security when giving the class, additionally the methodology of work was the right one taking into account the activities developed, however when explaining some activities the students did not understand because the pre-service teacher tends to speak faster and uses extended commands. When analyzing the communicative competence of the pre-service teacher it was evidenced that has a proper use of English and try to enhance the use of

the language of the students correcting them properly and at the right time. Concerning with

the interaction, the pre-service teacher handles perfectly the relations with the students, listen

to them carefully and takes into account the participation of each one. **(Annex 9. Class**

recording)

Figure 7.Class recording

Reflection workshops

Reflections workshops were designed to serve as a space in which the practitioners had

the opportunity to share their experiences during the practicum process and to guide their

pedagogical practices by taking into account reflection as a tool. These writing workshops were

planned to develop three times during this process.

Two reflections workshops were carried out, in which the practitioners talked about the

experiences as teacher's trainee. This workshop served as a reflection workshop because all the

practitioners listened to their partners and reflected on their personal practices in order to

socialize it with the rest of the group. Some problematic expressed in the workshop was the lack of the management of the group, due to most of the practitioners do not know how to keep the behaviour in class. Another problematic presented was the stalking of a pre-service teacher by a student, who had the telephone number and sent to him a message of love, at the end he explained the process that he carried out avoiding the evolution of the problematic and all the pre-service teachers understood how to handle that kind of situations.

As it is evidenced before, the purpose of the workshops was achieved successfully because each one of the participants expressed their feelings and the experiences in the school, being aware of future situations.

In the second meeting, the purpose was to share the opinions and comments made by the monitoring teachers and tutors of the research project and to know the level of progress of the research project.

The monitoring teachers stated that the pre-service teachers are committed with the labour; they are dedicated teachers who care about the learning process of the students, applying

dynamics activities in the classes and using correctly the ICTs in the classes. However, there are practitioners who do not have a good management of the group.

According to what the tutors of the research stated, the pre-service teachers have had a good development of their projects, putting into practice in the classes. Nevertheless, other tutors expressed that most of their students have not begun with the implementation of the project.

Finally, most of the practitioners affirmed that they have advanced in their project, while others stated that have finished with the implementation and it is missing for them to collect the interviews.

Classroom observation feedback

Throughout this process, two classroom observations were done by the tutor of each practitioner. Then, a feedback was provided in order for the pre-service teachers to know about positive aspects; what aspects could be improved; and some suggestions and considerations to better develop the English classes. The feedbacks served as reflection on the practitioners since they received comments from another point of view, in this case from a teacher with experience. Have the comments from another person were important because they let the pre-service teacher know how they were working during the practicum.

Findings and Conclusion

The use of the reflection as a tool of the practicum process was the main idea of this component. Implementing this tool helped at the transformation process of the practicum because it was necessary the analysis of each procedure done in class, for the purpose of improving every day and acquiring the criticism of the results. Thus, most of the instruments contributed having a successful process bearing in mind each proposed aspect.

Studying the weekly narratives, it was evidenced the experiences shared by the practitioners, most of them stated how they faced the classroom management in a real context, laying aside the theoretical knowledge and implementing what was learned in the schools. In the

same way, through the narratives, the pre-service teachers affirmed the development of the classes, how was the setting in the classroom, how were the daily perceptions towards the situations.

Additionally, the use of self-observation checklist, allowed to the teachers trainee a deep analysis of important aspects in the classroom and also in the school, therefore with this instruments the planning formats were analyzed, assessing the teaching-learning process and if the different learning styles were taken into account, aiming at keeping the ideal development of class.

On the other side, the meetings reflections helped to listen to the different opinions given by the others pre-service teachers, understanding the requirements and development of different communities. Through the workshops, each student expressed their experiences and their issues undergone in classes, giving a point of view and a solution about how he or she could handle this. Meanwhile, the others listened carefully, identifying possible solutions, considering the own experience.

Finally, the process of reflection is required in the different situations, because it is easy to consider the decisions taken or the process carried out and to study if they accomplished successfully the necessities of the community, specifically the students.

Chapter III: Outreach component

"Awareness project to English language in elementary schools in Pamplona, Colombia"

Introduction

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

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these

educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

Justification

Learning and acquiring a foreign language provide us with the opportunity to keep up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the

end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

By conducting this outreach project, from the B.A. Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

- To respond to the English language teaching needs of the child population in primary school in Pamplona, specifically, at Escuela Normal Superior School.

- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

Specific objectives

- To have a better comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children of Pamplona with the fundamentals of the English language.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the city of Pamplona.

- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

• Academic training in foreign languages.

• Citizen training (addressing educative problems in order to reduce inequality in the educational system)

• School community outreach as University and as Foreign Languages program**.**

Theoretical Framework

Languages teaching

International language policies

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of

communities and linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program

aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

According to Yaser A, & Chacon C, (2011) "La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo, así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros". In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard Amato 1996)". Authors show their point of view regarding the topic and they differ "que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje" it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages.

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011)

"La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales" (p. 467). Consequently, "los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes".

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated "desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua". "De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de La pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo".

Why to teach a Foreign Language in elementary schools?

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

⬜ Children who start studying a foreign language at school tend to keep a level of performance more positive than others.

⬜ Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults'.

⬜ Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.

⬜ Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' 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 the 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.

School context

This proposal will be developed at Escuela Normal Superior School a pubic educational institution located at Carrera #7 n° 12-633 avenue Santander Pamplona, Norte de Santander, Colombia.

Timetable

The table below shows the schedule which will be implemented to carry out this component. The outreach component, as the pedagogical one, lasts 8 weeks: from May 13th to July 26th, working students from 2th and 3rd grade, four hours per week.

Hora/Día	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1. 7:14 am- 8:05am					
2. 8:05 am – 8:55am					
8:55 am – 9:10 am	B	R	E	A	K
3. 9:10 am – 10:00 am		2do			3ro
4. 10:00 am – 10:50 am		2do			3ro

Table 8.Primary schools' timetable

Pedagogical methodology

Given that, fourth grade students did not have a teacher in charge for the English area, this proposal aimed at implementing flashcards as a tool to improve English pronunciation and vocabulary by generating a meaningful learning experience.

Development of the Outreach Component

The purpose of the project was to improve the English pronunciation and vocabulary of the students of fourth grade through flashcards. The flashcards were provided by the pre-service teacher. Despite that the students have material for the development of the classes, they did not have the appropriate accompaniment of an English teacher due to her withdrawal. For this reason, the area of English was under charge of the principal teacher who has not the methodology of teaching a foreign language.

With that in mind, the pre-service teacher fulfilled the principal purpose of the outreach component, to cover the necessities of a vulnerable community, in this case the students of second and third grades who had not English teacher.

In the following chart, it is presented the topics of the outreach component with the dates. As an important fact, there were one week in which the pre-service teacher did not carried out the project, due to the exam's week (It is not allowed to teach new topics in this week). Additionally, the X represents that the project was not carried out, while the check mark (✓) represents that the project was implemented**.**

WEEK	TOPIC	USE OF FLASHCARDS
#1	**Feelings**	✔
#2	**Physical appearance**	✔
#3	**Wild animals**	✔
#4	**Sports**	✔
#5	**Numbers**	✔
#6	**Food**	✔
#7	**Animals and its habitats**	✔
#8	**Exam's week**	☒

Table 9.Topics of the Outreach component

During the practicum process with the elementary students, the use of flashcards were used to make emphasis in the pronunciation and to recognize new words and associate them with images. The implementation was characterized by multiples activities that allowed students to put into practice what they have learned. For instance, charades were one of the activities carried out in the project. Firstly, it was necessary to present the vocabulary and the correct pronunciation, once the word was drilled into the students, the classroom was divided into different groups, later the pre-service teacher pick randomly a flashcard and a representative student for each group, then without see the flashcards the representative students had to do mimicry regarding the word in the flashcard. If the group guessed the word, they won points. Thus, it was evidenced that the students were watchful in the classes because they enjoyed the activities and at the same time, they learned new words. On the other hand, another activity implemented, was the creation of the flashcards by themselves, by doing so the students painted their own cards, learning and understanding the new words with handicraft, having an autonomous learning process. **(Annex 10. Outreach Componet)**

Figure 8. Outreach component

Conclusions

Focusing on the requirements, it is worthy to say that students presented a lack of vocabulary simultaneously with issues in the pronunciation. In this way, the use of flashcards has improved the weaknesses already mentioned, allowing the motivation in class of the students, as well as the easy learning process with the association of unknown words with eye-catching images. Besides, the students enjoyed each activity executed with the use of flashcard, since they were active and attentive to their own learning process.

Chapter IV: Administrative component

Introduction

Being a pre-service teacher is not only about teaching English to an assigned number of courses but also to be part of the institution by participating actively in cultural, academic, religious and institutional events scheduled in the current school calendar.

As part of the practicum process, the pre-service teacher has to attend to all the extra-curricular activities proposed by the school because that is what complement and fill the teachers' work. During the ten weeks period in which the practicum is done, the pre-service teacher plays the role of another teacher in the school who has to be part of the events, activities, parades, among other extra-curricular activities; this process of getting involved not only contributes to the execution of these activities but also to the training process of the teacher as he/she experienced real lives contexts.

Objectives

General

☐ To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

Specific

☐ To recognize and become familiar with the administrative features of the school and how they work on a daily basis.

☐ To help in the organization of events or projects that involve students and teachers

☐ To establish good relation with the institutional education staff through the communication.

Methodology

As part of the of the practicum stage, the pre-service teacher was actively engaged with the activities and events proposed the school, aiming at gaining knowledge, highlighting the participation in the community.

According to the activities established by the school, the pre-service teacher helped and participated in the organization of language day, flags raising and artistic activities.

Timetable of the activities

CRONOGRAMA DE ACTIVIDADES 2019-1		
MES	FECHA	ACTIVIDAD

MAYO	**6-10**	**Semana cultural Efemérides, Fundación de la Escuela Normal Superior**
	15-16	**Entrega de informes académicos**
	17	**Día del maestro**
	28	**Jornada pedagógica**
	29	**Consejo académico**
	30	**Consejo directivo**
JUNIO	**5**	**Día del medio ambiente**
	14	**Inicio de vacaciones**
	16	**Presentación de pruebas saber TYT**
JULIO	**8**	**Reinicio de actividad académica**
	8-12	**Segunda revisión del planeamiento curricular**
	11	**Ceremonia de graduación PFC**
	23	**Jornada pedagógica**
	23	**Consejo académico**
	24	**Consejo directivo**
	30	**Dia nacional de la vida silvestre**
	30	**Jornada pedagógica**

Table 10.Timetable of the activities at the school

Since the practicum process started, the pre-service teacher did not only have to attend to the English classes for sixth, seventh, second and third grades but also to make part of the school community. In other words, the pre-service teacher became another member of the

Escuela Normal Superior School during the t8 weeks period. During this period of time, different activities and events came up and all the school community: teachers, students, and administrative had to attend to them.

The first activity in which the teacher took part the whole eight weeks was on Mondays and Fridays and it was the formations the institution did in order to inform about events or activities during the week or the month, this activity is made also with the purpose to have an organization inside the school.

Figure 9.School formation

Also, one activity in which the practitioner made part of was a religious activity. Despite that the educational institution respects the free elections of religions, it is characterized by offering Catholic religion education for the students. For this reason, an Eucharist was offered inside the school, in this event the pre-service contributed with the organization by taking care of sixth grade students.

Figure 10.Eucharist

The third activity in which the pre-service teacher had the chance to be involved was in the Games inside the school, during those three days were celebrated different activity specially sport activities in which the different grades were competing among them, the opening activity for those games was a parade organized inside of the institution with some cultural activities more, as the previous activity in this event the pre-service teacher collaborated by helping with the discipline of some groups.

Figure 11.School games

The last activity that was carried out in the school was a pedagogical journey directed by psychologist students from the university of Pamplona who prepared some activities for the students from 9th to 11th grade in order to integrate them and give to them a funny moment. Trough that activity the staff remembered that those activities are required in order to give to the students a moment in which they can fell relaxed and can forget some stressed situation. In this case the pre-service teacher helped with a game that students wanted his participation.

Figure 12.Pedagogical journey

Conclusions

During all the practicum process, all the members of the school community treated the pre-service teacher as a proper teacher. As time went by, the practitioner learnt the way in which the school managed and organized different activities. Furthermore, it was comprehended the purpose of the activities which aims at teaching to the students values formation for their life. Thus, it is remarkable to say that students go to the school not just to learn academic stuff; they have a comprehension training, in order to be part successfully of a community.

The pre-service teacher was fully engaged with the activities, in order to help teachers with the development of the celebrations, giving ideas and taking part of the group of logistic.

General Conclusions

Based on the development of this project the following aspects are considered as results:

☐ The implementation of Task Based Learning approach provides an easy way of learning a foreign language due to the involvement of the learners and the motivation that they feel when performing the tasks. In addition, each activity aims at increasing the language knowledge, laying aside the traditional method of learning.

☐ Using English through a real context gives a meaningful significance to the educational process because learners understand why they are learning and how they can put into practice the acquired knowledge. Thus, the implementation of a travel book helped the students to be aware of their educational process in English.

☐   Integrating a skill in order to teach another, it is an important strategy due to the learners receive an input with the purpose of improving their weakness, as it is evidenced in this project.

☐   Through the reflection, the pre-service teachers take advantage of the practicum process inasmuch as the self-evaluation allow their daily improvement in the teaching process.

☐   The use of flashcards were visual aids that allowed elementary students to comprehend and improve their vocabulary. Additionally, the activities implemented with this didactic material enhance the students' participation and the motivation for learning a foreign language.

Taking part of the academic and cultural activities of the educational institution, it is a significant traineeship for the pre-service teacher, because it becomes aware of the development of the comprehensive training activities for the student

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Annexes

Annex 1. Journals

Date: May 24th, 2019

First journal

TASK #1

En este día se realizo la primera parte de la tarea la cual consistía en presentarle a los estudiantes mas a fondo el significado de "travel book" y qué era lo que íbamos a hacer con ello, de la misma manera presentar el vocabulario relacionado a viajes internacionales.

Cabe resaltar que a los estudiantes anteriormente ya se les había presentado de manera general el objetivo y las etapas del proyecto como tal, al cual muchos de ellos respondieron con mucho entusiasmo y emoción. Mientras les explicaba el proyecto muchos de ellos pensaron que realmente viajaríamos a los diferentes países que ese día les estaba mostrando, evidentemente tuve que aclararles que se trataba de viajes simulados pero que conoceríamos diferentes culturas alrededor del mundo lo que mantuvo la emoción aun en ellos, también les mencioné que cada uno de ellos tendría un pasaporte que se asemeja mucho a un pasaporte real, les mostré en una imagen el ejemplo de pasaporte que tendrían cada uno de ellos , lo que avivó mucho más la idea del proyecto puesto que penar que se pudiese tener un pasaporte o la idea de uno real les emocionaba mucho, finalmente les mencioné que ese pasaporte nos servía para hacer los texto que pensaba realizar en cada uno de los talleres.

Luego, a través de unos cortos videos les mostré los aspectos generales de los países que íbamos a visitar con el paso de los talleres (Estados Unidos, India, Australia, Irlanda y Reino Unido), tuvimos unas preguntas interactivas acerca de lo que ellos sabían de cada uno de esos países, y algunos respondieron aspectos ciertos de estos países, pero otros respondieron ideas un poco vagas acerca de estos países. Después de los videos decidí hacer una actividad y los dividí en 5 grupos, cada uno de esos grupos tuvo un país diferente y con ello una lectura corta acerca de los datos más curiosos de esos países, evidentemente estos textos estaban en inglés, esta actividad la realicé con el propósito de enseñarles poco a poco el vocabulario que iríamos trabajando a lo largo de los diferentes talleres. Los niños respondieron bien a la actividad leyendo cada uno de los textos y tratando de sacar el vocabulario que ellos desconocían.

Después de varios minutos de lectura les pedí sus opiniones acerca de la información que había leído y les di a cada uno de ellos dependiendo del país en el que trabajó durante la clase una ficha para que respondieran unas preguntas acerca de la información que ellos lograron comprender del texto, con el propósito de trabajar en casa y ya después en la siguiente clase revisaríamos la actividad y corregiríamos algunas falencias, en cuanto les expliqué la tarea la clase finalizó.
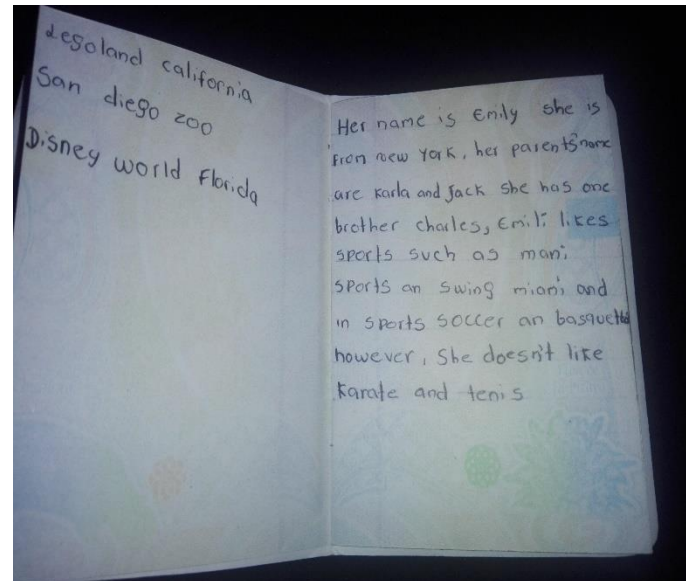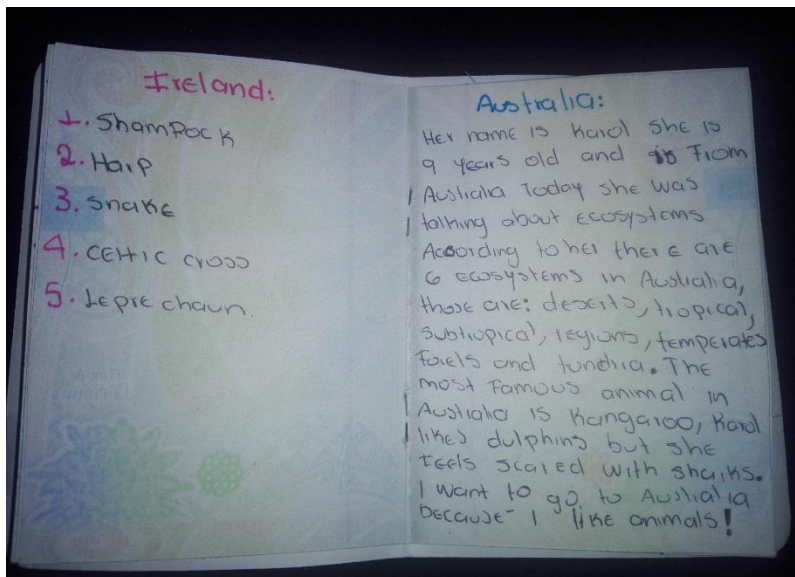
Annex 2. Interviews

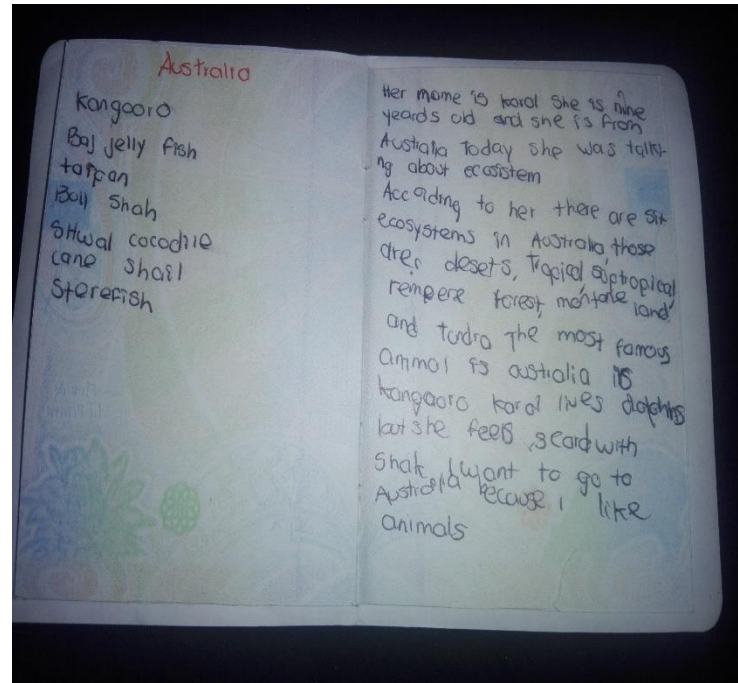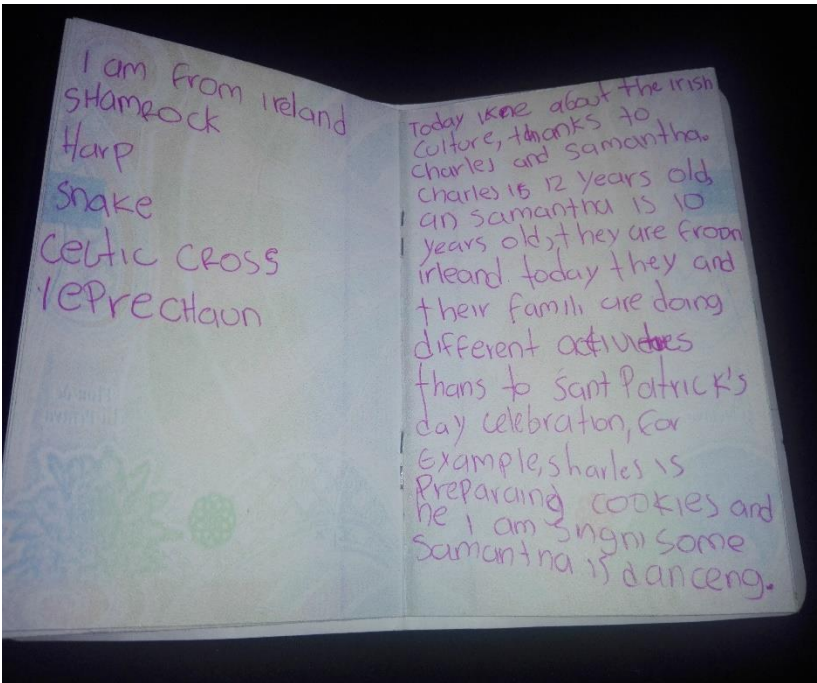| CATEGORIES	SUB-CATEGORIES	DESCRIPTONS	OTHERS	INTERVIEWS
TASK	Creativity			A student expressed that the travel book was a different way to learn English, in which they can expressed differently. "el travel book fue una muy Buena opción para que nosotros a través de los textos que leíamos tomáramos ideas para crear nuevas historias" P2
	Involvement and motivation			Students stated that they helped to the travel book doing research by themselves, creating the design of their files and decorating the travel book. Additionally, they were motivated because they learnt through this project overcoming the difficulties presented before with the language. "Yo siento que ahora puedo leer más de corrido sin que me parezca tan difícil ya demás de las nuevas palabras que aprendí que también las puedo utilizar y las he utilizado en otros textos" P3 "Yo ayudé a elegir los colores que finalmente quería utilizar en cada una de las hojas del travel book" P4 "Yo también ayudé aportando con ideas acerca de lo que se debería tratar en los talleres que seguían, por ejemplo, en el de India yo le dije al profe que si podíamos ver más danzas de ese país" P5 "En mi caso yo trataba de escoger las mejores imágenes y palabras para completar el texto" "P1)
	Problem solving			The problem was to present the tasks, however they handled when presenting the final version of the travel book and the tasks assigned. "Me ayudó a conocer palabras que antes no conocía y que ahora puedo aplicarlas en nuevos textos" P5 "Nos ponía tareas como la de terminar los textos e investigar sobre los países que estudiaríamos en la próxima clase"
	Making a production			The final task was to fill the travel book with the different tasks, that means the five written productions.

				"Antes de iniciar con el nuevo país debíamos pasar el texto que habíamos hecho en el travel book" P5 "cada clase teníamos un texto más en el travel book, y nosotros mismos lo hacíamos, obvio el profe siempre nos corregía antes de pasarlo al travel book" P1
	Autonomy			The categories proposed previously, were taking into account what it was stated in the European reference framework. However, this subcategory born considering the comments of the students. Most of the students agreed that they working by themselves, in order to improve their vocabulary and proficiency when reading and writing. "Cuando no entendía una palabra me iba al traductor que el profe nos había recomendado y buscaba la palabra" P5 "Yo llegaba a casa y trabajaba solo en el texto y la tarea porque ya sabía lo que tenía que hacer" P6
	Sociocultural knowledge			As the previous statement, this subcategory also born according to students' opinions about the sociocultural facts they could learn thanks to the project. "Yo no sabía todas esas cosas sobre India, y eso es lo que más me gusta del proyecto que cada clase sé que voy a aprender algo de un país que nunca he ido" P3 "A mi me gustó lo de Irlanda, yo no sabía lo de las serpientes y lo del trébol, y así son cosas que uno no sabía de otros países y que ahora ya uno conoce" P1 "Yo sinceramente me alegraba saber que iba a conocer algo diferente de otro país, era como estar en ese país durante la clase" P6

Pregunta	Categoría	Clase	Tipo	Observaciones tutor						Observaciones y sugerencias
				Pertinencia			suficiencia			
				B	R	M	B	R	M	
¿Cómo influyó la realización del travel book en su producción escrita?	LEARNING WRITING TASK	A	3							
¿Cómo practicó la producción escrita por medio del proyecto?	LEARNING WRITING	A	3							
¿De qué manera contribuyó con el proyecto travel book?	INVOLVEMENT AND MOTIVATION	A	3							
¿De qué manera el proyecto influyó en su aprendizaje del inglés?	INVOLVEMENT AND MOTIVATION	A	3							
¿Los talleres de producción escrita ayudaron en la adquisición de nuevo vocabulario?	VOCABULARY ACQUISITION	A	3							
¿Cree usted que las diferentes actividades de comprensión de textos influyeron positivamente en su comprensión de lectura en inglés?	READING COMPREHENSION	A	3							
¿De qué manera las actividades de comprensión de textos ayudaron en el proceso de producción escrita?	READING COMPREHENSION	A	3							
¿Cómo aplica el vocabulario aprendido en las clases de inglés?	VOCABULARY ACQUISITION	A	3							
¿Cree usted que el desarrollo del proyecto le permite utilizar el inglés en un contexto real? ¿Por qué?	INVOLVEMENT AND MOTIVATION	A	3							

¿El proyecto permitió el acercamiento a una cultura? Si-no ¿Por qué?	CULTURAL KNOWLEDGE	A	3							
¿Cree que ha desarrollado la creatividad con el proyecto "travel book"? si es así, ¿De qué manera?	CREATIVITY	A	3							
¿Cuál de estos aspectos considera usted que desarrolló más durante el desarrollo del proyecto? ✓ Vocabulario ✓ Gramática ✓ Puntuación ✓ Fluidez	COMMUNICATIVE COMPETENCE	A	3							

Annex 3. Examples of students' productions

Annex 4. Matrices for the analysis process

Interviews

	taller, osea, la última parte, lo del texto, entonces llegaba a casa y eso como en 20 min lo terminaba y coloreaba y eso"				lo haga yo solo lo hago y listo"		siempre los sábados terminaba el taller de inglés, es que las guías son bonitas y me gustan"
SOCIOCULTURAL KNOWLEDGE			"hoy profe aprendí enserio tantos datos, por ejemplo, lo de los animales en Australia, fue genial y es chévere porque no sabía que había tanos animales peligrosos allá"	"Era lo que más me gustaba que siempre había un baile diferente, el baile de India es muy lindo" "lo de India y la comida también me gustó, aunque ya había escuchado alunas cosas"	"si, lo de los animales, y lo de las serpientes en ese país, Irlanda"	"Lo de los parques de diversiones también estuvo chévere, es que la verdad, eran tantas cosas en cada uno de los talleres y aunque a veces algunos no dejaban escuchar por el desorden me gustaba ver	"yo a veces quería que los videos fuesen más largos porque quería ver más de ese país, el de India me gustó mucho" "Yo pensaba que ellos todos jugaban con las serpientes"	"A mí lo del conejo, es que era muy grande (risas) pero enserio profe me gustó mucho esa primera parte que usted traía las diapositivas, videos"

Students' written production

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	P1	P2	P3	P4	P5	P6
TASK	CREATIVITY								
	INVOLMENT AND MOTIVATION								
	PROBLEM SOLVING								
	MAKING A PRODUCTION								
	AUTONOMY								
	SOCIOCULTURAL KNOWLEDGE								
WRITTEN PRODUCTION	COMUNICATIVE COMPETENCE	LINGUISTIC COMPETENCE	Lexical competence	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"	"The student presents a huge range of the specific vocabulary, in this case about sports"
			Grammatical competence	"The student has an accurate grammatical level related to the grammar topic, in this case "likes and dislikes"	"The student presents some grammatical problems when talking about "likes and dislikes"	The student has an accurate grammatical level related to the grammar topic, in this case "likes and dislikes	"it is difficult to understand the main idea of the text due to the lack of grammatical abilities"	"The student has an accurate grammatical level related to the grammar topic, in this case "likes and dislikes"	"The student presents some grammatical problems when talking about "likes and dislikes

			Orthographic competence	"The student has an appropriate orthographic level"	"The student has some difficulties due to orthographic mistakes"	"The student has an appropriate orthographic level"	The student has some difficulties due to orthographic mistakes"	"The student has an appropriate orthographic level"	"The student has an appropriate orthographic level"
		PRAGMATIC COMPETENCE	Discourse competence	"The student uses linking expressions such as: Also, finally, then"	"The student uses linking expressions such as: Also, finally, then, after, before"	"The student uses linking expressions such as: Also, First, then, also, and"	"The student uses linking expressions such as: Also, then, and"	"The student uses linking expressions such as: Also, finally, then"	"The student uses linking expressions such as: Also, finally, then, after, before"
			Functional competence	"The student is able to present some important cultural facts about a different country"	"The student is able to present some important cultural facts about a different country"	"The student is able to present some important cultural facts about a different country"	"The student is able to present some important cultural facts about a different country"	"The student is able to present some important cultural facts about a different country"	"The student is able to present some important cultural facts about a different country"
READING COMPREHENSION	VOCABULARY ACQUISITION			"The student uses the vocabulary presented: soccer, volleyball, tennis, boxing, basketball"	"The student uses the vocabulary presented: soccer, volleyball, tennis"	"The student uses the vocabulary presented: soccer, volleyball, tennis, boxing,"	"The student uses the vocabulary presented: soccer, volleyball, tennis"	"The student uses the vocabulary presented: soccer, tennis"	"The student uses the vocabulary presented: soccer, volleyball, tennis, boxing,"

Annex 5. Parental leave

Pamplona, 11 de junio de 2019

Apreciado (a) señor (a):

Me presento a usted respetuosamente, mi nombre es Wilder Mauricio Romero Gómez docente en formación en el colegio Escuela Normal Superior en el área de Ingles, el presente oficio tiene como objetivo solicitar su autorización para que su hija Stephanie Carmona del Villar participe en mi proyecto pedagógico titulado " **Un Libro De Viajes Basado En Aprendizaje Por Tareas Para Mejorar Las Habilidades Escritas En La Lengua Inglesa De Los Estudiantes De Sexto Grado De La Escuela Normal Superior**" este proyecto como se menciona con anterioridad busca trabajar en las habilidades escritas de los estudiantes en la lengua inglesa y para llegar a este objetivo se hace necesario el trabajo con algunos estudiantes en particular, los cuales participaran de una entrevista y unas cortas actividades que se efectuarán en el colegio en las clases de Inglés.

Esperando su respuesta positiva a la presente solicitud

Autorización:

Jhly Del Villar J.

Padre de familia y/o acudiente encargado

Annex 6. Final product

Annex 7. Narratives

Narrativa 4

Lunes 3 de junio – viernes 7 de junio

Durante esta semana la adaptación al colegio y estudiantes ha sido mucho más sencilla y llevadera. Los estudiantes ya sienten aprecio por lo que hace el practicante y ya tienen un poco más de respeto por el mismo. Sin embargo, existen cosas o aspectos que aún siguen siendo tangibles y que no son muy agradables en el transcurso de este proceso.

Primero, considero que definitivamente hay estudiantes que por más que uno como profesor les intente motivar a participar a comportarse bien en clase a trabajar simplemente nunca lo hará, y eso en ocasiones es algo frustrante porque como profesor uno puede mirar el potencial en esos estudiantes y ellos lamentablemente no lo hacen. En un caso particular existe un joven en grado sexto que es muy pilo como se diría coloquialmente pero no quiere trabajar ; su indisciplina y sus ganas de tomar el ambiente del salón en algo incomodo no le permiten trabajar, y ya intenté casi todo con él hablamos, le di algunos consejos, charlamos fuera del salón de clase, trato de ganarme su confianza y aunque ya siento que se expresa mejor conmigo aún siento que lograr convencerlo de cambiar su comportamiento es algo que se ve muy lejos.

Esta semana tuve la oportunidad de escoger la muestra de participantes que trabajarán conmigo en mi proyecto y aquí tenía dos opciones, si quiero que el proyecto vaya bien podría tomar la vía fácil y escoger a los mejores del salón, sin embargo, no estaría prudente que se mostrara sólo un avance de estudiantes que de por si ya son buenos en el área y no será mucho lo que avancen, sino sería mejor escoger estudiantes que tuviesen falencias en el aspecto a trabajar, en este caso la parte escrita en la lengua inglesa, estuve analizando varias opciones y finalmente hice lo que consideré mas equitativo y prudente, la mitad son estudiantes buenos y los otros tres son estudiantes con algunas falencias.

También, quiero resaltar que en esta semana logré trabajar muy bien con ese grado que parecía un desafío, ellos respondieron muy bien a una actividad que implementé y eso realmente me hizo sentir muy orgulloso de mi mismo y obviamente de ellos, no pensé decirlo y menos tan rápido, pero siento que les aprecio.

NARRATIVA #6

LUNES 8 DE JULIO A VIERNES 12 DE JULIO

Siempre he creído que tengo habilidades frente a un grupo, que no me da miedo expresarme oralmente y que lo hago con mucha naturalidad y seguridad, durante esta semana siento que estoy recogiendo los frutos de mi esfuerzo y aunque existieron momentos en los que sentí desfallecer vale la pena hacer mención de los aspectos más importantes de esta semana en el proceso de prácticas.

Comencemos con lo más agradable o lo positivo y es el gran privilegio que he tenido de contar con dos supervisores, muchos pensarían que es mucho más trabajo, y si, de alguna manera si, pero estos dos supervisores más allá de ser mis supervisores se han convertido en grandes amigos, cada uno de ellos ha colocado toda su confianza en mi desde el minuto 1, y esta semana tuve la oportunidad de recibir de parte de ellos demasiados comentarios positivos alrededor de mi trabajo frente a los diferentes grupos en los cuales estoy trabajando. Y justo como lo mencionaba al inicio estos dos docentes resaltan mis habilidades y reconocen mi vocación en esta actividad de ser docente. Otro aspecto realmente bueno que pude percibir esta semana es el cariño de los estudiantes para conmigo, muchos de ellos se me acercan a preguntarme si es posible que me quede más tiempo con ellos, o que no me vaya tan pronto, ese tipo de comentarios hace que todas esas noches en vela valgan la pena y tomen sentido.

Sin embargo, no todo puede ser bueno puesto que, en esta semana, aunque es la semana después de vacaciones, tuve un colapso en el trabajo, me sentí abrumado con muchas cosas al mismo tiempo, y esto no es directamente por el colegio, esto tiene que ver con cargas adicionales que me han impedido mantener como una estabilidad emocional y anímica, evidentemente he logrado salir con todo de una manera adecuada, pero existen ocasiones en las que siento no poder con tanto.

Ya sólo quedan dos semanas más de prácticas y este instante muchas emociones pasan por mi, felicidad, algo de nostalgia, incertidumbre, pero también orgullo de que hasta el instante he dejado una muy buena imagen del programa de lenguas en esa institución. Pese a las muchas dificultades he estado allí de pie, todos los días cumpliendo con mi deber y responsabilidades.

NARRATIVA NUMERO 2

20 al 24 de mayo 2019

Durante esta segunda semana de contacto directo con mi institución de prácticas y con mis estudiantes tengo tantas cosas que quisiera mencionar, sin embargo, dejaré parte de ello para las próximas narrativas.

Ya con el pasar de los días encuentro un poco más llevadero el trato con mis estudiantes, es decir, al inicio de toda esta experiencia creí que sería un profesor demasiado estricto y que básicamente la mentalidad y la pedagogía tradicional serían mi bandera, ero no ha sido así, lo que no quiere decir que sea un profesor permisivo y sin carácter, pero he sabido manejar un punto intermedio que me agrada. Y siento que en gran parte esto ha sido gracias a los estudiantes de segundo grado, no sé realmente cómo explicarlo, pero esos niños aportan en mí una sensación de paternidad y un sentimiento de cariño que no había experimentado con otros grupos, y aunque en ocasiones llegue cansado, muy estresado, agobiado al colegio, el encontrarme a estos niños en la entrada del colegio que me abracen y me agarren de la mano es muy bonito.

Afortunadamente he tenido la dicha de haber trabajado ya con varios grupos antes de llegar a mis prácticas, en diferentes institutos como Inglés para todos, Helmer Pardo, un colegio en Arauca, y siempre he trabajado con grupos de jóvenes mayores y adultos; menciono esto porque es la primera vez que trabajo con niños tan pequeños como los niños de segundo y tercero, pero ha salido mejor de lo que pensaba , creo que me he sabido adaptar a ellos, y pues ellos conmigo.

Otro aspecto que encuentro interesante es que el grupo con el cual trabajo mi proyecto del "travel book" es un grupo realmente complicado, un grupo que resalta por su indisciplina, mal comportamiento y bajas calificaciones, sin embargo, de esos 45 estudiantes existen 10 que trabajan tan bien en clase que logran que esa clase salga a flote y que todas esas horas de planeación de búsqueda y elaboración de material realmente valgan la pena.

Por último, un grado ha sido mi reto desde que pisé esa institución, en ese curso existen jóvenes con unas actitudes y personalidades tan fuertes y tan difíciles de lidiar, y es que estar en un salón con 48 estudiantes, y que en ocasiones todos quieran estar hablando y haciendo desorden hacen que mi personalidad como profesor se reinvente y busque más estrategias para lograr trabajar con ellos, y ¡claro! Que he pensado en no volver a ese grupo, y es que no es una idea loca, realmente es muy cuerdo decir "no más" con ese grupo, estoy más que

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NARRATIVA NUMERO 1

Aunque no era la primera vez que me enfrentaba a un grupo de clase si estaba un poco emocionado y con muchas ansias de saber la respuesta y la acogida que yo tendría con los estudiantes. Después de tanto planear todas las actividades y cada una de las etapas a desarrollar lo mínimo que usted espera es una buena respuesta por parte de ellos, sin embargo, hasta antes de ingresar al salón todo es un misterio.

En este caso debo subrayar que mis grupos son dos sextos, un séptimo, segundo y tercero de primaria. En este orden de ideas mi primer grupo fue un sexto, los estudiantes asimilaron muy bien mi presencia al igual que el otro sexto, aunque no es mi primera vez frente a un grupo en un colegio si fue mi primera oportunidad en un grado de niños tan pequeños como son los niños de segundo y tercero, y debo decir que hasta ahora ha sido la mejor experiencia que he tenido en este proceso de práctica, esos niños son lo más bonito y tierno que he encontrado en mi vida.

Lastimosamente no todo puede ser bonito, esta semana, así como tuve experiencias inolvidables con los niños de primaria y sextos, también viví la experiencia más frustrante hasta ahora como profesor, y es que siempre me he considerado un profesor con mucho carácter y dominio de grupo, sin embargo, con séptimo sucedió algo que no pensé sucediera tan pronto.

Ese curso es un curso con 47 estudiantes y con un espacio físico del aula demasiado grande, lo que permite el desorden y la indisciplina en el aula, llegó un momento que fue imposible mantener el silencio en el aula, y que nadie hacía caso, intenté de todo, todo lo que me ha enseñado mi corta experiencia hasta ahora trabajando en algunos colegios e instituciones, pero simplemente nada funcionó. En un instante sentí como todo quedó en cámara lenta y los chicos hacían de todo menos escucharme, simplemente me retiré, tomé aire y le dije a mi supervisora "profe lo siento mucho y esto jamás me ha pasado, pero hoy no puedo con estos chicos" la profe muy comprensiva me respondió "eso pasa todo el tiempo con este grupo, ni yo los puedo controlar, así que no se preocupe profe". Independientemente de la respuesta de la profesora, me sentí muy decepcionado de mí mismo y me cuestioné muchas

cosas acerca de mi rol como profesor, de mis planeaciones, de mis actividades, incluso de si realmente ser profesor era lo que quería.
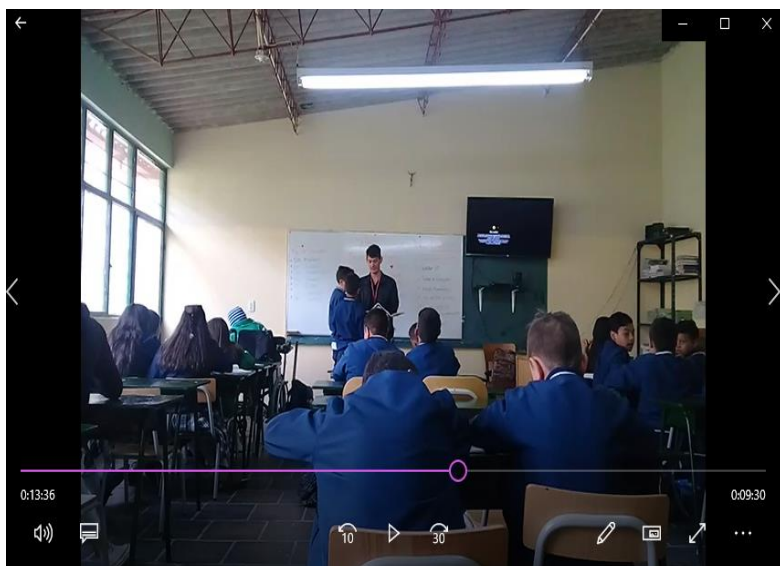
Pero en descanso me encontré algunos niños de segundo y ellos me hicieron entender que realmente esa clase con ese séptimo no puede etiquetarme como un mal o buen profesor, simplemente es algo que nos puede suceder en cualquier momento a nosotros como profesores, puedes creer ser el mejor pero siempre existirá ese grupo que llegue a desestabilizar tu tranquilidad y a moverte de tu zona de confort en un salón de clase.

No me siento triste por ese incidente, sólo siento que eso me presiona a buscar nuevas estrategias para poder tener mejores resultados con ellos. En resumen, fue una gran semana, con experiencias inolvidables y de aprendizaje.

Annex 8. Self-observation checklist

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *   3 puntos

1 2 3 4

○ ○ ○ ◉

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *   3 puntos

1   2   3   4

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *   8 puntos

1 2 3 4 5 6 7 8 9

○○○○○○○○◉ Siempre

Planteo los objetivos didácticos de forma   3 puntos

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *   3 puntos

1   2   3   4

○ ○ ○ ◉

Planteo situaciones introductorias previas   2 puntos

Annex 9. Class recording

Annex 10 Outreach Component