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**Using family topics to promote written production through Canva platform in 7th grade  
students from the Bethlemitas Brighton High School in Pamplona**

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University of Pamplona

Faculty of Education

Languages and Communication Department

Foreign Language Degree English-French

Integral Practicum

Pamplona

2021-1



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## Chapter I: General presentation of the project

### *Presentation*

Undergraduate students of the English - French foreign language program of the University of Pamplona is prepared to integrate a set of learning and teaching processes in their role as future teachers in a Colombian public school, either in a Pamplona school or somewhere else in the country. As an attempt to train a future teacher well-trained in practice, the preservice teachers developed an institutional observation that had the objective of diagnose and observe each of the levels that the institutions take into account in which the integral practice was done, these were the administrative, pedagogical, technological level, and the population level and information of the participants of the pedagogical project. Likewise, this observation was made in order to achieve an exploration of the situation with the criteria and rigor of observation in research, this is why it was necessary to present some elements to consider in the diagnosis and knowledge process of the institution, these are: Recognition of the terrain, characterization of the environment, knowledge of the different types of activities that are developed in the educational community, perceptions of the impact of the pandemic on the educational process, use and distribution of educational work time, elaboration of an interview with the supervisor and observation of the classes, to which the teacher in training must carry out their integral practice. After this institutional observation and have complied with each of the aforementioned aspects the professionals had to design a pedagogical project for the improvement of a problem that the students were currently showing in this institution where each one of the students had to develop their integral practice. The proposal of this project had to include three components that must be



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developed step by step: The pedagogical-research, outreach and intra-institutional activities component.

In the first place, the pedagogical-research component contained the proposal of the written description about family topics through Canva platform to contribute to the reading comprehension and the written production in English of the students of the Bethlemitas Brighton high school, where they created written productions according to situations or themes about their lives like personal information, likes and dislikes, hobbies and among others, that were demanded by the teaching practitioner in charge of the course, these written productions were recorded in a virtual platform to allow them to see their writings and read them when the teacher in training demanded them, these productions must be accompanied by an image that was related to their written productions, in order to allow the written description about family topics through Canva platform to be eye-catching and innovative for them, where they could read the productions of their peers and got to know each other more. This project aroused from the week of diagnosis where the teacher in training detected the needs of seventh grade students. In addition, this section presented the approach to the problem, because of was an action research that contributed to a problem, this action research was cited by different authors, which was mentioned in the literature review, the theoretical framework part and also this pedagogical proposal contained its appropriate methodology to achieve the proposed objectives.

Second, the community outreach component is based on the macro-project "Awareness Project for the Teaching of the English Language in Primary Schools in Colombia". In this project, teachers in training had to be integrated into the reality of primary school to meet the needs of students in learning English. To carry out this component, the practitioner focused on the





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creation of flashcards, where students must use their creativity and imagination for the development or design of each flashcard, because of they must create in their notebook the image with the corresponding word, this encouraged children to learn English with various materials that were of great pleasure to them, so as all of them know the colors and the images are a very good tool to implement for children, it can get their attention.

Finally, the inter-institutional component was developed to get the preservice teacher took in-depth participation and knowledge on the extra-curricular activities determined by Bethlemitas Brighton School in Pamplona, Norte de Santander, like events, parent meetings, and other activities organized by the institution.



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## ***Introduction***

Nowadays, English has become an indispensable language for each of the human beings, either for our professional life as a personal, allowing a positive cultural, social, professional and political development in our country. Indeed, English in the context of globalization is absolutely indispensable, “It is called the major window on the world, which means that English gives us the view of the various progress taking place in the world” (Nishanthi, 2018, p.871).

Considering the great impact of English on society, the educational system in Colombia proposes some programs that seek to consolidate the process of learning English. For example, the Ministry of National Education (MEN) through the National Plan for Bilingualism (NPB) 2004-2019 proposes three specific lines of work: "primary, secondary, higher education institutions, work education and human development programs; ethno-education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action". (MEN, 2006, p. 6). Therefore, learning English is required in all educational contexts in Colombia as a primary tool to engage Colombians in a global context.

Similarly, the Ministry of National Education (MNE) adopted in 2006 the National Plan for Bilingualism (NPB), the Common European Framework of Reference (CEFR) as a national standard. The (MCER) is described by the Council of Europe (2014) as a scheme that allows students to know what they must learn to use a foreign language. In addition, this standard allows to think about the language through levels of competence in the four skills: written comprehension, oral comprehension, writing production and oral production. Therefore, the



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(MCER) is a starting point for Colombian foreign language teachers to guide their students in learning the English language, where they can evaluate their students depending on the level that each of the students has acquired in the course of their teaching-learning process of a foreign language in this case English.

In order to contribute to the learning / teaching process of a foreign language in the Colombian context, the teacher in training based her pedagogical proposal on promoting reading and writing skills through topics that attract the attention of students, and these obviously were aspects related to their daily life, to their likes or dislikes, personal information, family, among others, where the practicing teacher first work the reading competence, showing an example of a written production, about one of these topics mentioned above, after this process, they started the written production work taking into account the specific topic given by the practitioner. The reason for what this project was focused on promoting reading comprehension and written production of seventh-graders at Brighton Bethlemitas High School, aroused from the diagnostic week, because the teacher in training perceived through the suggestions of the teacher that in these times of pandemic, the writing comprehension and written production must be linked competences that couldn't be separated for the teaching of English, for this reason the pre service teacher proposed the work of these two skills, since the students were presenting in large part a problem of writing and reading, as it was noticeably evident that students were not having a self-employed job in these two fundamental skills in this process of teaching-learning English. Also, thanks to the written productions developed by each of the participants of this project was the creation of a virtual field journal where these written productions of students are recorded, which served as an implicit tool to enrich the vocabulary and motivation of students, because seeing





their productions written next to the image related to each of their writings, this was something innovative for them. The above statement was supported by Gonzales (2015), who affirms the contribution that reading comprehension has with the written production in English of the students, especially in the children who are starting secondary school.

In addition, this project had as an important axis an investigative rigor, since the application of some instruments were carried out which allowed to know the perspectives or comments of the research participants for the data analysis and to know effectively the impact that this action research had in the educational community of the 7th grade of the Bethlemitas Brighton school.

Considering the outreach component, the teacher in training proposed a sub-project that meets the needs of primary school students. This sub-project focused on the development of flashcards to enrich the English vocabulary of first-grade students at Brighton Betlemitas, where these flashcards attracted the attention of students by their colors and their images according to the vocabulary they wanted to teach. The inter-institutional activities component was the last part of this project, involving the teacher in training in the extracurricular activities established by the educational institution.

On the other hand, all the components were developed in this project did not adopt a person-to-person methodology considering that the health emergency caused by COVID19 forced the national government to close schools, adopted a virtual methodology to ensure the right to education in Colombia. For this reason, this research proposal was developed visually, in which virtual meetings will be held by the Zoom platform with the 7th grade students of the Brighton school, in these meetings the students made the written description about some familiar topic that





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the teacher in training demanded them, these productions must be uploaded to the Canva platform, in which they made an infographic on these descriptions, which allowed the use of images and vocabulary related to the family topic demanded in the class. In the next hour of class, the teacher-in-training gave feedback on the descriptions written by the students, in which some of them read their own written productions. Therefore, teachers in training take into account the changes that the institutions have had to implement an achievable proposal in the established components, where students continue with this teaching-learning process English without stopping the knowledge in this language.



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### ***Justification***

Over the years, English has played an important role in human development, increasing the demand for English users in the domestic and international market and providing professional growth in people's lives. This is why students need to master basic language skills: listening, reading, oral production and writing. Considering the needs that are required to effectively communicate the language, the (MEN) in its document, Basic Standards of Competence in Foreign Languages: English (2006), shows that students in schools and universities must reach an objective level at a certain stage. It is for this reason that the implementation of this project in these students is wanted, since according to the Common European Reference Framework (CEFR) at level A2 it wants students to be able to understand frequently used phrases and expressions related to areas of experience that are especially relevant for them (basic information about yourself and your family, shopping, places of interest, occupations, etc.). Likewise, students can describe in simple terms aspects of their past and their environment as well as issues related to their immediate needs.

Although the Ministry of National Education aims for school and university students to reach proficiency levels at a certain stage, these efforts remain a challenge as the EF English proficiency Index (2019) reveals that Colombia is in 68th place under control of English in the world. As a strategy to improve English proficiency in the national context, this project sought to promote two of the main language skills, reading comprehension and written production on familiar topics for students emerged from the week of diagnosis of the 7th grade, since some possible factors that influence the mastery of reading ability and written production were

analyzed. The first factor found was that students may lack motivation to read in a foreign





language, either because of the type of subject they read or the way they transmit the text to students, as we all know the use of an image together with the text allows the understanding of what is being read to be more understandable and easier for the student to understand. And the other factor that influences the contribution of these two skills, is based on the perception of the supervisor, since she had noticed that the students had presented shortcomings in written comprehension not only in the English language, but also in the mother tongue, the lack of writing on the part of the students was also perceived by the teacher, where it was noticeable that the students no longer want to write and were not interested in reading, causing the students not to enrich their vocabulary in English, because reading and writing made it possible to strengthen the vocabulary in this language. As a result of these factors, the teacher in training included the use of Canva platform as a tool to encourage students to read the written productions of the teacher and their peers, whereas this medium can be advantageous in understanding the meaning of words with the visual aid of the images that each of the students put beside their written productions, favoring as mentioned above the understanding of texts. Likewise, allowing the creative writing of students, where they exploited their imagination and creativity according to topics of interest demanded by the practicing teacher. This statement can be found in González (2015. P-36) "Creative writing goes into the classification of those that have an invented purpose, but Harmer assures that these help students to improve every day, because by freeing the mind and allowing it to express more easily in this language".

In addition, this project emphasized in the development of the outreach component because This allowed to contribute in the teaching-learning process of a foreign language in the primary schools of the city of Pamplona, in this implemented flashcards to promote the learning of



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English vocabulary, moreover intra-institutional component because was related to the immersion of the teacher in training in the extracurricular activities of the institution, and related to the inter-institutional activities to do a contribution in the learning-teaching process of a foreign language in the primary school students.

## **Objectives**

### ***General objective***

- Develop teaching practicum through pedagogic-research, inter-institutional and outreach components.

### ***Specific objectives***

- Develop written descriptions using family topics through Canva platform in 7th grade students from the Bethlemitas Brighton High School in Pamplona.
- To attend student's primary school needs at the Betlemitas Brighton School.
- To know the institutional context through the development of extra-curricular activities.

## **General conclusions**

In general terms, this project played an important role in the pre-service teachers' practicum, considering that the development of the four components has provided a broader sense about the aspects involved in the teaching practice. Concerning the pedagogical component, it allowed the practicing teacher implement a pedagogical proposal with 7<sup>th</sup> grade students, about the use of family topics to promote reading comprehension and written production. The teaching strategy to successfully make the students read the texts was the mixed approach, the stages of reading, and







stapes of writing. The development of this proposal lead to know that the family topics were a useful material to encourage students to read.

Looking at the research component, it permitted the preservice teacher reflect upon her pedagogical practices. With this in mind, one can reach to the conclusion that the act of reflecting during and after each pedagogical task was a transforming tool for the professional grow of the future teacher because the reflection allowed to identify the most pertinent pedagogical strategies that a teacher must adopt and must avoid in an educational context.

Furthermore, the outreach component consisted of a subproject whose main goal was to attend the needs of the primary school. This component was quite helpful for the preservice teacher because she could know the situation of primary school students and therefore, she could implement didactic material to support the children's language acquisition.

Finally, the administrative component allowed the practicing teacher to be involved of the extracurricular activities of the school. Due to the highly participation of the preservice teacher in the educational meetings, it can be concluded that the involvement in each aspect proposed by the school is essential to become aware of the institutional procedures and progress.

## **Chapter II: Diagnostic stage**

### **Diagnostic stage**

This section aims to highlight the significant experiences and methodological processes implemented by the English teacher at the Bethlemitas Brighton School. These aspects were evident during the 2 weeks of diagnosis, to allow the teacher in training to have a broad knowledge of the academic procedures that are carried out in an educational context. In addition,

it should be noted that ~~in those two weeks and the rest of the day~~ the development of the practice together







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with the work of the project proposal will not be face-to-face in the school setting considering that the educational establishment adopted a virtual methodology due to the COVID-19, to avoid contagion between students and the entire administrative committee, allowing the teaching-learning process of different areas of knowledge not to stop for each of the students.

### **Key administrative aspects**

#### ***Topographical location.***

The Bethlemitas Brighton Educational Institution is located in the North Department of Santander, south east of the urban perimeter of the city of Pamplona, in the race 1 N° 5-90, Brighton Neighborhood and the headquarters RAFAEL AFANADOR Y CADENA, race 4 No. 6 -84. In addition, the Bethlemitas Brighton Educational Institution, according to the sociodemographic study carried out in previous years, reveals that there are approximately 900 families, of strata 1, 2 and 3 located in the different neighborhoods and sectors of the city.



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Figure 1: Topographical location.



## Historical context

On April 13, 1896 they arrived in Pamplona, the first Bethlemitas religious and on April 17 of the same month they settled and took under their care the Institution with the name of "ASYLUM OF THE HOLY FAMILY BRIGHTON". Father Numa Julián Calderón donated the Fifth to begin an apostolic and educational work aimed at girls with low economic resources. The Asylum began with 20 orphaned girls, who were taught the domestic trades, not forgetting religious and intellectual instruction. The first superior was Mother Concepción Rubiano. Years later the social name of the work was changed, obtaining from the government the foundation of the Holy Family School. Beginning in 1900, it began to provide education in the first grades of primary school. In the year 1953, the need arose to expand the educational service, after fourth grade, this leads to the construction and conditioning of new classrooms and sports spaces; until now have two headquarters, to house children, girls and young people at the



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pre-school, basic primary, basic secondary and secondary technical levels. We currently have the approval of the Secretariat of Education as "Bethlemitas Brighton Educational Institution" with coordination with SENA, in the Technical Media (10th and 11th). It has 1,011 students.

## Shield

Figure 2: Institutional shield.



In the form of a quadrilateral, with the lower corners rounded by a quarter of Bethlemites, of Bethlem, in Aramaic "house of bread"; as one says dispensers of the bread of welcome, of service, of love, of the word. Within this same border is read the name of the Institution: Bethlemitas Brighton Educational Institution. "VIRTUS ET SAPIENTIA" - "VIRTUE AND WISDOM, specific characteristics of our Educational Institution. On a golden field, a heart that symbolizes the love and the Christian human sense that every member of the Institution must develop. On a blue field a lit lamp, meaning the scientific field by which it is proposed to accompany the student in the pedagogical process.

## Flag

White color as a symbol of integrity, honesty, simplicity, sincerity, values, which are intended to sow in the mind and heart of each of the students. In the upper and lower corner of the painting,

he wears two red triangles to affirm that the primary value is Love, distinctive of the Heart of



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Christ and bond of union, service and solidarity with the brother.

### ***Anthem***

The author of the lyrics was the poet Augusto Ramirez Villamizar and the music by Mr. Ginno Maioni. The hymn is a poem to the wisdom of heart and mind, expressed with deep emotion. God is the center which is reached by duty and longing to be light.

### ***Bodies of the School Government***

The School Government in State educational establishments shall consist of the following bodies:

The Board of Directors, as a body for the participation of the educational community and for the academic and administrative guidance of the establishment.

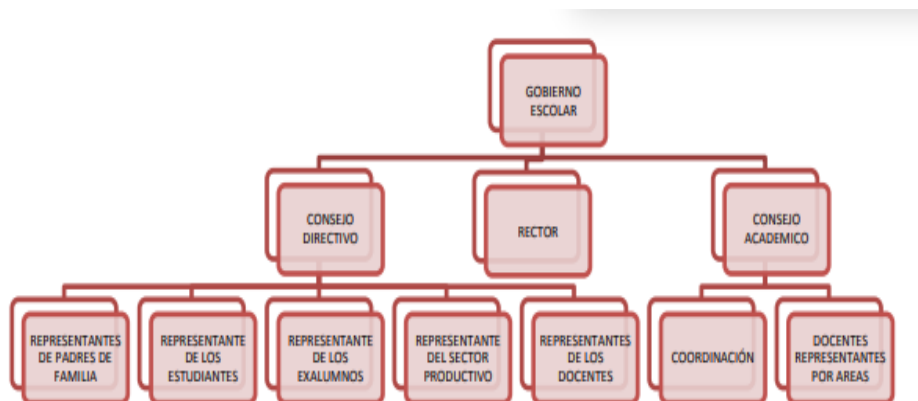
The Academic Council, as a higher body to participate in the educational guidance of the establishment.

The Rector, as representative of the institution before educational authorities and executor of the decisions of the school government, at the moment the rector of the institution is religious Flor Elba Torres Miranda.

The representatives of the collegiate bodies shall be elected for annual terms, but shall continue to exercise their functions until they are replaced.

In case of vacancies, the replacement will be chosen for the rest of the period.

Figure 3: Bodies of the School Government



### Teaching staff in the area

Table 1: Teaching staff in the English area

English teachers	<p>Gennis Emilse Navarro Gomez</p> <p>Viviana Katherine Rueda Carrillo</p> <p>Consuelo Cristancho</p>
------------------	---

### Main aspects of the Institutional Education Project P.E.I.

According to the General Education Act (1994) each educational institution must develop its own Institutional Education Project (PEI), when discussing the PEI of the Bethlemitas Brighton educational institution, reflects the teamwork of the different members of the educational community: teachers, administrators, parents, Bethlemite Sisters, students and community. It is under permanent construction and it is feasible to adjust and adapt according to the needs that arise according to the circumstances or modalities that must be adapted to the time. In this sense,



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the Bethlehemites Brighton school in the city of Pamplona contains the aspects mentioned above in its Institutional Education Project (PEI) which includes four components: promotion, prevention, care and follow-up. Also, it allows to make the connections and meetings visible in spaces such as committees and municipal, departmental and national routes.

At the moment of speaking about one of the components that are part of the (PEI) of this institution, there is the managerial component, which focuses on explaining the foundations of the institution, the vision, the mission, the philosophy and the objectives, among others.

### ***Mission***

We are an Educational Institution that in light of the Bethlehemites Philosophy seeks participation, updating and service in evangelization. We contribute to comprehensive education by providing quality and inclusive education based on ethical, scientific, technical, research, environmental and participatory principles. We have the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the Educational Community.

### ***Vision***

The Bethlehemites Brighton Educational Institution in 2022 will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical and technical innovation, promoting the care of the environment and respect for the public, inclusive, consolidated in its processes of comprehensive training of highly qualified persons.

### ***Philosophy***

The apostolic and educational legacy of our holy founders, strengthened by the norms emanating



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from the MEN and Secretary of Education, strengthens our pedagogical practices by building every day a quality education that leads to the dynamization of meaningful learning, based on the Holistic transformative model educating in love for service.

Bethlemitas Brighton education is part of a new global culture that emphasizes the defense and care of life in all its manifestations: the protection of the environment, the dignity and equality of people and the appreciation and respect for the cultural diversity of peoples.

### **Values**

Following the example of Jesus Christ, Human-Christian values are taken up in the PEI and educational pastoral are promoted the following values: Life, faith, love, freedom, justice, respect, honesty, responsibility, dignity, solidarity and mercy, service, friendship, tolerance, simplicity, peace, fraternity, reparation, excellence.

### **Educational offer**

We are a leading institution in Education with quality. It is located among the first schools in the municipality, classified in Higher level or A+ in the SABER 11 tests. The educational service is available at the transition, basic primary, basic secondary and secondary technical levels, in coordination with SENA.

### **Institutional objectives**

On the other hand, the Bethlemitas Brighton School in its Institutional Education Project (PEI) aims to achieve the following institutional objectives:

- Guide the implementation of the various activities and/or actions within the four components.



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- Strengthen continuous improvement in each of the GSC processes aimed at seeking the satisfaction of parents and students as active and responsible members of society
- Energize the educational vision of the institution through the pedagogical model that allows students to achieve meaningful, investigative, technological, ecological and inclusive learning taking into account dimensions, processes, performances and competencies.
- Strengthen the pastoral care of human development in each of its dimensions (corporal, communicative, socio-political, cognitive, aesthetic, affective, spiritual and ethical) in accordance with the values of the Gospel.
- Determine guidelines for the rational use of human, physical and economic resources for the well-being of the Educational Community.
- Establish the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of this Model.
- Make the Institutional Improvement Plan a tool to improve the quality of education according to the educational needs and expectations of students.

Properly manage conflicts, and participate in alternative solutions to problems affecting the environment and the educational community.

### **Working day**

- Pre-School 8:00 a.m. to 12:00 m
- Elementary 7:00 a.m. to 12:15 m.
- Junior High School 7:00a.m to 1:00 p.m.
- Technical secondary 7:00a.m a 1:00 p.m. and de 2:30 p.m. to 4:30 p.m.



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- Modality: Technical baccalaureate in systems.
- Resolution 4069 of November 20, 2017
- Gender: Mixed
- CHARACTER: Official

Secondly, the administrative component of the PEI is the responsibility of the organs, functions and form of integration of the school government, which the educational institution Brighton considers that the administrative staff and special services must be qualified, committed, respectful of the public, loving of nature, spiritual, capable of exercising his functions in the respective office, with a high sense of belonging, responsible for the performance of his tasks, aware of his work as a public servant, good interpersonal and honest relationships. As for the pedagogical component, it refers to the pedagogical strategy that guides the work of training educators, in this case for example the Brighton school in the city of Pamplona takes on three thematic axes: In determining what one should know, know how to do and know how to be, in the different areas and levels, they are a privileged tool for the Educational Institution to reflect on its work, evaluate its performance and promote pedagogical, creative and innovative practices that encourage the learning of its students.



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Figure 4: Curriculum



In relation to the pedagogical component, the pedagogical model adopted by the Bethlehemites Brighton Educational Institution that guides the educational activity is the holistic transformative theory based on the approaches of Dr Giovanni Francesco Villegas.

It is *holistic* because:

- Promotes well-being, promotion and human development.
- Orients education by development processes and cycles
- Enables the construction of knowledge.
- Encourages student activity.
- From leadership and entrepreneurship seeks socio-cultural transformation.
- Strengthens educational and pedagogical innovation.

Finally, the community component of P.E.I is based on the institution's procedures for interacting with other social organizations.



## Main aspects of the community handbook

The handbook on coexistence at the Bethlemitas Brighton educational institution is an important document for institutional life, consisting of a compendium of norms that describe the rights, duties and strategies of policies and procedures for building an institutional, positive and democratic environment within the educational institution. Where the needs of students are considered in their different facets as human beings and, clearly establishes concepts, foundations and norms that allow coexisting, as well as communicating in a balanced and healthy way, involving each and every member of the Educational Community.

The principles governing formation and relations between the members of the Educational Community are:

- Equality: recognition and valuation of others without distinction as to ethnicity, sex, creed, age, sexual choice and social strata.
- Equity: equitable participation between the genders in the different activities carried out by the Educational Institution.
- Democracy: Inclusion and participation of all members of the educational community, under equal conditions for decision-making.
- Dignity: recognition of human values as something inalienable to the person.

In general terms, the handbook on coexistence is based on a set of principles set out in Law 1620 of 2013, described in Article 5:

- Participation
- Co-responsibility
- Autonomy



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- Diversity
- Integrality

Figure 5: Institutional principles

**Principios Institucionales**

1. Persona como Ser único e irreplicable
2. Dimensión comunitaria del ser humano.
3. La pastoral Educativa
4. La excelencia Académica.
5. La proyección a la comunidad.
6. La educación ciudadana.
7. Nueva cultura global.
8. La cultura institucional Bethlemita
9. María "Nuestra Señora de Belén".

**Educamos en el Amor para el Servicio**

The "Seven Basic Learnings" for social coexistence are as follows:

1. Learning to take care of oneself.
2. Learn not to assault the other
3. Learning to communicate
4. Learning to interact
5. Learning to work in a group
6. Learning to care for the environment
7. Learning to value social knowledge.

### ***Evaluation system***

The evaluation system used by the educational institution Bethlemitas Brighton is COGNITIVE,



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since the managers and teachers look for the student to learn to learn, learn to do and learn to be from the basic competencies, standards and basic learning rights.

For this criterion the following aspects shall be taken into account:

- Appropriation of learning.
- Problem solving versus case studies.
- Domain of ICTs

For the area of Humanities English and Spanish Language are managed as independent areas in all grades of the Institution 3.2. SCHOOL YEAR. For a student to obtain the promotion from one grade to another it is required that: At the end of the school year pass all areas of Knowledge with a minimum grade of 3.2, which is equivalent to Basic Performance.

### ***Rights of Board members***

- Participate in the deliberations with voice and vote.
- To present projects and initiatives that favor the integral formation of the entire educational community.

### **Duties of members of the Board of Directors**

- Comply with the regulations set forth in the National Constitution, the general education law and those established by the board of directors.
- Be discreet and prudent in handling matters that may give rise to conflict or give rise to misinterpretation.
- Attend all ordinary and extraordinary meetings, with prior citation from the Rectorry.



Since the 1991 Constitution, the Bethlemitas Brighton School has taken into account the articles which enshrine respect for human rights, peace and democracy and which make it compulsory to promote in educational institutions, practices for learning the principles and values of citizen participation, such as: Articles 11, 12, 13,14,15, 16, 17, 18. 19, 21, 22, 23, 27, 29, 41, 44, 45, 67 and 68.

### **Responsibilities of the student representative**

- a) To promote the observance of the rights and duties of students, by using the internal media of the establishment, requesting the collaboration of the student council, organizing forums or other forms of deliberation.
- b) To receive and evaluate complaints and claims made by students about violations of their rights and by any person in the community about the failure of students to fulfil their obligations.
- c) To submit to the rector, according to his or her competence, requests ex officio or at the request of a party that he or she deems necessary to protect the rights of students and to facilitate the performance of their duties.
- d) When it deems it necessary, to appeal to the Board of Directors, the decisions of the Rector regarding the petitions submitted through him.
- e) Present and practice the work plan as a candidate for legal status. To submit to the directives such applications as it deems necessary to protect the rights of students.
- f) Train as a school mediator.
- g) Participate in the school coexistence committee.
- h) Be attentive to compliance with the Handbook on Coexistence.



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- i) Intervene as a conciliator before the directives, teachers and students when there is a conflict, exhausting the Regular Channel and ensuring compliance with the Due Process.
- j) Organize activities with the collaboration of the student council and disseminate information through internal communication.
- k) To ensure the good image of the Institution among students

### **Policies implemented by The Ministry of National Education (MEN) in response to the health emergency**

The Ministry of National Education (MEN) has proposed, in partnership with the Secretary of Education, the teachers and principals of educational institutions, have made some specific changes to the coexistence manual in terms of the due protocol and care to be established in these times of pandemic, but these rules and regulations have not been handed over to each of the teachers to let the students know, nor has the academic and management council socialized them to let the rest of the student community know.

On the other hand, every member of the educational community of the Bethlehemites Brighton Institution is aware of the vital importance and transcendence of the preservation of the school environment, for which the rights and duties of personal hygiene and public health shall be such as to preserve the welfare of all members. For this reason, it is necessary to support by this means, the corresponding basic standards of personal hygiene and individual health used by each member of the institution to prevent the spread and contagion of the COVID-19 virus.

### **Basic standards of personal hygiene and individual health**

- Wash your hands before eating and after going to the bathroom.



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- Bathe daily.
- Keep nails, clothing, and shoes clean.
- Brushing your teeth.
- Keep school supplies in full care.
- Take care and maintain in good condition property, furniture, real estate and equipment.
- Participate in health and disease prevention campaigns community handbook 44 endemics that the school carries out with health entities.

Proper use of sanitary units with good water circulation and excellent maintenance and hygiene.

- Dispose of waste in sorting vessels.
- Receive training on hygiene standards, personal hygiene, individual and collective preservation of health, and prevention of the use, sale, trafficking or carrying of hallucinogenic and psychoactive substances.
- Participate in regular hygiene campaigns that lead to the conservation of the environment.
- First aid care if required by the nearest entity.
- Affiliation with a health promoter, present certifications and carry the card.
- Purchase compulsory accident insurance.
- Consume food in the places and times stipulated by the Institution, preserved the rules of hygiene.
- Inform the institution of medical appointments, disabilities, treatments or health restrictions.

### **Key pedagogical aspects observed**

The week of diagnosis allowed the teacher in training to know and identify some pedagogical

aspects carried out by the supervisor, where the methodology, the use of ICT, the behavior of the



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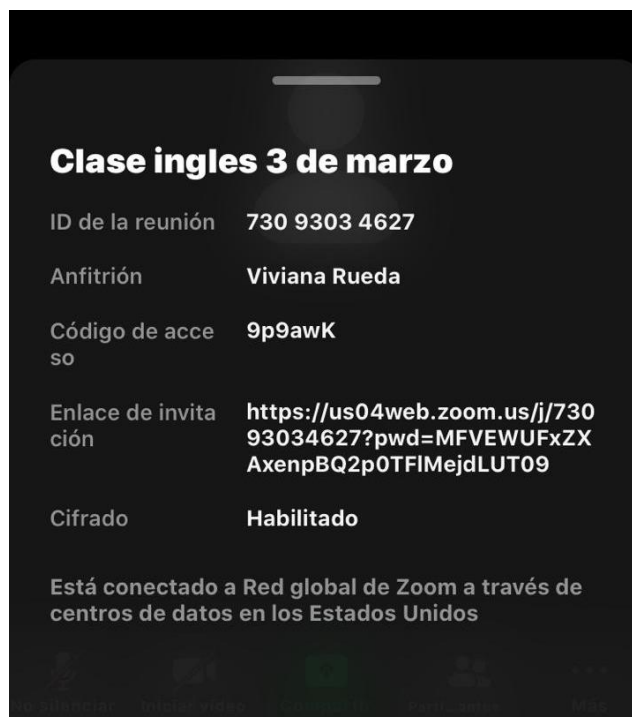
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students in the class was evidenced, the supervisor's use of English and mother tongue, among others. Before giving a comprehensive description of these aspects, it should be noted that Bethlehemitas Brighton College has had several changes in its teaching methodology, due to the confinement caused by the COVID-19 pandemic. That is why teachers adopted an asynchronous and synchronous methodology, rather than face-to-face classes. Likewise, the English teacher in charge of the seventh grade carries out consultations in a specific schedule and workshops from the pages of the English book, where students must solve the pages that the teacher indicates to them to be able to solve an evaluation in the following week of the explanation of the topic.

Figure 6: English class 7<sup>o</sup> grade



### Methodology adopted by the supervisor

During the week of diagnosis it was observed that the methodology of the supervisor, as stated, is asynchronous and synchronous. To carry it out, the teacher communicates with the students



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through a WhatsApp group called "English seventh" and to the extent that the students do not have WhatsApp, uploads the material for each of the students' emails indicating that they did not have access to the link to receive the virtual classes, these virtual classes are conducted via the Zoom platform, where students connect punctually depending on the time they have English. As for the communication that the teacher has in WhatsApp with the students, it is mainly used in the counseling hours, where the students ask about the exercises of the guides or ask questions of the topics that were explained in the virtual class. At the time of speaking, of the methodology used by the teacher in the synchronous virtual classes, she used to greet the students kindly, then shared screen, where she showed the topic that was going to be worked, depending on the sequence of the theme contained in the English book "Outstanding 7 multimedia":

First, the teacher begins the explanation of the subject of lesson 2, which in this case were "Superlatives and comparatives".



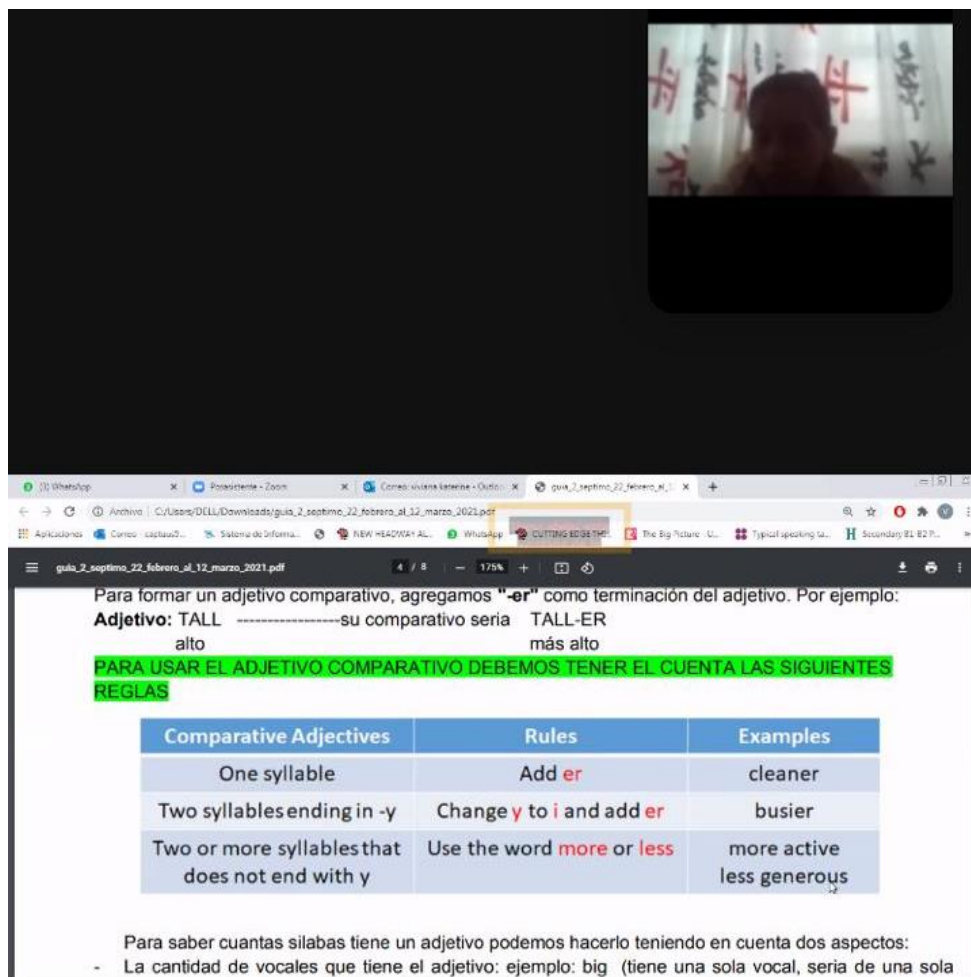
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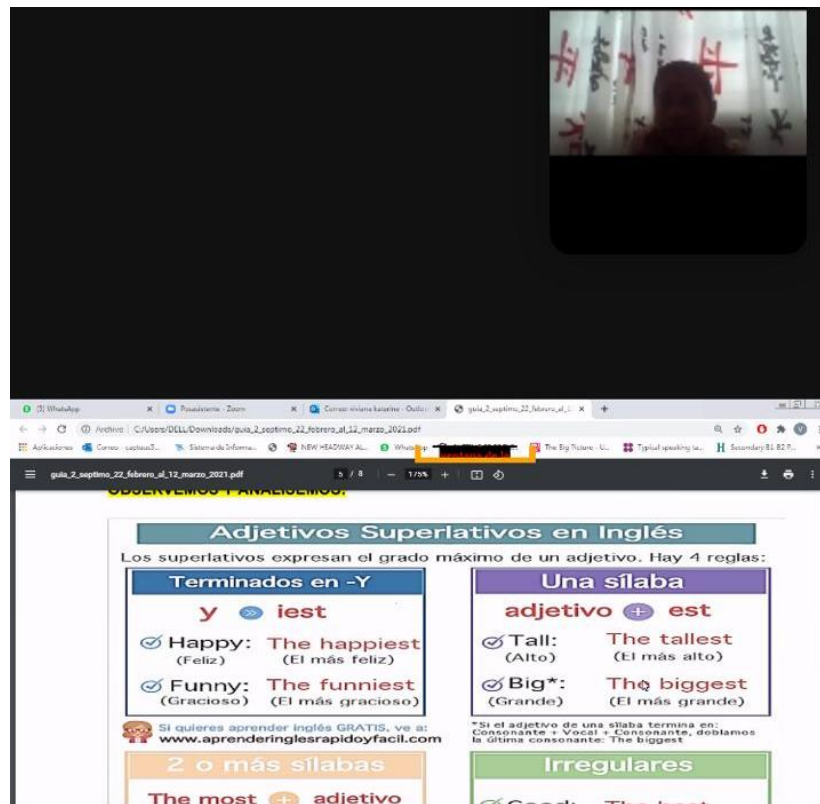
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Figure 7: English class 6<sup>o</sup> grade



- Next, the teacher explains a series of exercises that should be done in a participatory manner, the first exercise consisted of the creation of sentences using the comparative adjective that the teacher indicated to them, As a second exercise, students should write the adjective in comparative, depending on the information given in the table.
- The teacher then makes the explanation in Spanish of the superlatives and shows the corresponding rules, and then shows some examples using superlatives to allow them to create sentences without any complication and understand the topic more clearly.

Figure 8: English class observation



- After making this explanation, the teacher calls by name some students to answer the question or to solve the exercise that the teacher tells them.
- The teacher also uses the strategy of observing student participation, in a different way where she asks the question and the student who knows the answer raises his virtual hand or simply activates the audio to give the answer.
- Finally, the teacher performs a "Feedback", where she addresses the doubts and questions of the students on the topic just explained in class.



Figure 9: English class observation 8° grade


**ACTIVIDADES**

En primer lugar debes realizar los dos ejercicios dados en esta guía, en segundo lugar, debes realizar los ejercicios del libro en las lecciones 1 y 2 de la unidad 1, las siguientes páginas: **LESSON 1:** página 11 actividad 1, 2; página 12 y 13 actividad 1, 2; página 14 y 15 actividades 4, 5 y 6; página 16 actividades 8, y 9; página 17 actividad 10; **LESSON 2** página 18 actividad 1 y 2; página 19 actividad 4 y 5; página 20 actividad 6 y 7; página 21 actividad 8, 9 y 10; páginas 22 actividades 11 y 12; página 23 actividades 13 y 14.

Finalmente debes entrar a la plataforma de la editorial: **editorialsap.com**  
Ingresando el pin en la plataforma interactiva el 26 de febrero y realiza una evaluación con respecto al tema de la lección 1. Y el **5 de Marzo** vuelve a entrar y realiza la evaluación con respecto al tema de la lección 2.

**FEEDBACK – RETROALIMENTACIÓN**

Si los estudiantes presentan alguna duda o dificultad para o durante el desarrollo de la guía pueden comunicarse con la profesora a través del grupo de whatsapp que fue conformado para



- After answering the students' concerns, the teacher indicates and shows on the screen the link ([editorialsap.com](http://editorialsap.com)), where they must upload the exercises of the book that is demanded after the question space.





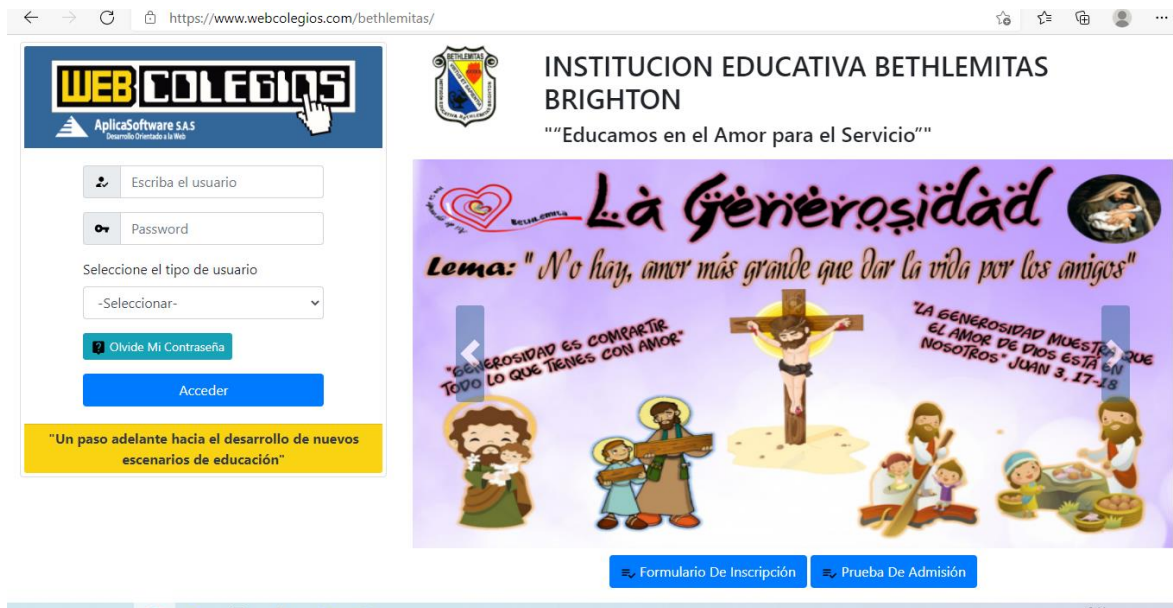


Figure 10: English class observation

En primer lugar debes realizar los dos ejercicios dados en esta guía, en segundo lugar, debes realizar los ejercicios del libro en las lecciones 1 y 2 de la unidad 1, las siguientes páginas: **LESSON 1**: página 11 actividad 1, 2; página 12 y 13 actividad 1, 2; página 14 y 15 actividades 4, 5 y 6; página 16 actividades 8, y 9; página 17 actividad 10; **LESSON 2** página 18 actividad 1 y 2; página 19 actividad 4 y 5; página 20 actividad 6 y 7; página 21 actividad 8, 9 y 10; páginas 22 actividades 11 y 12; página 23 actividades 13 y 14.  
Finalmente debes entrar a la plataforma de la editorial: **editorialsap.com**  
Ingresando el pin en la plataforma interactiva el 26 de febrero y realiza una evaluación con respecto al tema de la lección 1. Y el **5 de Marzo** vuelve a entrar y realiza la evaluación con respecto al tema de la lección 2.

- An explanation is made of each of the points and exercises that must be done and sent to the link previously named, to avoid confusion.
- The teacher again stresses the importance of sending emails with the full name and grade.
- To confirm and qualify that the students learned the rules and each of the aspects that make up the comparative and superlative in English, the teacher will make an evaluation on Friday, March 5, 2021 on these two topics, which will be uploaded to the platform (editorialsap.com). To send that some of the students can not present the assessment on Friday from 9 to 11 in the morning, the teacher asks that they write to him by the private chat of WhatsApp, where they explain to him the reason why they cannot connect, and so she will send the evaluation by PDF at this time, and so the students will be able to send the PDF by the mail that each of them has with the full name.

Figure 11: Webcolegios platform

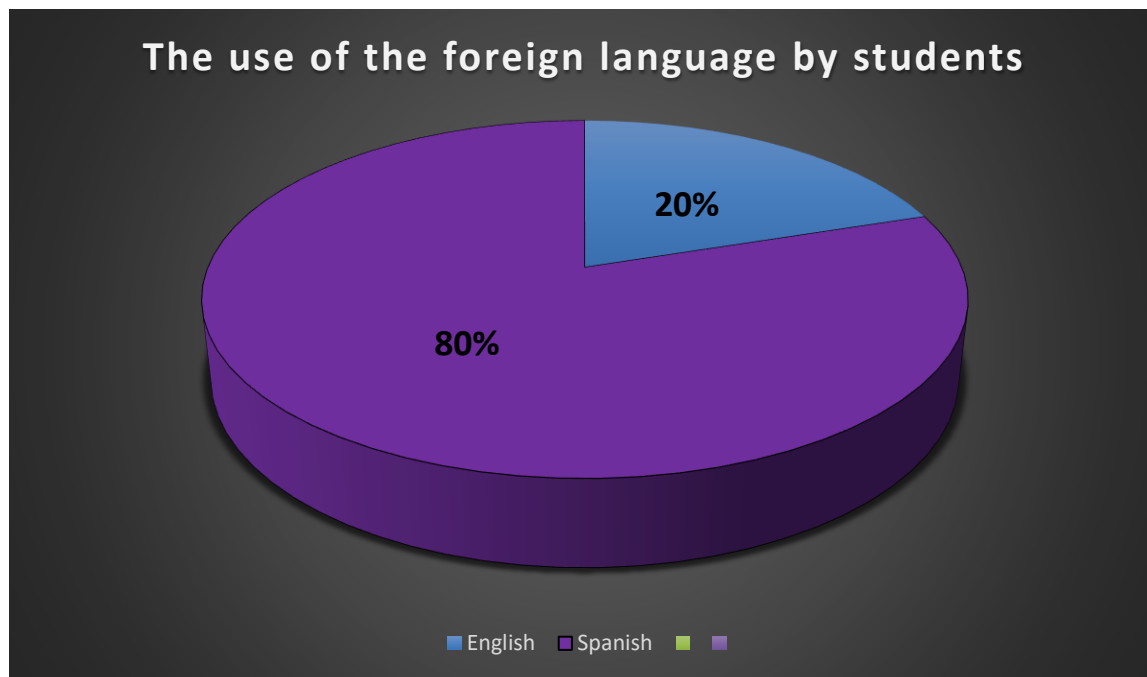


When talking about the behavior of students, are children very judicious, participatory, respectful of the opinion and participation of each of their peers, they also show a lot of concentration when the teacher is explaining the topic or giving indications of the activities they should do during the course of the class. To ask questions, they expect the teacher to give them the question space, so as not to interrupt the teacher.

When we talk about the use of the foreign language and the mother tongue of the teacher and students in classes, was intended to show by means of a graph with each of the percentages showing the percentage in which they use the mother tongue and a percentage in which the foreign language is used.

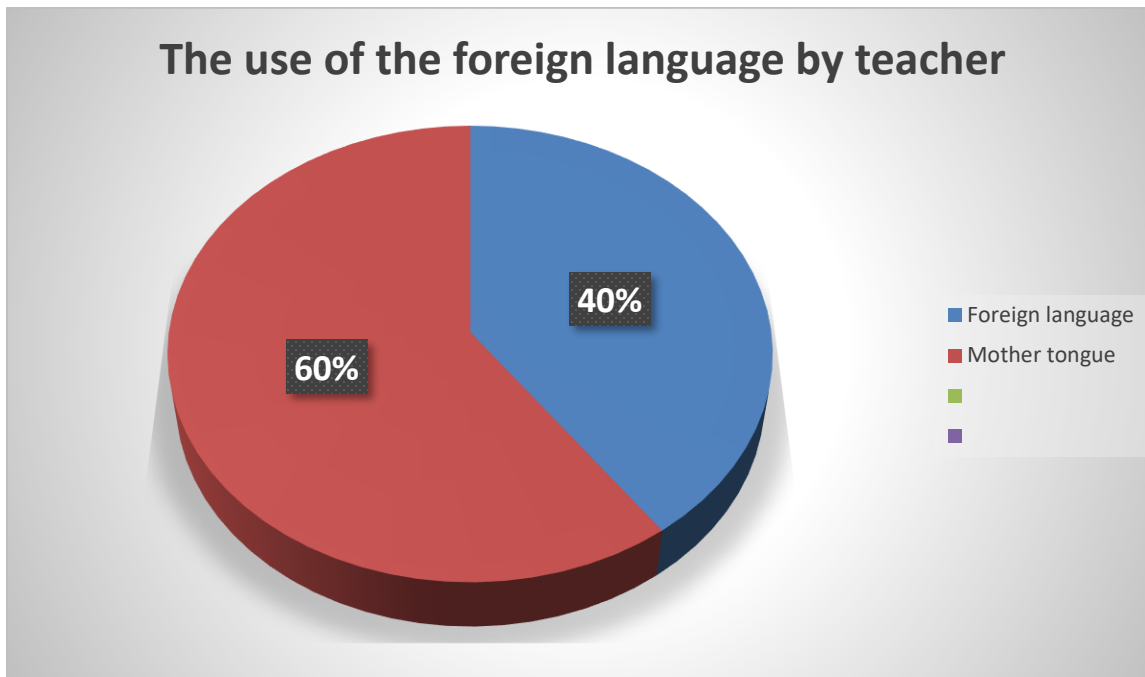


Figure 12: Graph about the use of English



Students use the foreign language (English), to greet, say goodbye to the teacher and her classmates, also use this language to respond to the exercises the teacher tells them in class, sometimes to say some words in English. On the other hand, students use the mother tongue (Spanish), to ask questions, to ask questions about the topic that the teacher is explaining.

Figure 13: Graph about the use of English



The use of the foreign language (English) by the teacher is 40% because the level of English of the students is not very high, the teacher uses very little English, either to read the exercises, to say the correct pronunciation of a sentence or to say the answer of some exercises, contrary to the mother tongue, the teacher uses it to give the indications, to explain the exercises, where students are prevented from not understanding the topics and activities to be developed.

### Methodology of English teachers

Related with the work done by foreign language teachers as a team at the school, it was noted through the opinion of the supervisor that they prepared their classes using tokens. In detail, her study plan is collaborative, where English teachers divide the lessons from the books to develop the workshops, that is, the teacher in charge of the ninth, nineteenth and eleven grades performs



lesson number 1, Therefore, lesson number 2 is developed by the teacher in charge of the sixth, seventh and eighth grades, so the same workshops are shared between them.

### ***Design of worksheets***

The supervisor uses this format to plan the worksheet sequence. This teaching material is the main tool used by the supervisor to ensure the learning of English in 7th grade students during the pandemic. Also, the supervisor-teacher through these worksheets allows the student to follow a sequence of the topics that are recorded in the book "Outstanding 7 multimedia", this book is virtual and in physical, where it allows students to carry out the exercises so that they can practice the subjects seen in the classes, At the moment of speaking, these worksheets have something very significant that strikes me a lot and is that these guides or cards have something remarkable at the beginning and end of the sheets, and is that at the beginning of the guide we find a value that corresponds to the value of the month, in this case "Generosity", this value is accompanied by a message related to this, but due to the pandemic, we also find at the beginning of each sheet some MESSAGES OF CARE AND SELF-CARE TO PREVENT COVID 19; on the other hand we find at the end of the page a message of motivation to the students, to allow the development of the cards on the part of the student in an effective and productive way. It is necessary to say that the design of these worksheets is composed of five relevant aspects, these are: Pre-knowledge, conceptualization, exemplification, learning activity and the fifth corresponds to self-knowledge, evaluation.

Figure 14: Design of worksheet.

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Legalización De Estudios según Resolución N° 5337 del 29 de Octubre de 2009  
NIT-807.003.046-1 DANE 154518000753

**GUIA – TALLER # 2– PRIMER PERIODO NOVENO GRADO**

**CURSO:** 9° 01-02    **ÁREA:** Inglés    **DOCENTE:** Genis Emilsa Navarro Gomez

**FECHA:** 22 de Febrero al 12 de Marzo 2021    **FECHA DE DEVOLUCION:** 12 de MARZO 2021

**NOMBRES Y APELLIDOS DEL ESTUDIANTE** \_\_\_\_\_

**TIPS – MENSAJES DE CUIDADO Y AUTOCUIDADO PARA PREVENIR EL COVID 19:**

**Evitemos la propagación del covid 19**  
*¡la prevención y el cuidado está en nuestras manos!*

**Lavar las manos**

**el espacio del cuidado está en nuestras manos!**

**Evitar estar de cerca de las personas**

**Evitar lugares públicos**

**Evitar estar de cerca de las personas**

**Evitar estar de cerca de las personas**

**Valor del mes de Marzo: La Generosidad**  
**EL QUE ES GENEROSO, PROGRESA;**  
**EL QUE SIEMBRA, TAMBIEN COSECHA. Proverbios 11: 25.**

**TEMA DE APRENDIZAJE UNIT 3**

**Lesson 1:** THE PRESENT CONTINUOUS OR PRESENT PROGRESSIVE FOR FUTURE.  
**Lesson 2:** PURPOSE CLAUSES PRESENT SIMPLE AND PRESENT CONTINUOUS.

**CONCEPTUALIZACIÓN**

**THE PRESENT CONTINUOUS OR PRESENT PROGRESSIVE FOR FUTURE.**

El presente continuo o progresivo es el tiempo verbal que empleamos para expresar acciones que se realizan en el momento en que se mencionan. Veamos la siguiente imagen:  
La principal característica de este tiempo verbal es el uso del gerundio "ing", que en español puede traducirse como los gerundios "-ando" y "-endo".

En este tiempo, el verbo to be se convierte en verbo auxiliar y el "ing", se conjuga con el verbo principal de la acción:

Veamos la estructura para este tiempo verbal.

Subject + Auxiliary verb + Principal verb + "ing" + Complement

## The supervisor's schedule

The supervisor's schedule at the institution is 6 hours of virtual classes and 6 hours of counseling and 5 days per week. In addition, the supervisor is in charge of two sixth grade courses, three seventh grade courses, and one eighth grade course. In detail, grades 6 through 02 have 29



students, grades 6 through 03 have 29 students, grades 7 through 01 have 31 students, grades 7 through 02 have 33 students, grades 7 through 03 have 31 students, and grades 8 through 01 have 46 students.

*Table 2: The preservice teacher's Schedule*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00			6° Virtual class	8° Virtual class	7° Virtual class
8:00			6° Virtual class	8° Virtual class	7° Virtual class
9:00	8° Tutorials	6° Tutorials	7° Tutorials	8° Tutorials	7° Tutorials
10:00	8° Tutorials	6° Tutorials	7° Tutorials	8° Tutorials	7° Tutorials
11:00	8° Virtual class		7° Virtual class	6° Virtual class	6° Tutorials
12:00	8° Virtual class		7° Virtual class	6° Virtual class	6° Tutorials

It is important to clarify, the level of English of the students of the degrees mentioned above, I want in this project according to the Common European Reference Framework (CEFR) at level A2, that the students to be able to understand frequently used phrases and expressions related to areas of experience that are especially relevant to them (basic information about yourself and your family, shopping, places of interest, occupations, etc.). But, related with the level observed



in the students, their English level is A1 in the four skills, but the level established by the curriculum is B1 in these school grades.

### **Chapter III**

#### **Pedagogical-research Component**

Using family topics to promote written production through Canva platform in 7th grade students from the Bethlemitas Brighton High School in Pamplona

#### ***Introduction***

It is notorious that several attributes have been given to the English language; as it is currently one of the most widely spoken languages in the world, where they are considered indispensable in the professional and personal life of every human being, because English is the business language that requires people to have a high level of competence if they are interested in being part of the global workforce, because globalization and the English language have a high relationship in our world today, this language is an indispensable communication tool between countries to do various businesses that allow economic, social, educational, political growth, among other countries. Likewise, the English language is considered a lingua franca due to the power between cultures that can be realized thanks to this great foreign language (English), as Parupalli (2019) stated. Thanks to the predominance that English has worldwide, it has become a necessity for mankind. That's why foreign language institutions, universities and the government have the duty of preparing well-skilled English users to communicate effectively the language. That is why foreign language institutions, universities and the government have a duty to prepare well-trained English users to communicate the language effectively.



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Considering that English has become a necessity for the world, according to EF English Proficiency Index (EF EPI), which attempts to rank countries by the average level of English language skills among adults who took the EF exam. It is the product of EF Education First, an international education company, which allows the collection of data or answers purchased by the English tests available free of charge on the internet. As previously said English has become the dominant language for different important aspects of the human being, for this reason it is essential to name the conditions of the English language in Colombia, because the Colombian context must improve its panorama since it was located in 77 of 100 participating countries and 17 of 19 Latin American countries, 0.15 below the change in the EPI score, compared to the previous year. Given this score thanks to EF English Proficiency Index (EF EPI), we can notice that Colombia is classified in the column of one of the countries with a very low rank of English level, for this reason it is necessary to improve or implement teaching strategies that allow Colombians to be more committed to learning a foreign language, where they realize the importance that this language has in each of our professional and personal lives.

In order to enhance the Colombian landscape in the face of the low level of proficiency in English, the teacher in training will focus his pedagogical project on the development of reading and writing skills, because of the needs that students have faced in these pandemic times. These two skills must be taught simultaneously, where they work differently than we are used to seeing, which in a nutshell would be monotonous, where it causes boredom on the part of students, the process of these two great skills must be a cognitive process, where memory, creativity, attention and intelligence of students are promoted. For this reason, according to the editorial *èdebe* (2019, P-2), “When taught in an integrated way, reading and writing form a



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cognitive process. They are not isolated learning and much less should we teach them mechanically” In this sense, strengthen reading and writing skills in English for students at Bethlemitas Brighton College can be an opportunity for the improvement of Colombians in English tests worldwide, as we all know these two skills are very well evaluated and qualified in the tests.

As an attempt to strengthen reading and writing skills, this project will introduce familiar topics, that is to say those topics that attract the attention of students and that are part of their lives, in order to allow a more effective understanding of the readings and to help the creation of their own written productions with the use of known vocabulary. That is why the teacher in training decides to create a virtual field journal, which serves as a tool for students to become more interested in reading the written form of the foreign language, where they will be able to write freely on the family subject that the practitioner indicates to them in the company of an image to make more effective and understandable the production made by each of them. Positive influence has been found on this sequence of familiar topics for the work of reading and writing skills, for example, Velasco (2018, P.2) considers that "It is important to consider the daily topics for the production of texts, since they are the knowledge that the subjects in the process of formation possess". Seeing the interest of the teacher in training in promoting reading and written production through the use of familiar topics for students, she will implement this proposal in the 7th grade students of Bethlemitas Brighton school. It should be noted that, during this period of time, the world is in a confinement due to the current COVID-19 pandemic. That is why the whole proposal will be implemented through an asynchronous and synchronous



methodology, since this is how the teachers of the Bethlemitas Brighton School are communicating with their students.

### *Statement of the problem*

Diagnostic weeks were an important element in identifying the needs of students at school. From this role of observer, it was perceived through the opinion of the supervisor that students lack motivation to read a foreign language, as well as to write about any subject or situation that is indicated to them, the supervisor also indicates that it would be good to work with these two skills at the same time, as she considers the work of reading and writing in the English language fundamental for students. That is why the trainee observes that the problem lies in the type of topics used by teachers to work these competencies, because the topics that are not of interest to students, causes bad behavior and distraction on their part, that is why she suggests using a virtual field diary, which allows to record the written productions of students, because this will serve as a strategy that promotes the habits of reading and writing in their students, as it will make use of images that allow the student to explore his imagination and creativity to choose the image that best suits the writing that each of them makes. Because of this identified need, the teacher-in-training decided to implement family issues about students' life situations, as an interesting strategy that encourages students to read and write in English. In addition, what makes family topics a potential resource is that they can be useful in facilitating reading comprehension and written production in English, as "familiar subjects", that is to say those that attract the most attention of students or that are part of their daily lives, can function as a source for language learning as they provide a facility for understanding texts, allowing the reading and writing of these productions to be more appealing to students, since they would be texts that they



themselves create and that at the same time they are telling us situations of their lives; Velazco (2018, P-6) indicate that "the didactic actions developed by the school, must focus on the development of contextual topics in order to pay attention to the knowledge that the learners possess". Taking into account that family topics will be used to promote reading and writing in 7th grade students of the Bethlemitas Brighton educational institution, this project aims to achieve the following objectives:

### **Main question**

- How does the use of familiar topics promote the reading comprehension and writing production on 7<sup>th</sup> grade students at the school Bethlemitas Brighton?

### **Sub questions**

- What is the usefulness of familiar topics to improve reading and writing skills?
- How can 7<sup>th</sup> grade students enrich their vocabulary by reading and writing productions about familiar topics?
- What are students' perceptions about the use of familiar topics to improve their reading and writing skills?

### **Justification**

The proposal promotes reading and writing through familiar themes emerged from some editions. For example, one of these factors is that there is a need to improve the reading and writing skills of Colombian students, as stated by Velasco and Giraldo (2011), since it has been shown through the ICFES that the reading and writing comprehension levels of secondary school



students continue to be low. Another factor that influenced the promotion of reading and writing skills in this project came from the diagnostic week, when the supervisor suggested to the teacher in training to focus on a strategy that would increase the student's motivation to read and write in the English language. And the last factor that contributed to the idea of this proposal was the supervisor's perception of the use of a tool to work with written production and reading comprehension in the English language, for this reason the teacher in training decides to make the creation of a virtual field journal, which allows to record all the written productions of the students on family topics.

Considering these factors, the teacher in training had a convergent idea that could promote the development of reading and writing skills in an interesting way. This idea focused on the use of familiar themes. This type of sequence on familiar topics seems a suitable resource for students to improve their literacy skills and encourage them to have the habit of reading and writing in English. Well, it is essential to know how to choose the right topics that appeal to students to read and write about this topic. The aforementioned statement is to be found in Salcedo (2017), who claims that the students' bad behavior and distraction when dealing with topics that they consider of little interest or that are not to their liking. That means that this strategy of using familiar topics serves to improve reading and writing comprehension in the English language. In addition to that, the author shows that the work of topics that attract attention and are topics of the daily life of students increase their motivation.

Given the reasons why it is important to implement this pedagogical proposal, this study attempts to propose the mixed approach, which combines the quantitative and the qualitative approach, thus the teacher in training will be able to evaluate the students in a numerical and



descriptive manner, taking into account the quality and time spent on each of the written productions.

## Objectives

### *General objective*

- Develop written descriptions using family topics through Canva platform in 7th grade students from the Bethlemitas Brighton School in Pamplona

### *Specific objectives*

- To organize planning for the execution of written descriptions on familiar topics.
- To enrich the vocabulary by reading and writing about family topics.
- To know the weaknesses, skills and motivation level of the students at the time of making written descriptions on familiar topics.
- To know some important aspects of American culture.

## Theoretical framework

This section aims at explaining key aspects that help to understand the proposal of this project.

The aspects are: Reading comprehension, written production, family topics, communicative approach and the use of platform in this learning-teaching process.

**Reading comprehension.** According to Shihab (2011) reading is a process where the reader interacts with the text. During this process the reader must construct the meaning among the parts of the text and he must relate his personal experience to understand it. That is to say that



reading is to interpret the written form of the language through an interaction build between the reader and the text.

Furthermore, Anderson and Pearson (1989) cited on Shihab (2011) explains that reading comprehension keeps an interaction between old and new information and they highlight that one important characteristic of it, is the way that reader uses strategies and previous background for interpreting the new information.

**Written Production.** On the other hand, according Richard Nordquist (2019) the written production is that action related to the composition of a text on some specific topic that can attract the attention of the writer, likewise the writing according to the previously named author is a system of graphic symbols, which are used to convey meaning, That is why this project wants to convey the meaning that family themes have for students through written production, where they can compose their own writings about topics of interest to them, this will favor the final result of the productions.

**Family topics.** According to the Common European Framework of Reference for Languages (CEFR) and The Lexile, Smith, and Turner (2016, P.3) affirmed that “When learners are provided with texts that are appropriate for their reading proficiency levels, they exhibit higher levels of understanding of what they read. When learners comprehend what they read, they may learn more. Thus, the more time learners read targeted English texts, the more likely they will sharpen their English reading skills”.

In addition, the Lexile scale measures both the learner’s reading ability and the text complexity of a book on the same scale.



On the other hand, knowing the correct way to evaluate each student depends equally on the type of text being worked, that is to say that using familiar topics will allow students to obtain a greater performance in these two competencies (writing and reading). This is why, according to the CEFR (2020, P-2) “As reading comprehension is often appraised by using tasks (questions, items) it is important to be aware that the difficulty of the items varies and it can be purposefully manipulated by varying the text characteristics and the tasks characteristics”.

### **Communicative approach**

On the other hand, according to Richards, J (2018, P.2) said that “Communicative approach instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner’s competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations”. It is for this reason that we want to take into account the communicative approach in this action research, where the students communicate to the teacher-in-training and to their classmates’ short descriptions about familiar topics through the Canva platform.

### **The use of platform in this learning-teaching process**

Finally, according to the use of platforms in this learning-teaching process of a foreign language, Gomez and Gutierrez (2018, P.7) affirmed that “The use of virtual platforms can be very helpful if teachers use it from planning their classes and as an ally in the pursuit of the objectives and goals of education, besides enabling greatly to ensure the student attains knowledge that must be constantly reinforced”. Related to the use of educational platforms for teaching some area of knowledge, it is evident to emphasize the use of the Canva platform in this action research that





will be developed in the 7th grade students of the Bethlemitas Brighton school in Pamplona, since this application as the aforementioned author highlights, it serves as a help tool to facilitate the learning of English and cause a positive impact on the work of these competences (Written production and reading comprehension), because this platform is a like pedagogical strategy to contribute to the problems related to literacy in children, so this platform allows to enrich the motivation and imagination of the students, at the moment to create a written production about family topics.

### **Literature review**

This section pretends to present the most remarkable studies that help to support the proposal of promoting reading and writing skills through the use of familiar topics.

Velasco (2018) leads to an article, in which he wants to define reading and writing in this field of education, the importance of these two skills and the main strategies for the development of these two psycholinguistic skills of social communication. Likewise, the author wants to understand the importance of the social approach to language, which allows the student to read the texts, interpret them, understand them, and also develop their own texts. This implies, that its development must be systemic, efficient and consistent with the degree that the student undergoes his studies, for this reason Velasco (2018) affirms that a more productive advance is evident in the students, depending on the "authentic" situations of the social context from which the learners of primary level live. As a conclusion in this article, the author shows us the importance of these two psycholinguistic skills, namely reading and writing, which are considered as basic social communication skills of every human being, where the teacher must





design strategies that allow the development of these two skills in the classroom, favoring and enriching the vocabulary and knowledge of students in a foreign language. For this reason, this article highlights the basic strategies of understanding and interpretation of text that are: sampling, prediction, anticipation, inference, confirmation and self-correction. Likewise, the aspects for an optimal reading are memory, attention and perception. Therefore, it is interrelated with the development of thought and language, according to Vygotsky's cultural historical approach, language is of social use of a given cultural context, which is considered fundamental in our daily life.

In addition, Castañeda and Cruz (2012, P-13) affirm that "The use of this virtual environment is a current educational demand; they show awareness of the importance of being open to the range of learning opportunities virtual classrooms might offer as a complement to what they regularly do in their physical classrooms". It's say that the use of virtual strategies, in this case the use of Canva platform plays an important role in this process of teaching-learning a second language, because teacher in training can implement images, colors, figures, among other, to attract the attention and motivation of the students. According to the results that the researchers collected regarding the development of this research developed in this institution are consistent with the work that sustains the need to provide students with the necessary support and especially the cognitive strategies, cognitive and social goals that enable them to successfully cope with second language learning.

In the same way, Salcedo (2017) leads to pedagogical strategies to contribute to the problems related to literacy in children in the third and fourth grade of the "El Limón" educational center in the municipality of San Benito Abad in the department of Sucre. For this reason, the authors



affirm that there are multiple teaching-learning strategies to be able to generate in the student the understanding and writing of texts, but something that they consider fundamental is the accompaniment by the teacher in charge of the course in this process, so as not to cause this to be a mechanical learning that provokes the disinterest and boredom of students, in this process appropriate strategies must be implemented, such as the use of topics related to the context of students, which help to increase students' interest in reading and writing. From this it can be deduced that this distancing, abandonment, demotivation and absence by reading and writing has separated them from the culture itself and from a pleasant social environment or environment; all this due to the lack of communication, preventing them from expressing themselves freely and in a coherent, effective and timely manner at the time of any eventuality. On the other hand, the results obtained in this action research, thanks to the workshops held in the class sessions, shows us how the students lack reading and writing comprehension, because the responses of the students were inconsistent, incomprehensible, it was not clear what they wanted to write, this caused by the topics dealt with in the sessions, because as mentioned above are topics that they consider of little interest or that are not to their liking.

On the other hand, Gonzales (2015) in his research on the improvement of sixth grade English written production from the implementation of a creative writing workshop uses the communicative approach, it is sought that, from a direct contact with the target language, there can be a process of acquisition; in this way it will be easier for the student to internalize these structures. As this research aims at the creation of written productions, since seen this as a meaningful, pleasant and fun activity that breaks the limits of formalism that it entails and that has as its main ingredient the imagination of the student, where she can create her own



productions freely, according to topics that are of her interest, because according to the researcher, the project arises from the lack of interest shown by students for writing, especially because the subjects on which the exercises were based were considered unattractive to them. So this allows to realize that the topics are a fundamental axis to encourage the writing of students, depending on the topics discussed, they will allow students to feel more interested in writing and create their own written productions in a fluid and natural way, since they will make use of vocabulary known to them. On the other hand, one of the results that had the most impact on this research is the great impact that the draft has on the written productions of students, which will allow for a more positive and quality final result.

Finally, Dulce, Tarancón, and Pascual (2011) implement a reflection on the Bologna plan, which is considered as a methodological model that they used for the teaching of English as a foreign language in the degree of education of the E.U of education of Soria (UVA), where the primary objective in the area of English is for pupils to reach the level of language proficiency B1 established by the Common European Framework of Reference for Languages. This is why, the main idea that the pre service teacher wants to achieve in this project is to accomplish this level in the 7<sup>o</sup> grade students, since it is desired that the student can create their own written productions or simple and coherent texts on subjects that are familiar to him or in which he has a personal interest, just as the trainee wants to achieve with the 7th grade students of Brighton College, where they are able to create their own productions written on family topics or can describe experiences, events, desires and aspirations, so they would get level B1 in the writing competition. With regard to the results or conclusions obtained by Dulce, Tarancón, and Pascual (2011), despite the difficulties, the evaluation of the first year of Bologna in Soria was quite





positive, both on the part of teachers and students. This was evidenced by the data collected in the sessions of exchange of experiences of teachers and in the surveys administered to students at the end of each semester, where the researchers demonstrated that the accompaniment of teachers in English classes plays a very important role, as teachers can assess and pay more attention to the progress of each of the students in a more personalized way, since this was noticed in the workshops where thanks to this accompaniment of teachers allowed a success in the subject of English language.

## **Methodology**

### **Pedagogical methodology**

The following section aims at describing the main pedagogical basis that was implemented for the development of this proposal. Those aspects encompass: The steps to develop the written production and reading comprehension, the type of research, design, the population where it will be implemented, the techniques and instruments for data collection, the analysis and interpretation of data, the schedule for carrying out the proposal as well as the collection of information.

***Reading phases in teaching English.*** According to Topprak and Almacioğlu (2009) reading phases are used by teachers to make students comprehend and interpret the written form of English. Those phases are pre-reading, while-reading and post-reading. The first phase is based on proposing activities that introduces the text by giving background information, by proposing warm-up activities, by doing a brainstorming and by reviewing familiar stories. Those activities are fundamental to make students discover by themselves the main theme of the story.



While-reading is the second stage, it is focused on helping students adopt strategies that allow them to understand the text. In order to achieve such as goal, the teacher can propose guided reading sheets in which the exercises are related to guess the meanings of the words or to give clues about the words.

The third stage is the post-reading. It centers on helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers. Those activities can be: discussion, retelling, reporting, writing a paragraph or summarizing.

**Writing steps.** According to Riddle (2015) the best way to work the written production is by following the following steps: Pre-writing where a draft of what writer wants to write will be made, in this case the ideas will be thought, the vocabulary that will be should use and the purpose of the writing, in which the writer should identify the main idea of the text that is going to write. Second, there is the Writing which is ready to write the pieces that you wrote in the draft, but in this case you should take into account to use formal sentences, where you have to take into account to fulfill the objective of each line that you want to write. Finally, there is Rewriting, where he/she must have fresh eyes and a clear mind to know and identify after reading her/his own written production, the most necessary content and the correct structure of each of the sentences that are being used.

### Timetable

*Table 3: Timetable for the implementation of the pedagogical project*

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10



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Pre-test		X							
1 Didactic sequence				X					
2 Didactic sequence						X			
Post-test								X	

### Research methodology

In general terms, this section describes the research aspects that will be considered for the development of the proposal of promoting reading and writing skills by the use of family topics. These aspects are: the approach, the design, the population, the technique, the data collection, the data analysis and the chronogram.

**Approach.** This action research uses a qualitative approach, which is defined by Patton (2002, P-2) defined “Qualitative research as attempting to understand the unique interactions in a particular situation”. This is why this action research explores a phenomenon in a real context where research is studying a situation present in a public school. Moreover, according to Mertens (2005) “Reflection is the bridge that connects the researcher and the participants”. That is, reflection is the main link in the process of analyzing and investigating a problem in research. In view of the above, the qualitative approach is remarkable for this research, as those responsible for this research seek to understand, describe and interpret the problem using the perceptions and opinions produced by the participants' experiences, since this aid in this proposal is intended to apply to 7th grade students of the educational institution Bethlemitas Brighton, since it allows to





observe the behavior of the students in the creation of the written productions to be texts on familiar subjects or the environment in which they are living.

**Design.** This research uses an action research methodology. It is defined as a research model that allows for openness to social, personal or organizational changes, so they are provided by researchers capable of interpreting each of the aspects shown in reality. As such, the definition made by Yuni and Urbano (2005) affirm that "An action research is part of a research model more committed to social change, because it is based on a position concerning the intrinsic value of knowing one's own practice and personal ways of interpreting reality so that the actors themselves can engage in personal and organizational change processes." (p. 138-139). Which it is defined as "a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation.

Participatory action research (PAR), critical action research (CAR), action learning, participant inquiry, practitioner inquiry and cooperative inquiry are all terms broadly underpinned by the assumptions and approaches embodied in AR" (Burns, 2015, p.187). With this regard, this methodology was appropriate for this project since it makes the researcher reflect critically from the actions taken, thus he/she could know deeply the impact of classroom interventions. On the other hand, the fact of carrying out an action research is fruitful to implement a pedagogical proposal that contributes to attend student's needs.

With this regard, this methodology seems appropriate for this project since this research work will be developed under the parameters of action research, because action research allows at the same time that the researcher contributes to the phenomenon presented, he or she can investigate

this problem



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**Population.** This research will be carried out at an educational institution in the city of Pamplona, Colombia, which is called Bethlemitas Brighton of the city of Pamplona, is a religious school where the rector and the entire academic committee seeks to form students of good for the community, is an institution full of values that allow a positive personal and academic development of each of the students. On the other hand, it should be pointed out that there are three groups in 7<sup>th</sup> grade; group 01 with 31 students, group 02 with 33 students, and group 03 with 31 students, with an average age between 12 and 14 years.

**Sample.** The sample of this research is composed of two students per group to have a total of 6 students. As a result, convenience sampling criteria for selecting participants in this mixed approach will be considered. Pirès (1997) sees the sample as designating « *A small amount of something to shed light on some general aspects of the problem*» (p.122). This is why the sample will be chosen at random, since, at the time of data collection, we will interview potential participants (6 or 7 students from the 7th grade of Bethlemitas Brighton College). ([Appendix 1](#)), in which the important aspects of the project were named by means of slides at a Zoom meeting, and also at the end of this presentation a letter of consideration was sent to the parents by means of a Word document through the groups in WhatsApp of the 7th grade courses ([Appendix 2](#)). To use this approach in the selection of participants, the researcher establishes as a criterion that students who want to get involved in this project, must have access to the internet to have a closer contact with the student, so the researcher can monitor the proposed activities in the virtual field journal.

## Data collection



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This section seeks to describe the instruments that will help to collect the data of this research. These instruments are field notes, a writing pretest and posttest, a semi-structured interview, evaluation grid, and a virtual field diary.

**Field notes.** The instrument used for this participant observation is field notes, so according to Deggs and Hernandez (2018) field notes are a tool that helps the researcher to record and remember the activities, the behavior of the students and the teacher in charge of the English area, and observe important events in which the progress of students in these two psycholinguistic skills (writing and reading) is emphasized. Also, the fact of recording notes allows the researcher reflects critically about her teaching practices as preservice teacher.

[\(Appendix 3\).](#)

**Pretest.** In this action research, the pretest plays an important role to measure the students reading and writing proficiency before implementing the family topics, Since, with this instrument, the aim is to evaluate students in their reading and writing skills on a topic that is not of interest to them, after taking these tests the researcher will be given the implementation of the following instrument (questionnaire) on the topics that are more liked by students. Creswell (2012) describes it as a test that measures an aspect that the researcher assesses, before students receive a treatment. For doing so the preservice teacher can know student's level of language in these skills, before implementing workshops centered on reading and writing about family topics

[\(Appendix 4\).](#)

**Posttest.** Creswell (2012) defines that “a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment” (p.297). Therefore, the





development of the posttest is quite relevant for this research since this kind of test help the researcher to compare between the results obtained from the pretest and posttest, thus he/she can know the usefulness of family topics in an English class, which will allow students to have a greater ability to understand the vocabulary that will be discussed, as they will be topics that call their attention.

***Semi-structured interview.*** This qualitative method uses the semi-structures interviews as main instrument to know students' perceptions about the use of family topics to promote reading and writing skills. Doyle (2020) said that « In this type of interview, the interviewer may prepare a list of questions but won't necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation» (p.2). For this reason, this investigation decided to make use of this type of instrument for data collection, since it allows interviews to be carried out orally and conversationally, where there are no problems with the students' responses, and the objective can be achieved of each of the research questions ([Appendix 5](#)).

***Evaluation Grid.*** This research project, will work with an evaluation grid, which is a fundamental tool to qualify and know the skills and weaknesses of students as they develop their productions written in a foreign language, this is why Calderon José (2006- P.20) states that the evaluation grid, is "the subject of the evaluation of written language as a research process is a good starting point to develop it objectively from its multiple competencies". For this reason, this research makes use of instrument for the collection of data, since this helps to know the process of improvement of students, in different aspects such as the correct use of grammar, the vocabulary to use, the organization of ideas, and the consistency and cohesion of the sentence

([Appendix 6](#))



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**Virtual field diary.** This allows the researcher to organize each one of the infographics of the students of the seventh grade, where it allows to take into account the final work of them, in which they are published in an organized way, as the activities are developed: Pre-test- first didactic sequence, second didactic sequence, third didactic sequence and finally we will find the post-test. So far, the pre-test and the first two didactic sequences have been carried out, as you can see in the annex. ([Appendix 7](#)).

### Timetable

*Table 4: Timetable of the instruments*

Activity	March	April				May				June
	1	2	3	4	5	6	7	8	9	10
Field notes		X	X	X	X	X	X			
Evaluation grid			X	X	X	X	X			
Pre-test		X								
Post-test						X				
Semi-structured interview							X			

### Data analysis

In order to analyze the data collection, it is necessary to use a method that allows the organization of the information collected. That is why this qualitative method adopts the typological analysis. According to Hatch (2002), typological analysis consists of disaggregating



all the data and put it into categories or groups based on predetermined typologies. Therefore, this kind of analysis is adopted to organize the data, thus to reach the objectives proposed of this action research. Since it is necessary to organize the written productions of the students, depending on the family theme demanded by the practitioner in training, this will allow the analysis of the difficulties and skills that the students developed in the creation of each of these productions.

At the time of analyzing the results, first a chart of base categories was made, ([Appendix 8](#)) where the information is analyzed through said categories of each of the instruments, in which a chart was made with the respective categories, literary support and finally the analysis of field notes ([Appendix 9](#)), written productions of students ([Appendix 10](#)), and semi-structured interviews ([Appendix 11](#)) on familiar topics assigned in the pedagogical sequences.

Figure 15: Categories based on the project

CATEGORIES BASED ON THE PROJECT			
<p><b>TITLE:</b> Using family topics to promote written production through Canva platform in 7th grade students from the <b>Bethlemitas</b> Brighton High School in Pamplona</p>			
<p><b>OBJECTIVES</b></p> <p><i>General objective</i></p> <ul style="list-style-type: none"> <li>Develop written descriptions using family topics through Canva platform in 7th grade students from the <b>Bethlemitas</b> Brighton School in Pamplona</li> </ul> <p><i>Specific objectives</i></p> <ul style="list-style-type: none"> <li>To organize planning for the execution of written descriptions on familiar topics.</li> <li>To enrich the vocabulary by reading and writing about family topics.</li> <li>To know the weaknesses, skills and motivation level of the students at the time of making written descriptions on familiar topics.</li> <li>To know some important aspects of American culture.</li> </ul>			
GENERAL CATEGORY	SUBCATEGORIES	THEORETICAL DESCRIPTION	OTHER COMMENTARIES
Written production	Ability to describe	According for a blog (2010) "The <b>description</b> tells the object as the way it is without being affected by the writers' personal opinion"	
	Grammar	The adequate use of grammar rules	
	Vocabulary (family topics)	<b>According A1:</b> I can fill out forms with personal data, for example my name, my nationality and my address on the hotel registration form. <b>According evaluation grid:</b> The use of vocabulary related with family topics and vocabulary view in class.	
	Creativity	<b>According evaluation grid:</b> The imagination and creation to	



## The implementation of the pedagogical Project

### *Planning*

The planning used for the work of each of the pedagogical sequences, is carried out in the following way, where it was first taken into account that all the linguistic, communicative and socio-cultural objectives that will be fulfilled with each of these activities, then the materials are named, the topics to be developed in each of these sequences, and finally we find the steps to follow for the work of these two psycholinguistic skills (Writing and reading) in a foreign language, which took into account the theoretical part investigated in the project, in phases to be followed in reading for the teaching of English, from Topprak and Almacioğlu (2009) who names the three phases to follow are pre-reading, while-reading and post-reading. On the other hand, there are also the steps of writing, which are supported by the author Riddle (2015) who supports the three steps to follow in writing a foreign language: Pre-writing, writing, rewriting.

*Table 5: Example of didactic sequence*

DIDACTIC SEQUENCE: _____		
Group:	Level:	Date:
Linguistic objective:		
Communicative objective:		
Socio-cultural objective:		
Materials:	Topics:	





Stages	Description	
Reading	Pre-reading	
	While reading	
	Post-reading	
Writing	Pre-writing	
	While writing	
	Rewriting	

### Description of the first didactic sequence

#### My exchange profile

In this sequence, which I wanted with the students was to make a physical description and expose their personal information, through a virtual platform called CANVA, which was a requirement that the exchange program required to be part of it, so what I was looking for this, is to practice the grammatical topic seen in English class (verbs in infinitive and gerund), and the vocabulary about personal information and physical description, making use of the verb to be and the verb have. Likewise, it was wanted those students could express themselves freely describing their likes and dislikes, their hobbies and because they would like to travel abroad and be part of this program that offers this opportunity.



Table 6: First didactic sequence

1 <sup>ST</sup> DIDACTIC SEQUENCE: MY EXCHANGE PROFILE		
Group: 7 <sup>th</sup> grade	Level: A1	Date: 7 <sup>th</sup> April 2021
<p><b>Linguistic objective:</b>            To learn the vocabulary related with personal information and physical description            To know the use of verb to be and have to do a physical description.            To know adjectives to do a physical description            To use infinitive and gerund verbs.</p>		
<p><b>Communicative objective:</b>            To describe itself in the written form using Canva platform            To describe why they want to travel to another country.</p>		
<p><b>Socio-cultural objective:</b>            To know about American traditions.            To know Procedures to travel to another country</p>		
<p><b>Materials:</b>            Canva platform.            Infographic example made by the teacher.            Images and photos.</p>		<p><b>Topics:</b>            Personal information            Physical description            Infinitive and gerund verbs.            Adjectives.</p>
<b>Stages</b>	<b>Description</b>	
Reading	Pre-reading	<p>First of all, the pre-service teacher is going to carry out an activity related to family members in kahoot, to awaken the vocabulary of this topic about family members in students (<a href="#">Appendix 12</a>). After that, teacher will ask some questions like:            Would you like to travel to a country? Which?            For what reason would you like to travel?            Would you like to travel alone or with someone?            Why?            Which of these countries would you like to travel to?            Now, teacher shows some images about countries where you would like to travel (<a href="#">Appendix 13</a>).</p> <p>Pre-service teacher will talk to students about the AU PAIR program. Program that aims to facilitate the exchange of students and others. Also, teacher will show pictures about the Au pair program and</p>



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		<p>she will say to students that It is necessary that the person to apply must introduce himself, through a text made in Canva platform, that then teacher will show them. <a href="#">(Appendix 14)</a>.</p> <p>Students look at the text and pre-service teacher will ask to say how to say the images in English, and also, they should affirm, if they know the subtitles: Name, age, nationality, profession, hobbies, likes and dislikes, physical description and why travel.</p> <p>Teacher will do an online activity about nationalities, professions, hobbies, likes and dislikes, physical description and why travel. <a href="#">(Appendix 15)</a>.</p> <p>After performing this activity, students will have to classify the vocabulary in the major topics.</p> <p>To begin with the explanation of the vocabulary, the students found an example of an infographic made by the pre-service teacher, this infographic will be like an exchange profile, <a href="#">(Appendix 16)</a> in which the different types of topics will be reflected, in which they will find the personal information of the teacher, her likes and dislikes, her physical description and finally they will find why she wanted to travel to another country. This infographic will serve as an example for students to create their own infographics with the information of each one of them, making use of this familiar topic for them.</p>
	While reading	<p>As the teacher shows her infographic made on the Canva platform, students will read each of the aspects she wrote in English and Spanish, thus allowing a better understanding of the information. The students should make a list of the unknown words for them, which will be clarified by the pre-service teacher.</p> <p>After completing the reading of the infographic, the teacher will ask a series of multiple-choice questions through the Kahoot app.</p>
	Post-reading	<p>At the end of the game in Kahoot, the practicing teacher will make a correction of the answers of the previous text and they themselves self-evaluate according to the correct and incorrect answers they</p>



		had in the development of the game, the good points they got, that left, and the easy, and difficult aspects they found at the time of responding.
Writing	Pre-writing	<p>First of all, the teacher in training shows and performs an explanation of the instruction that must be taken into account to develop the infographic.</p> <p>You want to travel to another country, through an exchange program called Au Pair, you must meet one of the requirements of this program, which is the creation of a creative written production through the Canva platform, where you present yourself, taking into account the following aspects: Name, age, place where you live, likes and dislikes, hobbies, and your physical description.</p> <p>Then, the pre-service teacher makes a brainstorm, by means of a picture on the slides:</p> <p>What is your name?          How old are you?          Where are you from?          What is your favorite subject?          What are your likes and dislikes?          What do you do in your free time?          Why do you want to travel?</p> <p>As this is the first draft related to the descriptive paragraph, the students must answer a series of questions in a written form, in which she will ask questions related to the personal information of each of the students. This will help the students to join all their answers and form the paragraphs in a single text, in a more organized and well-structured way.</p>
	While writing	<p>In this part, students should place the subtitles and the answers to the questions that were in the table above shown by the teacher, this can be done on paper or in Word and they will give it to the pre-service teacher.</p> <p>After that, it is important to give students a grade according to their creations. For this reason, the pre-service teacher will implement an evaluation</p>

		<p>grid, which will allow evaluating each of the important aspects that make up a written production, in this it will take into account the grammar, vocabulary, cohesion of sentences, creativity to do your infographics, among other things.</p>
	<p>Rewriting</p>	<p>After reviewing each of the drafts made by the students, the practicing teacher correct the errors she found in the writings, to return the corrections and they can publish it correctly to the Canva platform.</p> <p>After the students publish their creations in Canva, they will perform an oral production on their written productions, on the subject to be implemented and with the corresponding corrections.</p>

Figure 16: First didactic sequence

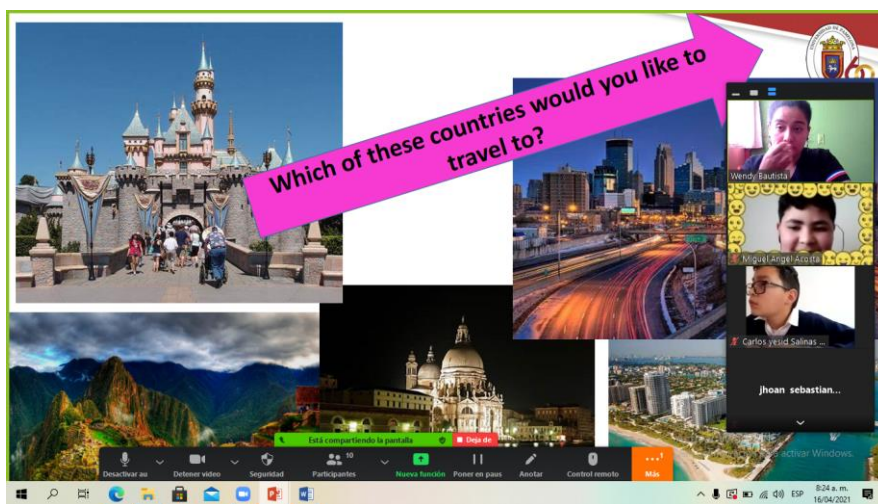




Figure 17: First didactic sequence



Figure 18: First didactic sequence



### Description of the second didactic sequence

#### *The treasure of my life*

In this sequence, I wanted to make was that the students described each member of their family, where they developed the skill of writing, using vocabulary like family members, physical description, personal information, and professions through a virtual platform called CANVA,

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which was a requirement that the Foreign school required to be part of it, so what I was looking for this, is to practice the grammatical topic seen in English class (definite and indefinite articles), and the vocabulary. Likewise, it was wanted those students could describe each important aspect of their family freely describing their personal information, their physical description, and their profession.

*Table 7: Second didactic sequence*

<b>2<sup>nd</sup> DIDACTIC SEQUENCE: THE TREASURE OF MY LIFE</b>	
Group: 7 <sup>th</sup> grade	Level: A1
Date: 14 <sup>th</sup> April 2021	
<b>Linguistic objective:</b>  To learn the vocabulary related with personal information and physical description To know the use of verb to be and have to do a physical description. To know adjectives to do a physical description To use verb TO BE conjugation. To use definite and indefinite articles To know the principal professions. To know the family member's vocabulary.	
<b>Communicative objective:</b>  To describe each member of the family in the written form using Canva platform To describe why they want to study in another country.	
<b>Socio-cultural objective:</b>  To know about customs of American families. To know the steps to be able to attend the foreign school.	
<b>Materials:</b> Canva platform. Infographic example made by the teacher. Images and photos.	<b>Topics:</b> Personal information Physical description Definite and indefinite articles. Adjectives. Professions Family members.







Stages	Description	
Reading	Pre-reading	<p>First of all, the pre-service teacher is going to carry out an activity related to family members in kahoot, to awaken the vocabulary of this topic about family members in students (<a href="#">Appendix 17</a>). After that, teacher will ask some questions like: ¿ Why would you like to study in a foreign school? Why do you consider your family is important in your life? What do you think are the benefits of studying abroad? What do you think are the disadvantages of studying abroad? In which of the following schools would you like to study and why? Now, teacher shows some images about foreign schools that are given this opportunity to study there (<a href="#">Appendix 18</a>).</p> <p>The pre-service teacher speaks to students at USA school. School that aims to facilitate study abroad, whether in the United States, allowing the practice of the English language and mother tongue at the same time, depending on the country where you want to study, also helps the exchange of cultures among students. After doing this conceptualization to the students of this school that has headquarters in different parts of the country, the teacher shows images of the school page, to allow students to get more soaked in the topic (<a href="#">Appendix 19</a>). In this process of showing the USA school page, the teacher tells the students that the school asks as one of the requirements to make known each of the family members with whom we live, this is why it is necessary that the person to run should present to each of the family members in a simple, clear, creative and concise way.</p> <p>Students look at the text and are asked to say as they say in English the images found there. Subtitles are known: Mother, father, sister, pet, family, age, name, city, profession, physical description, and the conjugation of verb to be. Finally, the teacher makes a word search on the vocabulary of professions, family members, and</p>



		<p>verb to <a href="#">(appendix 20)</a>. After performing this activity, students will have to classify the vocabulary in the major topics.</p> <p>To begin with the explanation of the vocabulary, the students found an example of an infographic made by the pre-service teacher, <a href="#">(appendix 21)</a> this infographic will be like a written production with the family information, this infographic will serve as an example for students to create their own infographics with the information of each member of their family.</p>
	While reading	<p>As the teacher shows her infographic made on the Canva platform, students will read each one of the aspects she wrote in English and Spanish, thus allowing a better understanding of the information. The students should make a list of the unknown words for them, which will be clarified by the pre-service teacher.</p> <p>After completing the reading of the infographic, the teacher will ask a series of multiple-choice questions through the Kahoot app.</p>
	Post-reading	<p>At the end of the game in Kahoot, the practicing teacher will make a correction of the answers of the previous text and they themselves self-evaluate according to the correct and incorrect answers they had in the development of the game, the good points they got, that left, and the easy, and difficult aspects they found at the time of responding.</p>
Writing	Pre-writing	<p>First of all, the teacher in training shows and performs an explanation of the instruction that must be taken into account to develop the infographic.</p> <p>You want to study at a foreign school, which allows you to study with students from different parts of the world, equally this school allows you to increase your level of English, but to travel to the United States, Canada or Europe, you must meet one of the requirements of this school, which is the creation of a creative written production through the Canva application, where you present each member of the family, taking into account the</p>



		<p>following aspects: Name, age, place where he lives, profession, physical description.</p> <p>Then, the pre-service teacher makes a brainstorm, by means of a picture on the slides, where she shows a series of questions, using possessive nouns in their interrogative form, favoring the practice of this topic seen in the English class:</p> <p>What is your mother's name?          What is your father's name?          What is your sisters' or brothers' name?          What is your pet's name?          How old are your mother, father, and brothers/sisters?          Where are your mother from?          Where are your father from?          What is the bothers' profession?          What is the parents' profession?          Can you describe your sisters/brothers, and parents?</p> <p>As this is the first draft related to the descriptive paragraph, the students must answer a series of questions in a written form, in which she will ask questions related to the family's information of each of the students. This will help the students to join all their answers and form the paragraphs in a single text, in a more organized and well-structured way.</p>
	<p>While writing</p>	<p>In this part, students should place the subtitles and the answers to the questions that were in the table above shown by the teacher, this can be done on paper or in Word and they will give it to the pre-service teacher.</p> <p>After that, it is important to give students a grade according to their creations. For this reason, the pre-service teacher will implement an evaluation grid, which will allow evaluating each of the important aspects that make up a written production, in this it will take into account the grammar, vocabulary, cohesion of sentences, creativity to do your infographics, among other things.</p>



	<p>Rewriting</p>	<p>After reviewing each of the drafts made by the students, the practicing teacher correct the errors she found in the writings, to return the corrections and they can publish it correctly to the Canva platform.</p> <p>After the students publish their creations in Canva, they will perform an oral production on their written productions, on the subject to be implemented and with the corresponding corrections.</p>
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Figure 19: Second didactic sequence

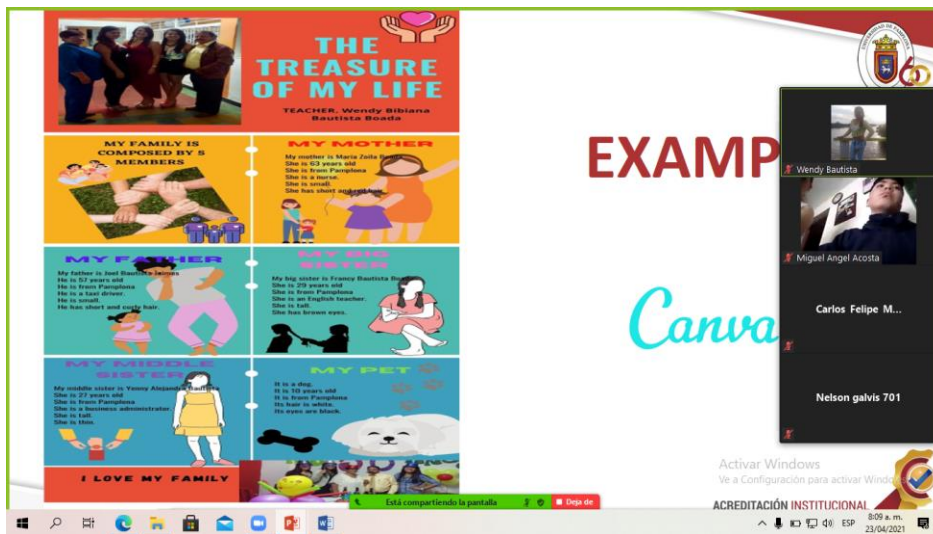




Figure 20: Second didactic sequence

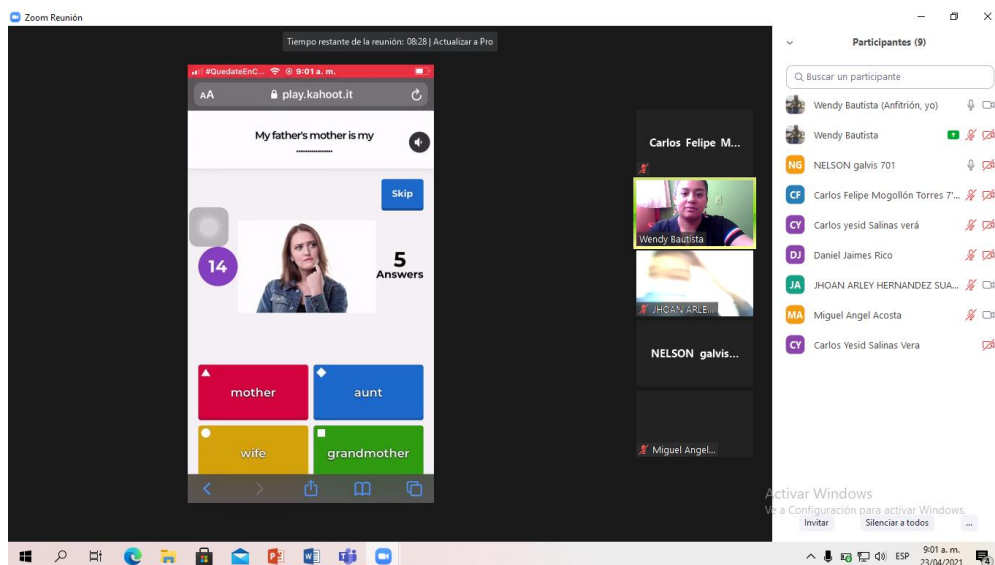
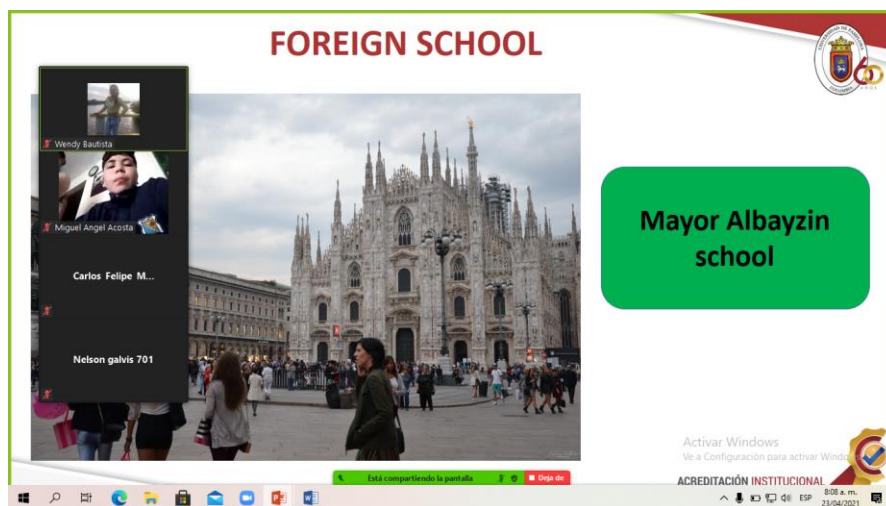


Figure 21: Second didactic sequence



### Description of the Post-test

#### A change in my lifestyle

In this sequence, I wanted to make was that the students described their favorite sport and player, where they developed the skill of writing, using vocabulary like sports, clothes, the use of verb





wear, physical description, and personal information through a virtual platform called CANVA, which was a requirement that the Sport Academy required to be part of it, so what I was looking for this, is to practice the grammatical topics seen in English class (possessive nouns, and demonstrative adjectives), and the vocabulary. Likewise, it was wanted those students could describe each important aspect of their favorite sport and favorite player freely describing their personal information, their physical description, and their clothes.

*Table 8: Post-test*

<b>POST-TEST: A CHANGE IN MY LIFESTYLE</b>	
Group: 7 <sup>th</sup> grade	Level: A1
Date: 21 <sup>st</sup> April 2021	
<b>Linguistic objective:</b> To use of possessive nouns. To use of demonstrative adjectives. To know the principal sports. To learn the vocabulary related with sports. To know the types of clothes. To use of verb Wear.	
<b>Communicative objective:</b> To describe the favorite player in the written form using Canva platform To describe why they want to belong to a sports academy in the United States.	
<b>Socio-cultural objective:</b> To know about the sports played in the United States. To know the steps to be able to attend the sports academy in the United States.	
<b>Materials:</b> Canva platform. Infographic example made by the teacher. Images and photos.	<b>Topics:</b> Possessive nouns Demonstrative adjectives Adjectives. Professions
<b>Stages</b>	<b>Description</b>

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<p>Reading</p>	<p>Pre-reading</p>	<p>First of all, teacher will ask some questions like:          ¿ What is your favorite sport?          Why do you consider this sport fun and interesting?          What do you think are the benefits of playing abroad?          What do you think are the disadvantages of playing abroad?          In which of the following stadiums would you like to play and why?</p> <p>The pre-service teacher is going to carry out an activity related to sports in kahoot, to awaken the vocabulary of this topic about sports (<a href="#">Appendix 22</a>).</p> <p>Now, teacher shows some images about sports that are practiced in the United States. (<a href="#">Appendix 23</a>).</p> <p>The pre-service teacher speaks to students about the Sports Academies, which are integrated training centers that welcome young players whose intention is to train at a technical and physical level to one day compete at a professional level. After doing this conceptualization to the students of this Sport Academies that have headquarters in different parts of the country, the teacher shows images of the Sports Academies to allow students to get more soaked in the topic (<a href="#">Appendix 24</a>). In this process of showing the Sport academies, the teacher tells the students that the Academy asks as one of the requirements to make known the favorite sport and the favorite player with whom they feel identified, this is why it is necessary that the person to run should present their favorite sport and their favorite player in a simple, clear, creative and concise way. In this case, the students should take into account the following aspects: Their favorite sport, the clothes that he/she wears to play this game, their favorite player with his/her physical description, and personal information, and finally why he/she want to participate in this Sport Academy.</p> <p>Students look at the text and are asked to say as they say in English the images found there.</p>
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		<p>Subtitles are known: My favorite sport, the elements that I use, my favorite player, her/his physical description, the clothes that he/she uses, the player's family.</p> <p>Finally, the teacher shows vocabulary about clothes and then she makes an activity on the vocabulary of clothes, and sports (<a href="#">appendix 25</a>).</p> <p>After performing this activity, students will have to classify the vocabulary in the major topics.</p>
		<p>To begin with the explanation of the vocabulary, the students found an example of an infographic made by the pre-service teacher, (<a href="#">appendix 26</a>) this infographic will be like a written production with the sport, the favorite player of the student with all the important aspects, this infographic will serve as an example for students to create their own infographics with the information of their favorite sport, and their favorite player.</p>
	While reading	<p>As the teacher shows her infographic made on the Canva platform, students will read each one of the aspects she wrote in English and Spanish, thus allowing a better understanding of the information. The students should make a list of the unknown words for them, which will be clarified by the pre-service teacher.</p> <p>After completing the reading of the infographic, the teacher will ask a series of questions in oral way.</p> <p>What is the teacher's favorite sport?          How does she dress when she practices this sport?          What sport does her favorite player play?          Can you physically describe this player?          How old is this player?</p>
	Post-reading	<p>At the end of this round table conversation, the practicing teacher will make a correction of the answers of the previous text and they themselves self-evaluate according to the correct and incorrect answers they had in the development of the game, the good points they got, that left, and the easy, and difficult aspects they found at the time of responding.</p>
Writing	Pre-writing	<p>First of all, the teacher in training shows and performs an explanation of the instruction that</p>



		<p>must be taken into account to develop the infographic.</p> <p>Meet one of the requirements of this school, which is the creation of a creative written production through the Canva application, where you present your favorite sport, and your favorite player, taking into account the following aspects: Name, age, where he/she lives, profession, physical description, the clothes that he/she uses.</p> <p>Then, the pre-service teacher makes a brainstorm, by means of a picture on the slides, where she shows a series of questions, using possessive nouns in their interrogative form, favoring the practice of this topic seen in the English class:</p> <p>What is your favorite sport?          What is your favorite player?          What is the name of the player's mother?          What is the name of the player's father?          How old are your favorite player?          Where are your player from?</p> <p>As this is the first draft related to the descriptive paragraph, the students must answer a series of questions in a written form, in which she will ask questions related to the player's information of each of the students. This will help the students to join all their answers and form the paragraphs in a single text, in a more organized and well-structured way.</p>
	<p>While writing</p>	<p>In this part, students should place the subtitles and the answers to the questions that were in the table above shown by the teacher, this can be done on paper or in Word and they will give it to the pre-service teacher.</p> <p>After that, it is important to give students a grade according to their creations. For this reason, the pre-service teacher will implement an evaluation grid, which will allow evaluating each of the important aspects that make up a written production, in this it will take into account the grammar, vocabulary, cohesion of sentences,</p>



		creativity to do your infographics, among other things.
	Rewriting	<p>After reviewing each of the drafts made by the students, the practicing teacher correct the errors she found in the writings, to return the corrections and they can publish it correctly to the Canva platform.</p> <p>After the students publish their creations in Canva, they will perform an oral production on their written productions, on the subject to be implemented and with the corresponding corrections.</p>

Figure 22: Post-test Activity

Figure 23: American culture in Post-test



Figure 24: Kahoot activity in Post-test

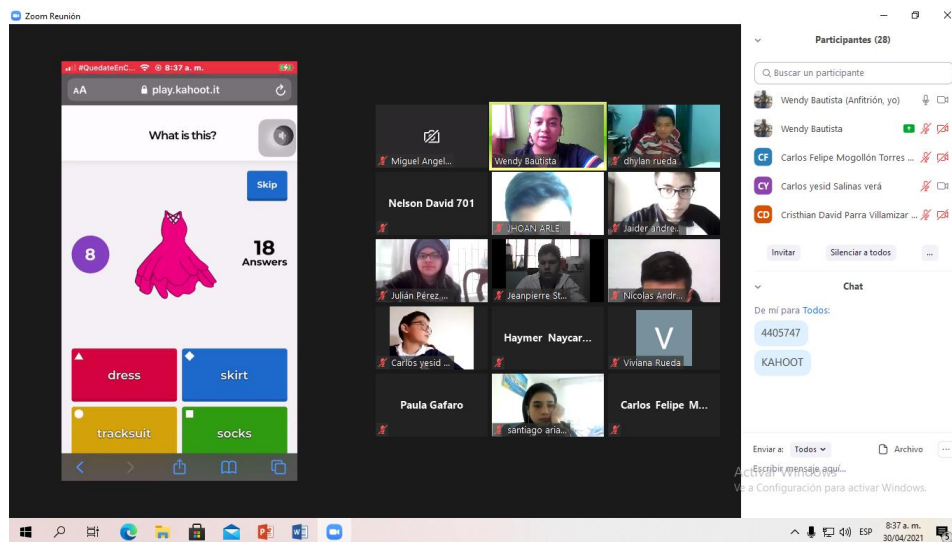




Figure 25: Example of infography

**A CHANGE IN MY LIFESTYLE**  
WENDY BISIARA BAUTISTA BOLA

**MY FAVORITE SPORT**  
My favorite sport is Basketball  
I use sport shoes.  
I use shorts.  
I use a singlet

**MY FAVORITE PLAYER**  
My favorite player is Michael Jordan  
He is a basketball player

**JORDAN'S INFORMATION**  
He was born in Nueva York, 17th February, 1963  
He is from Brooklyn, Nueva York  
The Jordan's father is James  
The Jordan's mother is Deloris

**HIS PHYSICAL DESCRIPTION**  
He is tall  
He has long legs and arms  
He has red hair  
He has black eyes  
He has big lips

**THE CLOTHES THAT JORDAN USES**  
He wears a red singlet  
He wears sport shoes  
He wears shorts  
He wears white socks

**I LOVE BASKETBALL**

**EXAMPLE**

- What is the teacher's favorite sport?
- How does she dress when practices this sport?
- What sport does her favorite player play?
- Can you physically describe your favorite player?
- How old is this player?

Wendy Bautista  
dhylan rueda  
Junior efrén gel...  
Julián Pérez 702

Activar Windows  
Ve a Configuración para activar Windows

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In conclusion, the students showed great interest in the implementation of each of the sequences, since the students were motivated every time, I spoke to them about the topic that we were going to discuss, and I commented on cultural aspects about some relevant aspects such as educational programs, exchange, foreign schools, sports academies in the United States, these things were of great pleasure to the students, also the games for vocabulary work this helped to increase their knowledge of this vocabulary and facilitate their reading comprehension and written production in this foreign language. On the other hand, I have been able to observe that the sequences have helped me to have a better organization in the virtual meetings with the students, helping to have an effective development in the final product of the students' infographics, I have really been able to confirm that the use of these topics causes a positive impact on students. Finally, thanks to the evaluation grids, I have been able to realize that the students have made positive progress in terms of vocabulary, the correct structure of the sentences, because in the drafts they do not make the same number of errors, but there are very few errors. Likewise, the students have



known how to use the CANVA platform better, it allows students to use more images, elements, colors, present more pleasant and creative infographics.

To show the results in a more organized way and following the order of the pedagogical sequences implemented to the participants, it was decided to first show the results of the students in terms of the steps of reading about vocabulary on familiar topics.

**Findings.** After the process of data collection, and data analysis, four categories emerged: a) Reading comprehension b), reading to writing c) written production, and d) CANVA platform. These four categories are divided into some subcategories that are supported by the information taken from the field notes, evaluation grids, semi-structured interview and the pretest and posttest.

With that in mind, this section aims at describing the findings that came up from the pedagogical implementation based on the use of family topics to promote written production through Canva platform in 7th grade students from the Bethlemitas Brighton High School in Pamplona.

According to the abbreviations or conventions used in the following results, it should be noted that the following:

- P1: Participant 1
- P2: Participant 2
- P3: Participant 3
- P4: Participant 4





Were used to talk about each of the participants who responded to the semi-structured interview carried out. On the other hand, when talking about the field notes written according to each of the productions written by the students:

- F1: Field note 1
- F2: Field note 2
- F3: Field note 3
- F4: Field note 4

On the other, at the moment to talk about one comment wrote in the evaluation grid was used the abbreviation: (EG).

***Family topics to promote written production.*** According to the Common European Framework of Reference for Languages (CEFR) and The Lexile, Smith, and Turner (2016, P.3) affirmed that “When learners are provided with texts that are appropriate for their reading proficiency levels, they exhibit higher levels of understanding of what they read. When learners comprehend what they read, they may learn more”. Thus, students can write in a better way the text after the reading, because they already have an idea about the vocabulary previously read. With these concepts in mind, this category is the most important basis of this pedagogical proposal considering that the preservice teacher proposed the family topics as strategic tool to improve written production and reading in English.

To show the results in a more organized way and following the order of the pedagogical sequences implemented to the participants, it was decided to first show the results of the students in terms of the steps of reading about vocabulary on familiar topics.







**Stages of reading.** According to Topprak and Almacioğlu (2009) reading phases are used by *teachers* to make students comprehend and interpret the written form of English. These stages of reading were fundamental to make students understand easily the infographics.

**Pre-reading.** According to Topprak and Almacioğlu (2009) the pre-reading stage consists of proposing activities that introduces the text by giving background information, by proposing warm-up activities, by doing a brainstorming and by reviewing familiar stories. Looking at the field notes instrument, the preservice teacher expressed that this stage is an important strategy for the teachers use in the reading comprehension because *“About the pre-reading, it is important to say that the use of images about American culture and questions helped the students to have an initial idea about the topic”* F2. By the same token, students in the interview supported the preservice teacher’s perceptions because they said that *“Yes, thanks to the project I have improved my reading comprehension and vocabulary”* P3(interview 1). Another participant added that *“Yes and too much, because the teacher helped us with some words that they did not know and the vocabulary used seemed very interesting to me”* P4(interview 1).

Talking about culture, it is important to say the great positive impact that American culture had on these pedagogical sequences, since the students showed more interest in writing and reading the infographics, since the fact of them knowing other customs or about other countries, causing these sequences were more participants, where they spoke, answered, asked and wrote the drafts with more interest. *“I found it cool because culture opens up more to my knowledge of other countries and other traditions”* P3(Interview).



**While-reading.** Topprak and Almacioğlu (2009) expressed that while-reading is the second stage, it is focused on helping students adopt strategies that allow them to understand the text. Regarding to the field notes data, it was perceived through the preservice teacher's thoughts in the second workshop that *"The reading comprehension was quite successful, allowing their final infographics to be a total success, using their imagination and creation to show an excellent infographic"* F2. From that answer, I dare to say that those students fully understood the main idea of the second infographic and also, that this stage allows the teacher's propose activities as the kahoot activities to know if the students clearly understand the text or in this case the infographic.

**Post reading.** The third stage is the post-reading. According to Topprak and Almacioğlu (2009) it centers on helping the students use the knowledge acquired in the text to apply in new activities proposed by the teachers. Those activities can be: discussion, retelling, reporting, writing a paragraph or summarizing. Concerning this stage, the students from the interview expressed that *"I understood the teacher's explanations and had a very pleasant way of doing the class"* P3(interview 1). Also, the students affirmed in the interviews that the topics were facilitated by the way the teacher explained the topic, but also on many occasions it was difficult for them to write the words, but thanks to the teacher's corrections they corrected these in their infographics (interview 1).

**Vocabulary (family topics).** According to the Common European Framework of Reference for Languages (CEFR) and The Lexile, Smith, and Turner (2016) affirmed that "When learners are provided with texts that are appropriate for their reading proficiency levels, they exhibit higher levels of understanding of what they read. When learners comprehend what they read, they may



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learn more. Thus, the more time learners read targeted English texts, the more likely they will sharpen their English reading skills” (p.3). The family topics played an important role in the improvement of written production in English of the students, considering that it was evidenced from student’s opinions in the interviews “*Since I knew this vocabulary, it was easier for me to write in English thanks to this*” P1 (interview 1). On the other hand, it was found from the evaluation grid a comment to the student about one written production made by him “*Congratulations!! Excellent use of the vocabulary about family*” GE.

In order to know the students’ improvement in written production by means of family topics, the preservice teacher used a pretest and a posttest. The results from both tests showed the following information:

**General data gotten from the pretest and posttest.** As it has been previously described a pretest was applied before starting the implementation of the proposal, to know students’ performance in written production, and a posttest was implemented after the two workshops, to know student’s improvement. It is important to highlight that to evaluate the pre-test and the post-test, an evaluation grid was developed, in which the following elements were evaluated: Ability to describe, organization, use of vocabulary worked in the sequence, grammar, and creativity. Each of these had a value from lower to higher, in order to give a final result to the students over 10. So, in the following chart it can be appreciated how the percentage of the pretest and the posttest was evaluated. Looking at the results of both tests, it is evidenced that the middle value of both tests was 5 of 10 points and that the interval of both tests was from 8 to 10 points. Despite, there was not a difference between the middle value and the interval of those tests, it is notorious that the students had an improvement in the posttest because the normal punctuation scored per 7

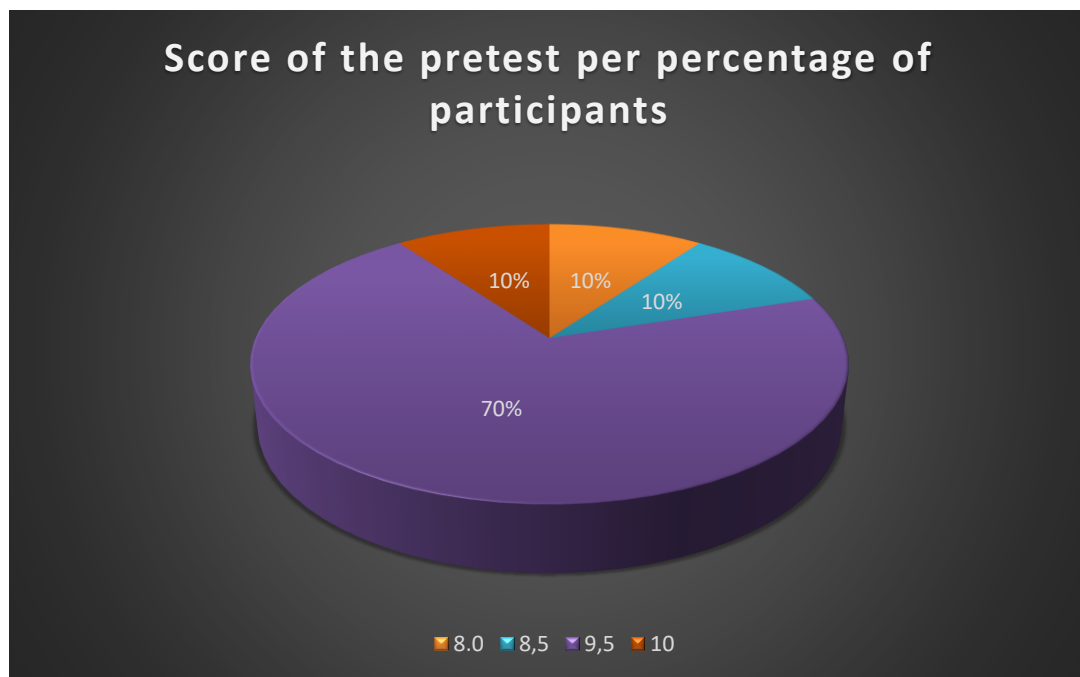
participants in the posttest was 8,5 of 10 points, while in the pretest the score gotten was 9,5 of 10 points.

*Table 9: Timetable to evaluate the tests*

Way to evaluate the percentage of the pretest and posttest			
Tests	Normal	Middle value	Under
Pretest	8,5/10 points	5/10 points	1-5 points
Posttest	9,5/10 points	5/10 points	1-5 points

**Comparison between the score of the pretest and posttest per 7 students from 7th grade.** The following graphic shows the punctuation gotten by the percentage of participants in the pretest. For instance, it can be appreciated that 0% of participants scored 5 or least in the pretest, the 10% of participants got 8, the 10% of participants scored 8,5, the 70% of participants had 9,5, the 10% of participants scored 10.

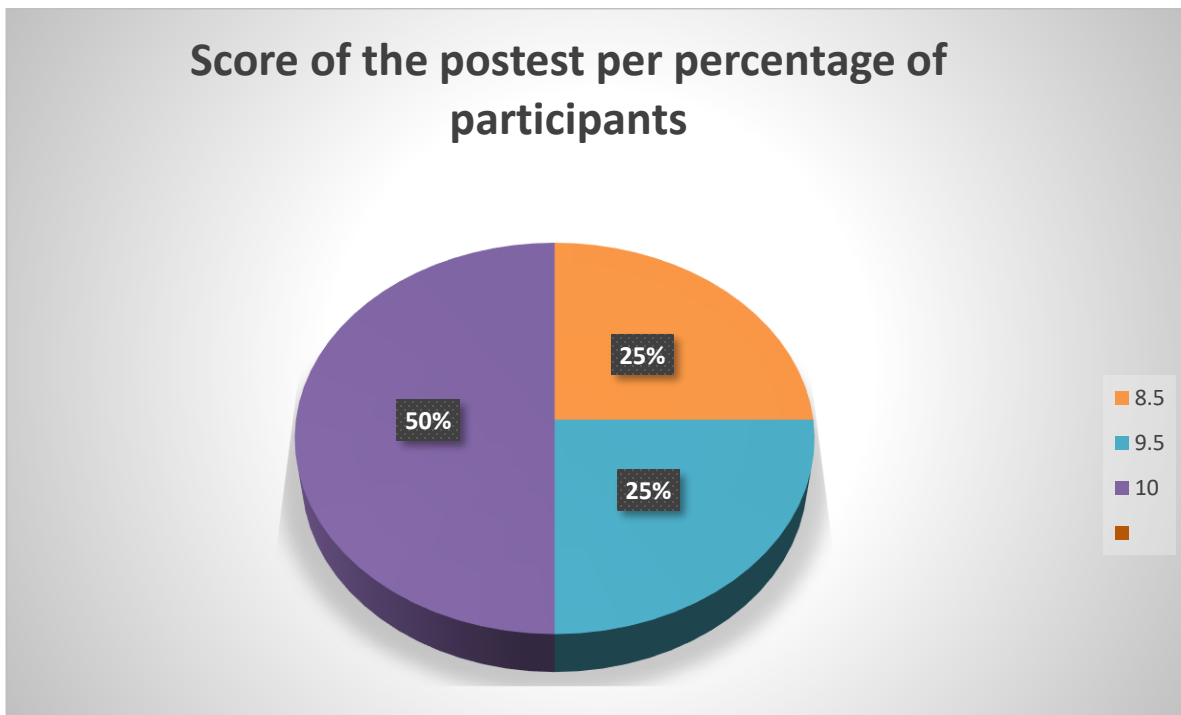
*Figure 26: Score of the pre-test*





With regards to the punctuation gotten per 7 participants in the posttest, it is shown in the graphic that 0% of participants had 5 or least in the score, the 25% of students scored 8.5, the 25% of participants got 9.5, the 50% of participants reached 10.

*Figure 27: Score of the post-test*



**Comparison of the pretest and posttest per the 7 participants of this pedagogical proposal.** In the following chart, it is shown the results scored by the 7 students in the pretest and in the posttest. From this quantitative data gathered from both tests, it is perceived that some students improved their performance in written production, while others obtained the same score. For example, it must be highlighted that the participant 1 improved because in the pretest, he got 8,5 of 10 points, while in the posttest, he scored 10 of 10 points. Also, the participant 2's punctuation was not significant because he got 8,5 of 10 points, while in the pretest he had 8 of 10 points, but it's important to highlight that he used more the vocabulary corresponded to the



topic of this sequence. Concerning participant 3's results, he obtained the same score in the two tests, so he used correct vocabulary, creativity, and grammar, but he had some problems in the ability to describe the sentences. Looking at the participant 4's results, it is evidenced that he did not show any difficulty in the written productions because he got the same punctuation in the pretest and in the posttest. About, participant 5's performance, it was found that he also could not improve since he got in the pretest 9.5 of 10 points, while in the posttest 8 of 10 points. Looking at the participant 6 and 7's results were positive because in the pretest they got 9.5 of 10 points, and in the posttest, they scored 9.5 of 10 points.

*Table 10: Results of pretest and posttest*

<b>Participants</b>	<b>Results of the pretest</b>	<b>Results of the posttest</b>
Participant 1.	8.5/10 points	10/10 points
Participant 2.	8.5/10 points	8/10 points
Participant 3.	9/10 points	9/10 points
Participant 4.	10/10 points	10/10 points
Participant 5.	9.5/10 points	8/10 points
Participant 6.	9.5/10 points	9.5/10 points
Participant 7.	9.5/10 points	9.5/10 points

**Family topics.** It is described by the Common European Reference Framework (CEFR) at level A2 it wants students to be able to understand frequently used phrases and expressions related to areas of experience that are especially relevant for them (basic information about yourself and your family, shopping, places of interest, occupations, etc.). Looking at the interviews, it was found from the students' perceptions that they were able to clearly understand the texts of the infographics based on the politics. For instance, a participant declared "*Because it was a nice way to write in English, because I knew the vocabulary and I could play the coolest Kahoot games with my friends*" P1 (interview 1). Besides that, it was perceived in the field notes that

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*“The students were even more participatory in the topic and in the games, since it was a topic of their interest as they are "Sports", since each of them told me orally their favorite sport, their favorite player and all these important aspects that were asked of them” F4. Looking this field note is important to highlight that the use of family topics helped not only to develop written production but also other skills.*

### **Production.**

**Written production.** According to Riddle (2015) the best way to work the written production is by following the following steps: Pre-writing, writing and rewriting, where a draft of what writer wants to write will be made, in this case the ideas will be thought, the vocabulary that will be should use and the purpose of the writing, and the correct structure of each of the sentences that are being used. From this conception, it was perceived that students achieved to argue their own ideas because in the second workshop it was perceived that *“The students created an excellent infographic, because the images, and elements that they used were really striking, and they affirmed in the class that the elements that contain this platform have incredible images and photos that they can use in their infographics, and cause a fantastic written production, also thanks to the sentences written in the infographics” F4.* With regards to the student’s perceptions about the exercise of writing about a family topic, a student expressed *“Yes, because before I wrote English badly, now I write it better, I no longer have spelling errors, and grammar” P1* (interview 1). Besides that, another participant added that *“Yes I improved it since I learned new vocabulary and writing” P3* (interview 1).





On the other hand, It is important to highlight that for the evaluation of these written productions developed by the students, an evaluation grid was made, previously named, in which a series of elements such as grammar were taken into account, where the students showed a great improvement, already that at the beginning of the infographics they did not take into account the verb tense they were talking about, but in the post test, they did not show difficulty in the grammar rules, on the other hand, in one of the aspects that was more difficult was in the ability to describe, since the students did not describe correctly, which they did not understand the sentences they wanted to transmit, and finally the students properly organized the sentences, since from the beginning they understood the appropriate sequence that they had to carry out, thanks to the example given by the teacher.

### **Use of CANVA platform.**

**Motivation.** Recine (2013) expressed that family topics are an example of the Affective Filter Hypothesis because students learn better the language when they are in a good state. That is to say that family topics work as entertainment tool so that learners feel motivated to learn the target language. For example, at the moment to created the infographic about their family and they created their infographics in CANVA, they showed motivation, because they can use images and photos of their family, it was reported in the F3. Taking into account students' opinions in the interview, it was found that family topics and CANVA platform encourage to read and write in English because *“Yes, because I learn a lot of new things, the things I was going to do like using new applications motivated me”* P2. The same participant expressed *“Good, because I was able to say, express and transmit to others what I feel, what I see, what I*

*like in relation to myself, my family and my favorite player”* P2 (interview 1) *“Motivating,*





*because it was a nice way to write in English, because I knew the vocabulary and I could play the coolest Kahoot games with my friends” P1 (interview 1).*

**Creativity.** According to evaluation grid, “The imagination and creation to develop the written production in the Canva platform”. They express that this process is very active in student’s minds because the hemispheres of the brain are used. In this pedagogical proposal student’s creativity was worked because according to the interviews shows positives the creativity because a participant claimed *“Most told me that they liked it a lot because they used many colors, photos, images, elements, which allow the infographic to be more striking”* F1. Furthermore, another perception said by the pre-service teacher in the F3: *“The creation of the infographics was really wonderful, due to the use of photos or elements related to each member of their family”*. It can affirm that the student developed their creativity at moment to create the infographics using photos, elements, colors, among others, to allow that those creations were fantastic.

## Conclusions

In conclusion, this pedagogical component based on the use of family topics to promote the written production, required of the development of 2 workshops and didactic material to implement the proposal. For the creation of these workshops was taken into account the teaching methodology: the communicative approach proposed by Richards, J (2018, P.2) and the phases of reading according to Topprak and Almacioğlu (2009). The implementation of each workshop played an important role in 7<sup>th</sup> grade students’ written production considering that it was found from the general results of the pretest and posttest that 7 students showed an





improvement of a 15% because in the pretest they scored 8,5 of 10 points, while in the posttest they got 10 of 10 points. Focusing on the 7 participants' results in the pretest and posttest, one can reach to the conclusion that most of them improve their written production after the 2 workshops implemented. Also, the great impact of the family topics in the written production was evidenced in the student's perceptions since they considered that they understood the written language with the aid of the family topics that contained the infographics and by the activities proposed.

By the same token, it was proved the usefulness of the family topics in an English class since this kind of authentic material served to motivate the students to read and write in English considering that most of them agreed that teachers must adopt entertaining tools as CANVA platform that contains images, elements, tools, instead of long boring texts in English, and write about uninteresting topics. Besides that, it was demonstrated that family topics not only encouraged students to write in English, but also this helped to enrich student's vocabulary and promoted the creativity and the reading and speaking skills.

On the other hand, according to the preservice teacher's perceptions about the student's works, it was perceived that the stages of reading were an useful teaching strategy to promote the reading comprehension because the pre-reading stage let them have a closer idea of the family topics treated, the while-reading stage served in this project to give the students the space to read the infographic and to answer questions related to the information written in the infographics. And the post reading stage brought several benefits for the students because it was a moment where the students could exploit their writing skill in English, creativity and

imagination



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Speaking of the skills and difficulties presented by the students in the process of this project, it was evident that the use of the CANVA platform was not a difficulty for them, since they confirmed that the teacher's explanation was clear and concise, allowing that they knew and used each of the elements that made up this platform. Also, the students were given the understanding of vocabulary, since it was vocabulary known to them, helping the writing and understanding of the infographic given by the teacher. On the other hand, we found that the students presented difficulty in writing the English words on some occasions, and equally confirmed in the field notes, the students presented difficulty in the use of a specific grammar topic that had not been well understood. understand in class, but the doubts were satisfactorily clarified and the knowledge of the subject could be successfully achieved, for the creation of the information.

Finally, The phases of writing used for the development of this project, is considered one of the most important in this project, since it was possible to demonstrate the importance of the realization of a draft made by the students, before capturing these written productions in the infographics made by CANVA, since this helped the students to have a self-correction of the mistakes made and corrected by the teacher, where they were aware of not making these same mistakes again in the writing. Likewise, I would like to highlight the great impact that was received from this process, since the results of the infographics of the students were getting better and better, and as they made fewer and fewer errors, confirmed in the evaluation grids and the students' productions was a wonderful job of writing by the students.

## Recommendations



This pedagogical proposal about the use of family topics to promote the written production and reading comprehension can be applied to students from 7<sup>th</sup> grade to 11<sup>th</sup> grade because through this kind of material students can start preparing their written production performance for the ICFES exam. Furthermore, it is recommended that if the teachers implement the family topics in their classes, they must be careful with the election of this material because students get more interested when the topic is catching and funny. Also, it is very important to use tools that allow to cause a positive impact on students that motivates them to learn a second language, that is why the use of the CANVA platform helps to create not only information but also invitations, presentations, letters, among other things that help to work the writing production and reading of the students.

Finally, I consider it necessary to say the importance that culture had in this project, so a primary recommendation would be to continue with the work of this branch of culture, where images, videos are shown, where the ability of oral production is also worked for listen to the opinions of the students. Also, I feel that vocabulary and grammar work using platforms like Kahoot helps to incentivize and motivate students to make this learning more engaging.

## **Chapter IV: The outreach component**

### **Using flashcards to raise vocabulary in the English language of 1st grade students at Bethlemitas Brighton school**

#### **Introduction**



Nowadays teaching a foreign language such as English, needs of several strategies, methods or materials that let students motivate to acquire the target language. Moreover, it was more required the implementation of catching and didactic material, in this case flashcards with images and colors in a child public since they enjoyed the learning process when the material proposed by the teacher, is funny and interesting, in this case flashcards about English vocabulary that can motivate and stimulated the English learning of 1° grade students at Bethlemitas Brighton school. Seven and Engin (n.d) states that language teaching materials plays an important role in language learning activities and in encouraging students to learn a foreign language. Bearing this in mind, this proposal aimed to be a support to the primary students of the Bethlemitas Brighton School in Pamplona, because the material that was going to be prepared can be an opportunity for them to enrich their English vocabulary and to motivate them with the learning of English. However, students from primary school were not the only benefited, but also the teachers since they could take the material as a guide to prepare their classes.

### **Justification**

This project aimed at creating flashcards to benefit the primary's students. The reason why the preservice teacher took into consideration the creation of flashcards in primary school came from the fact that thanks to the observation made in the synchronous classes of the English area, meetings with English teacher and the level of the students of higher courses, it can be observed that the students need to have a very good and interesting teaching of English from their first degrees of learning, in order to allow their learning of the English language is more satisfactory and positively progressive as the school grades increase, that was why the teacher in training



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considered it necessary to learn vocabulary through flashcards to encourage and motivate students from an early age to learn a foreign language, Since the school's curriculum requires a fairly noticeable advance in first-grade students, not only in the vocabulary part, but at the same time in grammar, that was why the teacher in training wants to teach in a more fun way to grammatical and vocabulary topics. Despite this situation, the MEN through the Basic Standards of Competence is very ambitious with the required level that primary students must have since it aims those students reach A1 level when they are in 3<sup>th</sup> grade. In other words, 1st grade students at Bethlehemitas Brighton school must develop an A1 level before moving on to 2nd grade. As a result of this situation, the design of flashcards for teaching English language becomes an important strategy to make students increase the vocabulary needed in A1 level and in this way, they can improve their level of English proficiency.



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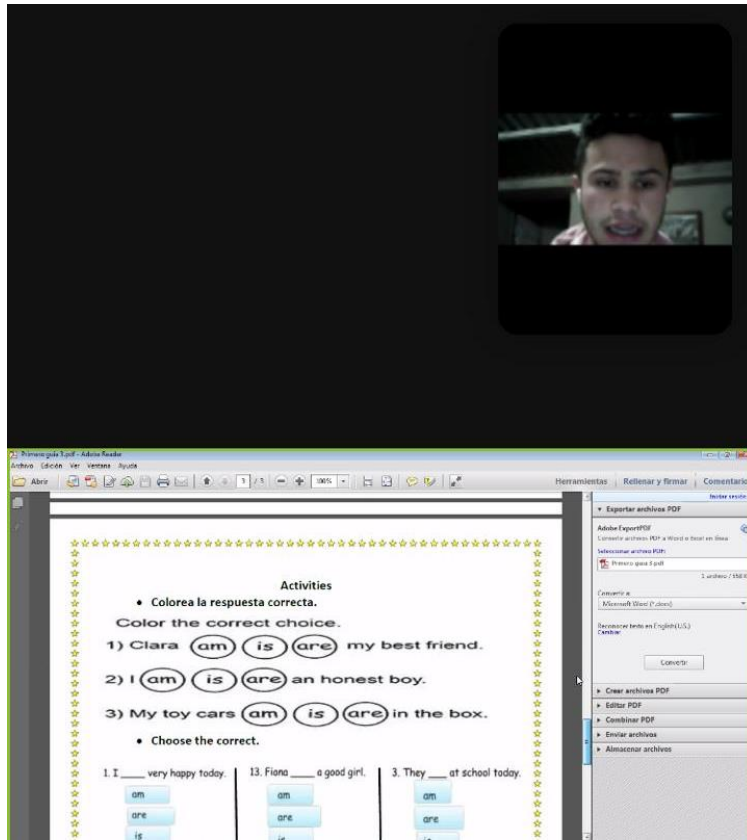


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Figure 28: English class observation in 1<sup>o</sup> grade



## Objectives

### *General objective*

- To create flashcards to promote the English learning in 1<sup>st</sup> grade students at Bethlemitas Brighton school.
- Attend to the English training needs of the primary school child population in the city of Pamplona.



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

### ***Specific objectives***

- To encourage students to learn English through flashcards.
- To enrich student's vocabulary by means of some creative flashcards.
- To help the primary's teachers in the English learning process of students through the use of flashcards.

### **Methodology**

As the proposal of this project was based on creating flashcards to teach English in 1<sup>st</sup> grade, it should be pointed out that the preservice teacher developed two kinds of materials: Virtual and physical flashcards. As a result of it, the preservice teacher started the design of the materials taking into account the topics proposed by the curriculum and the student's level. Furthermore, the flashcards were designed according to the vocabulary established by the teacher, which was proposed in the curriculum, this vocabulary was related with the standards based on the MEN and the process that the teacher was working with the students, to allow for meaningful learning by the 99 students in 1st grade at Bethlemitas Brighton school, who have an average age of 6 to 7 years, These students received two hours a week, in which 6 hours were established for the explanation of topics, development of activities, virtual game work, where the teacher used platforms such as Kahoot, educaplay, Quizizz, among others. The workshops were always delivered on Wednesday to allow correction and feedback on the answers. At the time of making





the evaluation of the students, four very important aspects were taken into account, these are: Knowing, being, doing, and critical reading, at the time of qualifying (Being), three types of evaluation are made: Hetero-evaluation-co-evaluation and self-evaluation.

**Using flashcards to teach English.** According to Nugroho, Nurkamto, and Sulistyowati (2012) considered that “the students can learn vocabulary easier than before. When flashcards are used, in the first and the second cycle, students are active and enthusiastic in joining learning activity. The tests score results show an improvement of the students' achievement” (p.6). That is, just as the researcher of this project considered it pertinent and the authors mentioned above, the flashcards served as a tool to motivate and stimulate the learning of the English vocabulary of the students, in this case it was evident that the use of this material allowed 1st grade students at the Bethlemitas Brighton school to make this process more fun and meaningful for them, where they really enjoyed learning a foreign language. Well, as we all know, the use of images, colors, and striking texts attract more attention from students of small degrees.

## Timetable

*Table 11: Timetable of the implementation of the subproject*

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
A	X									
B			X							
C						X				
D									X	

Table 12: Timetable of the description of the activities of the subproject.

Activity	Activity description
A	Flashcards about verb “TO BE”
B	Flashcards about Expression “Daily routine”
C	Flashcards about adjectives for physical descriptions
D	Flashcards about expressions related to respect.

Figure 29: Fraternal Agapes day



Figure 30: Fraternal Agapes day.



Figure 31: Flashcards about verb TO BE.

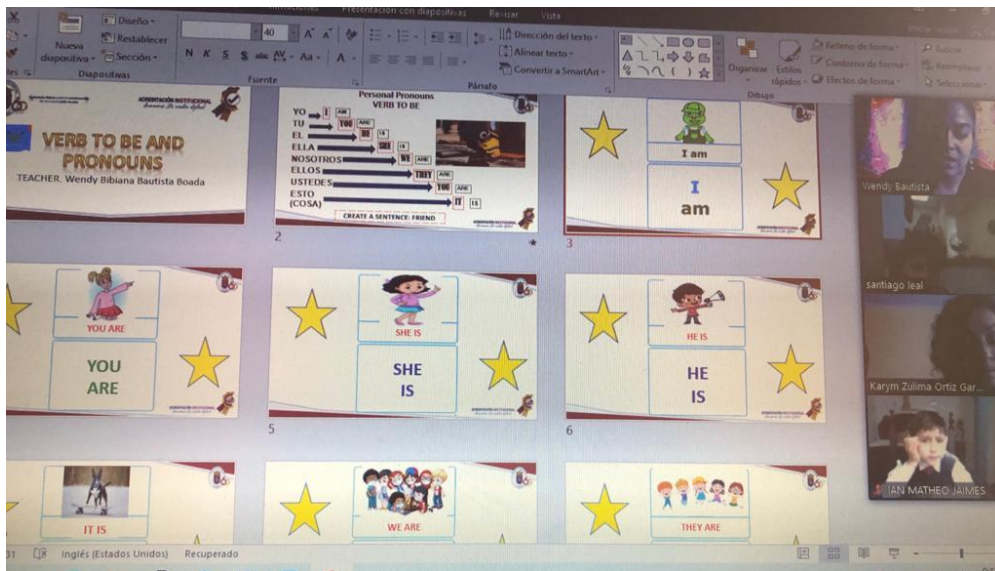




Figure 32: Using Kahoot game.

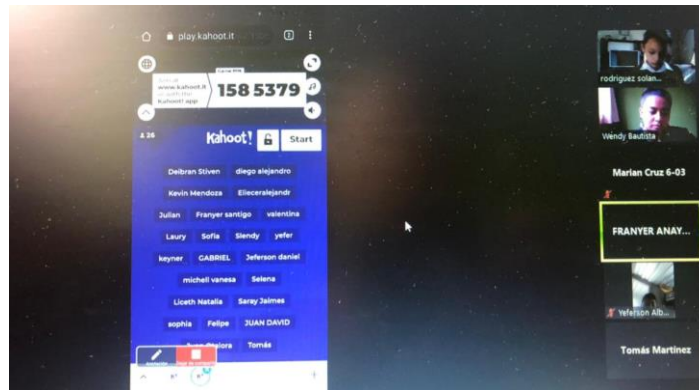


Figure 33: Teaching feelings.

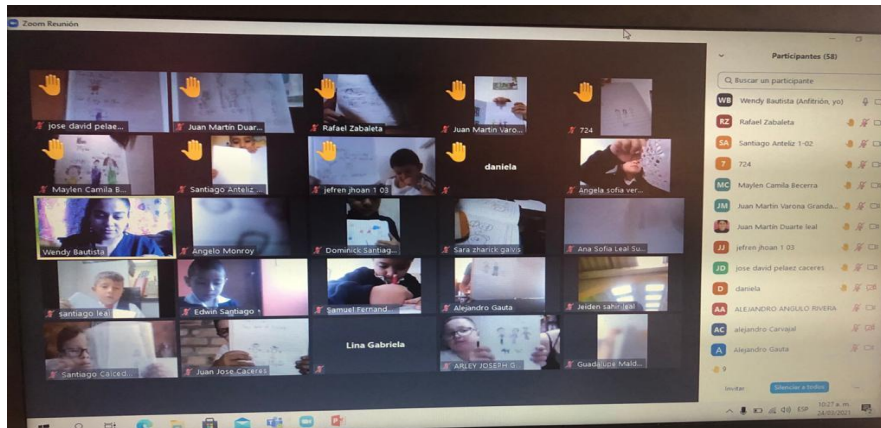
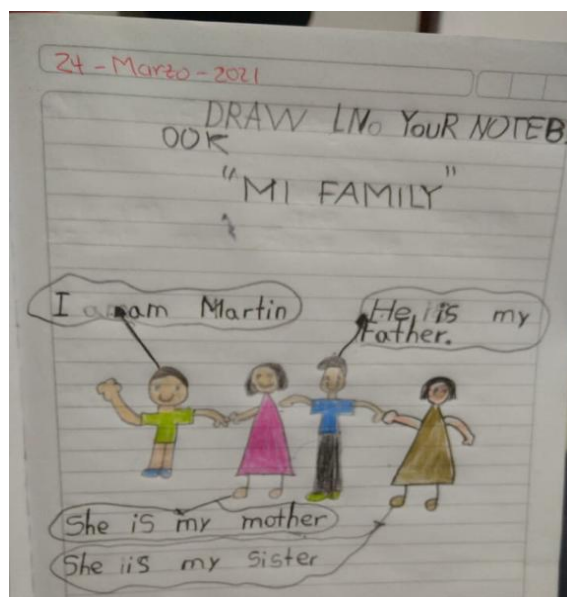


Figure 34: Homework about family members..



## Conclusions

All in all, the outreach component played an important role in the training of the future teacher and in the teaching/learning process of English in the primary school Bethlemitas Brighton School. With regards to the benefits for the practicing teacher, I consider that being involved with the context of the primary school was quite valuable since it allowed me know another type of educational setting, for example, the student's needs in such as grades, the methodology to teach English in a primary school and the needs of the teachers of primary school in the process of teaching English. On the other hand, working with this population of the school helped me to grow in the professional, personal and social fields.

Looking to the benefit of the primary school, I can mention that the teachers obtained a great help because I supported them to create the didactic material and I clarified their doubts about a certain aspect of the English language. Finally, I would like to conclude that this strategy of





attending the needs of primary school in teaching/learning process is a collaborative and productive work where all the parts involved learnt from each other to get to their target goal.

## **Chapter V: The inter-institutional activities component**

### **Introduction**

This project section was developed to get the preservice teacher takes in-depth participation and knowledge on the extra-curricular activities determined by Bethlemitas Brighton School in Pamplona, Norte de Santander. That is to say that the intra-institutional component allowed the teacher-student is involved in events, parent meetings and activities organized by the educational community during the practicum, such as the Eucharistic, the flag raising, the celebration of an important date, and other extra-curricular activities in which her/his link was requested.

Considering the involvement that the preservice teacher must have in the educative institution, this component could be a great opportunity for the future teachers to become aware of all the extracurricular activities that educators must do in their educational context.

### **Justification**

This component aimed to link the teacher in training in all those extracurricular activities established by the institution, where she could take part and sometimes do activities related to her practice or pedagogical project, this allowed students to feel more familiar with the foreign language in such events, causing a positive impact on the institution and on each of the students. The importance that the practice teacher had in being part of these activities, was that it served as help and constant accompaniment in the students, where they saw her not only as a practitioner but as someone who was part of their educational community, that was why it was



considered remarkable to name the AGREEMENT No.032 July 19, 2004 in Article 18, which confirms that the teacher in training must comply with a series of schedules of advice, care for students and parents, recovery and reinforcement, guidance and pedagogical support, this means that students are to be alone at no time in their process of learning a foreign language, so this allows to encourage learning the educational level of the English language.

## Objectives

### *General objective*

- To be involved on the extracurricular activities proposed by the educative establishment.

### *Specific objectives*

- To become aware of the teacher's role in the organization of events or activities.
- To participate in the meetings proposed by the English teachers.

## Methodology

In order to accomplish the main objective of participating actively in the institution's extracurricular activities, the teacher in training engaged to follow the schedule proposed by the institution, as well as to collaborate teacher in the meetings belonging to the group of work of English teachers.

## Timetable

*Table 13: Timetable of the intra-institutional activities' component.*

Activity	March	APRIL
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	1	2	3	4	5	6	7	8	9
A		X							
B			X						
C				X					
D					X				
E						X			
F							X		
G								X	
H									X

Table 14: Description of the activities of the intra-institutional activities' component.

Activity	Activity description
A	Secondary school for parents
B	Primary school for parents and Flag-raising
C	Repair day Fraternal agapes.
D	Way of the Cross
E	Holy week
F	Meeting with Christ
G	Reflexion day and Eucharistic "Santo hermano Pedro"
H	Language day

### Inter-institutional activities that I have participated

#### *Reflection day*

Figure 35: Reflection day

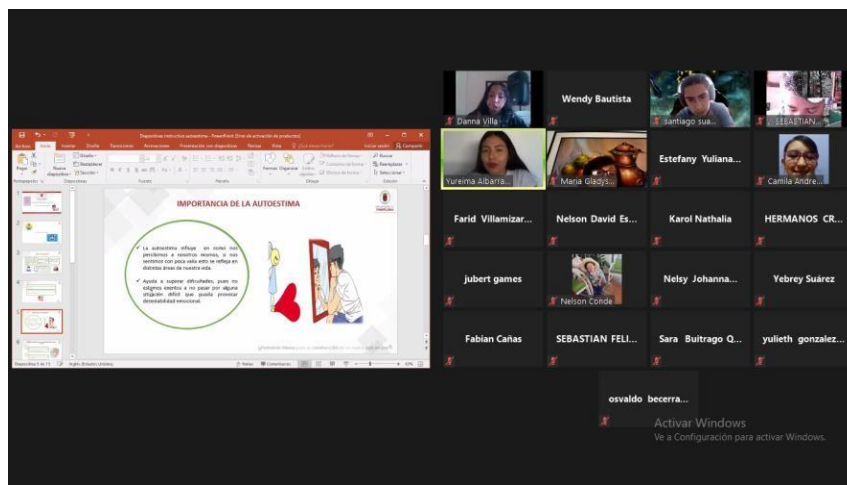


The first activities in which I could participate were the reflections held every Monday at 8 in the morning, this reflection was directed by the religious Flor Elba, the main objective of this reflection every Monday of the week, was to give that good energy, that motivation full of love for God, to give a start to classes filled with good results, and desire to study.

At every beginning of the reflection, Director Flor Elba prays to God for each of the needs of the whole world, for the terrible pandemic that all human beings are going through, and likewise give thanks to God for each of the blessings he gives us day by day. After this beautiful prayer, the nun projects a video on the Gospel every week, this video was made by one of the parents. Then, the nun makes a small reflection of the gospel and the teaching that it leaves us, thus leaving the importance of putting God always first in each of the activities we do daily.

**Psychology meeting**

Figure 36: Psychology meeting.



The second activity in which I had the opportunity to participate was in the activity, in which the psychologist of the institution allowed the class to the psychologist in training of the University, this meeting was held after the English class, the main objective of this virtual meeting was to make students in the 8th grade aware of the importance of our self-esteem in each of our daily activities, for this the psychologist began with a brief greeting to the students in an active way, so as to draw their attention and gain their trust, after this she wanted to explain the importance of self-esteem, I asked the students how they felt, normally in the classes, as they felt at home.

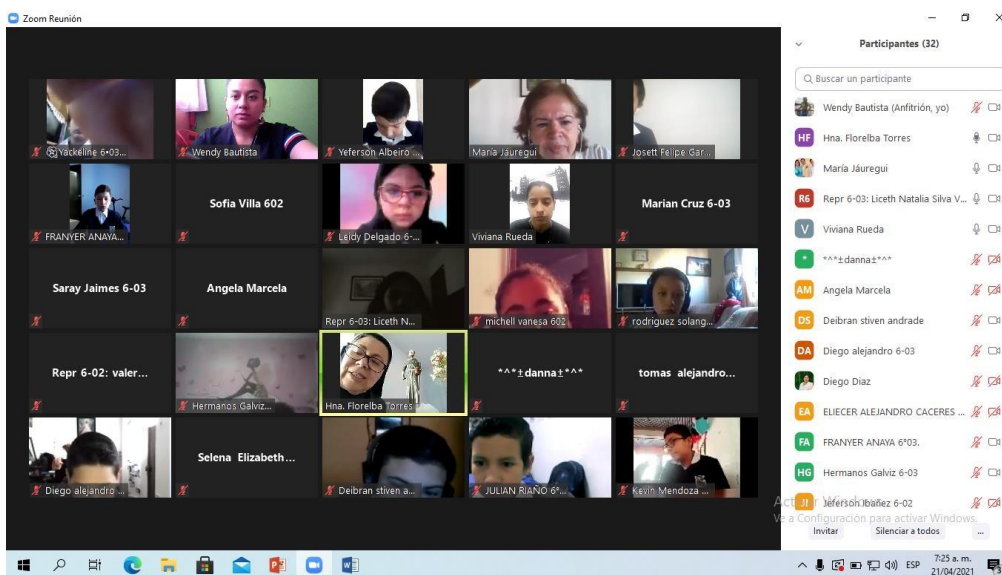
On the other hand, my role in this meeting was not very active, as the class was run by the psychologist in training, then I just kept an eye out for the students who wanted to chat or who were raising their hands and the psychologist didn't notice, so I was keeping an eye on this sort of thing, just as I was the one who programmed the class, I had to be attentive when the class was over to re-enter and allow the students to enter.



Finally, this activity allowed me to learn that beyond knowing whether or not the students learned the topic being taught, we must know the state of mind of each of our students, as this influences their learning a lot.

### *Day of “Santo hermano Pedro”*

*Figure 37: Day of “Santo hermano Pedro”*



On this day, the religious Flor Elba was the one who organized the activity, since it was the day Peter and asking him for each of the needs of Colombia and the whole world.

Likewise, a series of songs were sung, some small prayers were made and finally a reflection was made of the gratitude to the Holy Brother Peter.

My role in this activity was as an observer, and participation in the prayers and songs of the virtual meeting.

### *“Santo Hermano Pedro” Eucharistic*



Figure 38: Day of "Santo hermano Pedro" Eucharistic



On the same day, of the Santo hermano Pedro was celebrated the Holy Eucharist with the priest of the institution, which was carried out via virtual via the Zoom platform, with some grades of the community Bethlemitas Brighton and with all the teaching direction, in these prayers and songs of the Eucharist. This type of activity really catches my attention, because I have always considered that God is the most important thing in our lives, so these activities allow us to be in a better attitude and allow us to do things better in life.

***Celebrating language day***

*Figure 39: Celebrating language day.*



This activity was aimed at the celebration of the day of the language, since the United Nations celebrates the Day of the Spanish Language or also Day of the Spanish Language, to support the programs and the development of Multilingualism and Multiculturalism, as well as creating awareness among the officials, of the history, culture, development and use of the Spanish

language, for this reason it was developed the raising of flag to the outstanding students in the area. On the other hand, I participated in this activity as an observer, since I only dedicated myself to looking at each of the important aspects mentioned in this celebration.

**Inter-institutional activities that I have organized**

**Repair day fraternal agapes**

Figure 40: Rapair day fraternal agapes.

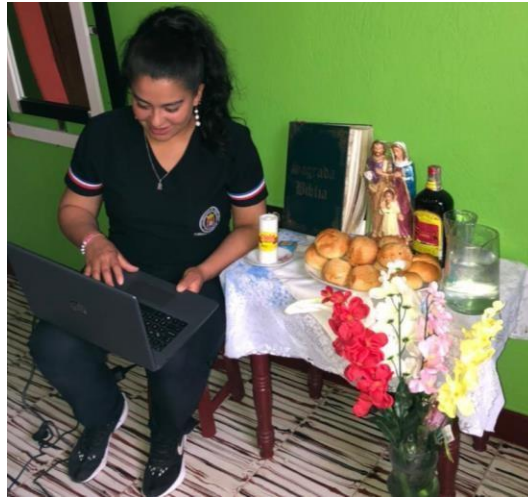


Figure 41: Rapair day fraternal agapes.



The main purpose of this activity was to make students aware of the importance of sharing bread, to know the importance of the Last Supper, which represents that wonderful moment when Christ shared bread and wine to each of his disciples.

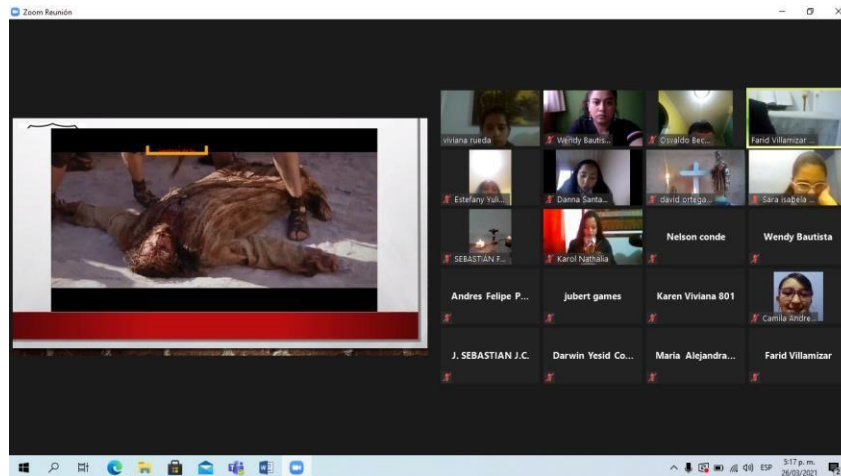
So in this activity I wanted to make representative slides ([Appendix 27](#)), which would have a great participation of parents and students, in the songs, since the readings were made by the teacher in English training, that's why I also wanted that as we read we listened to a different

song, to have amore enjoyable encounter with Christ, and that although this activity was carried out virtual was something very nice to see as students of these grades, made their table with each of the elements indicated to them: candle, white tablecloth, flowers, bread, water and the Bible.

In conclusion, this activity was really wonderful, because although this meeting was virtual, where everyone was with their family, we all felt as if we were one family sharing bread and giving each other peace.

**Way of the cross activity**

*Figure 42: Way of the cross.*



*Figure 43: Way of the cross.*





This activity, was carried out to develop the way of the cross, since this one makes in Holy week but because the students do not have classes in this week, it was decided to do the previous week. The main objective of this activity is to make known to the students each of the stations that Christ had to go through to die for us, so this activity was done with the participation of parents and students, where each of the stations were read by them, and by me.

Likewise, at the end of each of the readings of the stations a small video of each of them ([Appendix 28](#)), showing the meaning of that station, so this brought about a better understanding of each station.

Finally, I consider it remarkable to mention that this activity was very pleasant, as there was participation of parents and students, there was organization and respect for each of us who attended the virtual meeting that was held by the Zoom platform.

### ***Attention to parents and students***

When talking about the attention to students, that in this moment when students had some doubt about the topic or some exercise of the guides developed, they wrote me via WhatsApp, also the parents, when they had any inconvenience or wanted to let me know any disagreement with some aspect of the classes, the parents wrote me or call me on WhatsApp.

In conclusion, the participation and leadership in these inter-institutional activities of this educational institution Bethlemitas Brighton, served me to realize that, in our role as future teachers, we had to play not only the role of English teachers, but from different disciplines,





which were related to these activities. Just as I said before, being a religious institution and doing religious activities make us as teachers and students, always be united to God and realize how important it is to thank God for every blessing he gives us day by day, as this allows us to be better people for the world, people full of good values. Actually, I can say that this institution forms good students.

### **Conclusions**

In brief, it must be highlighted that the preservice teacher felt involved in the development of extracurricular activities proposed by the English teacher's team because she was invited every time that the teachers planned to meet together through an online meeting. Due to the highly participation of the preservice teacher in the school, she considers this process of becoming aware of the administrative aspect was succeeded because she could learn from each meeting the issues and situations in which a teacher must take part. For example, she could learn the way special cases of students are dealt by the teachers. Also, she could understand through the meetings that a way to teach the English language is by articulating it with other subjects.

Despite the fact that the preservice teacher was implicated in the extracurricular activities of a teacher, she considers that this administrative component to know the complete environment of the school would have been fully succeeded if the practicum stage was face-to face because she could not experiment the way some events such as the flag raisings or the language day are organized usually in the educational context.

## **Chapter VI: Reflective approach to integral practice**



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With this in mind, one can reach to the conclusion that the act of reflecting by a worddocument each week, during and after each pedagogical task was a transforming tool for the professional grow of the future teacher because the reflection allowed to identify the most pertinent pedagogical strategies that a teacher must adopt and must avoid in an educational context. Also, it allows that we improve each more day like teachers.

On the other hand, these reflective narratives have allowed that the pre-service teachers know howto face the different obstacles that we face at the moment of our practice, either with primary students or with secondary students, since as I said before these help me to improve every day more, for if one day I made some mistake that I can improve in the next class, then these aspects are improved and I try to be better every time, the truth these narratives if they have helped me in this part of improving in many aspects with first grade students, since at first I was presented withmany inconveniences, due to the virtual mode and I had never had this experience with such a largeamount of students, around 60 students at the same time in the virtual meeting, so these were someof these inconveniences like: Popes talk in class, students don't turn off microphones and interruptclass, students write on the screen, the internet doesn't work the best way, Online activities are a test for them, due to the age of the students, among other things. So, because of each of the reflection narratives I've done after my teaching assignments, I've been able to change all of these things, which prevented me from having a successful class in English.

### ***General conclusions***

In general terms, this project played an important role in the pre-service teachers' practicum, considering that the development of the three components has provided a broader sense about the



aspects involved in the teaching practice. Concerning the pedagogical component, it allowed the practicing teacher implement a pedagogical proposal with 7<sup>th</sup> grade students, about the use of family topics to promote written production and reading comprehension. The teaching strategy to successfully make the students write about familiar topics in CANVA platform was the qualitative approach and the phases of reading and the steps of writing. The development of this proposal led to know that the familiar topics are a useful material to encourage students to write and read.

Looking at the research-pedagogical component, it permitted the preservice teacher reflect upon her pedagogical practices. Where this allows me that apart from giving my English classes to the students of these different courses, I can have my space to implement my Project, being able to develop different activities to the students, where I can get out of the routine of teaching English by means of a guide, in this case I can implement didactic activities, more interesting and different for students, also in this component I could realize that on many occasions there are many obstacles, when teaching a new language in a virtual way, but thanks to the experiences, to the different reflections that we develop, we can improve each day more as teachers.

Furthermore, the outreach component consisted of a subproject whose main goal was to attend the needs of the primary school. This component was quite helpful for the preservice teacher because she could know the situation of primary school students and therefore, she could implement flashcards to support the children's language acquisition.

Finally, the inter-institutional activities component allowed the practicing teacher to be involved of the extracurricular activities of the school. Due to the highly participation of the preservice



teacher in the educational meetings, it can be concluded that the involvement in each aspect proposed by the school is essential to become aware of the institutional procedures and progress. Also, it allows that the pre-service teacher plays the role not only like an English teacher, also like religious, math, science, or physical education teacher.

### Chapter VII: Design of Teaching Materials

Type of material	Topics addressed	Short description	Objective to be met
<b>Planning 2 for 6<sup>th</sup> grade</b>	<p><b>Unit 2: Lesson 4:</b> Verb can present simple in affirmative, negative and interrogative.</p> <p><b>Unit 3: Lesson 1:</b> Present continuous in affirmative, negative and interrogative.</p>	First, the file contains the conception of the first topic named, then some examples to better understand the topic and finally some exercises on this topic. After the conceptualization, examples and exercises of the next topic are done and finally the corresponding pages that must be developed of the book and the dates for the realization of the evaluations are announced, thus allowing the students to be aware of these evaluations.	<p>Develop a clear and understandable conceptualization for students regarding the explanation of the verb can and the tense of the present continuous in its affirmative, negative and interrogative form.</p> <p>Likewise, make use of images, charts, graphics that allow the examples to be more understandable for the students and thus favor the development of the exercises and activities proposed.</p>
<b>Planning 2 for 7<sup>th</sup> grade</b>	<p><b>Unit 2: Lesson 4:</b> Would like in affirmative, negative and interrogative.</p> <p><b>Unit 3: Lesson 1:</b> Present perfect in affirmative, negative and interrogative.</p>	First, the file contains the conception of the first topic named, then some examples to better understand the topic and finally some exercises on this topic. After the conceptualization,	Develop a clear and understandable conceptualization for students regarding the explanation of the would like and the tense of the present perfect in its affirmative, negative



		examples and exercises of the next topic are done and finally the corresponding pages that must be developed of the book and the dates for the realization of the evaluations are announced, thus allowing the students to be aware of these evaluations.	and interrogative form.  Likewise, make use of images, charts, graphics that allow the examples to be more understandable for the students and thus favor the development of the exercises and activities proposed.
<b>Planning 2 for 8<sup>th</sup> grade</b>	<p><b>Unit 2: Lesson 4:</b> Present perfect continuous in affirmative, negative and interrogative.</p> <p><b>Unit 3: Lesson 1:</b> Future continuous in affirmative, negative and interrogative.</p>	First, the file contains the conception of the first topic named, then some examples to better understand the topic and finally some exercises on this topic. After the conceptualization, examples and exercises of the next topic are done and finally the corresponding pages that must be developed of the book and the dates for the realization of the evaluations are announced, thus allowing the students to be aware of these evaluations.	Develop a clear and understandable conceptualization for students regarding the explanation of the present perfect continuous and the tense of the future continuous in its affirmative, negative and interrogative form.  Likewise, make use of images, charts, graphics that allow the examples to be more understandable for the students and thus favor the development of the exercises and activities proposed.
<b>Planning for 1<sup>st</sup> grade</b>	Feelings	First, the worksheet contains the conception of the first named topic, then some examples to better understand the topic and finally some	Develop a clear and understandable conceptualization for students regarding the explanation of the vocabulary, in this case Feelings.



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		<p>exercises and activities that attract the attention of students with many colors and drawings to allow a better understanding of the vocabulary.</p>	<p>Likewise, make use of images, charts, graphics that allow the examples to be more understandable for the students and thus favor the development of the exercises and activities proposed.</p>
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In the following ([appendix 29](#)), you can see the material designed for the institution above mentioned.



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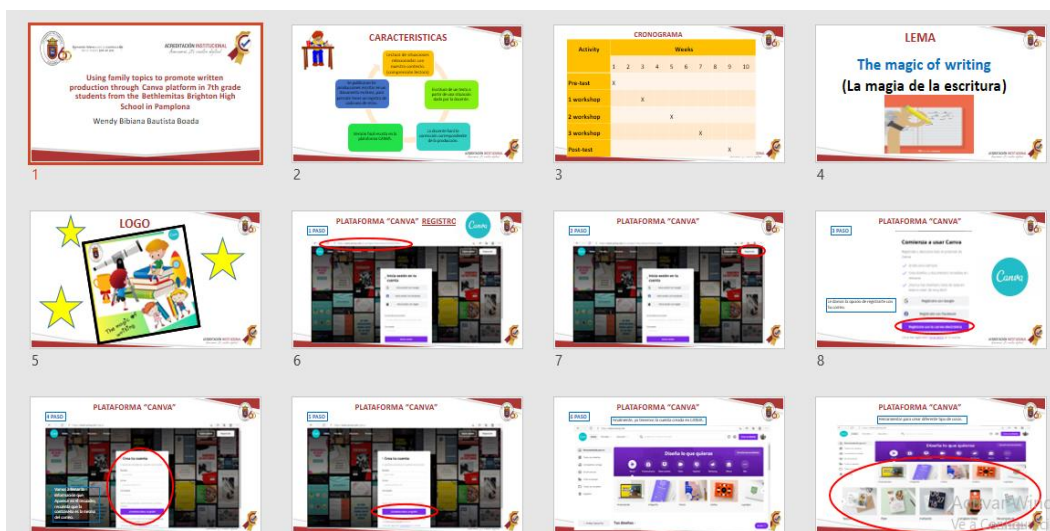
## Appendixes

### Appendix 1: Presentation of the project

<https://drive.google.com/file/d/1TF1kUXA4761dIObKLWNGWrIyc5HhjT/view?usp=sharing>

PRESENTATION OF THE PROJECT			
<b>Date:</b> 26 <sup>th</sup> March 2021			
<b>Grade:</b> 7 <sup>th</sup> 01-02-03 grade			
<b>Objective:</b> Communicate my project through slides, allowing understanding and the activities to be developed in this research, where they show the competencies that will be developed and the objectives that are pursued with this implementation.			
<b>Activity:</b>	<b>Description:</b>	<b>Time</b>	<b>Materials</b>
My personal information	The creation of a written text where the students had to write their personal presentation in English in their notebooks, in a short way with the most important aspects, such as name, age, where each of them was born, her/his likes and dislikes. <a href="#">(Appendix 1)</a>	5 min	-Pen -Notebook
<b>Presentation of the project:</b>	<b>Title:</b> Using family topics to promote written production through Canva platform in 7th grade students from the <b>Bethlemitas</b> Brighton High School in Pamplona <a href="#">(Appendix 2)</a>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>Develop written descriptions using family topics through Canva platform in 7th grade students from the <b>Bethlemitas</b> Brighton School in Pamplona.</li> </ul>	15 min	❖ Slides

<https://drive.google.com/file/d/1TF1kUXA4761dIObKLWNGWrIyc5HhjT/view?usp=sharing>

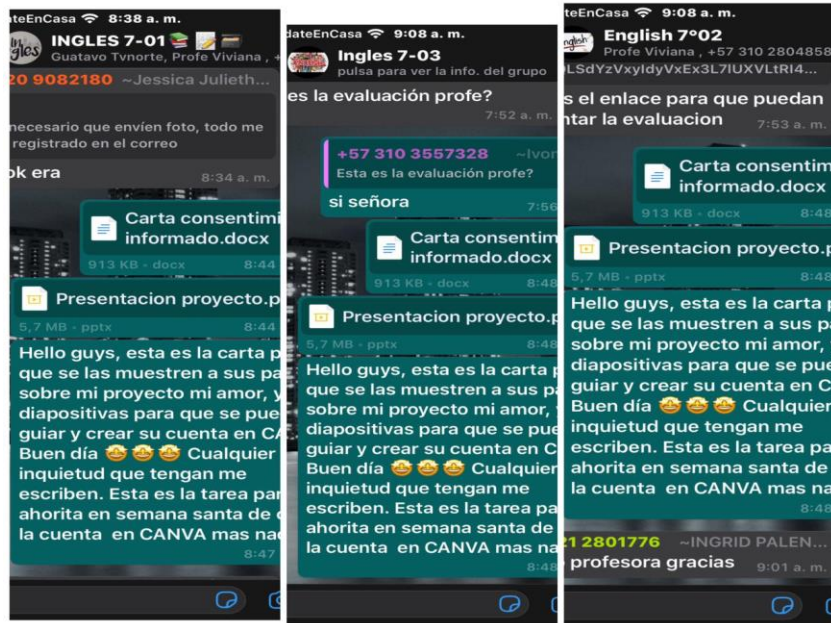






<https://drive.google.com/file/d/1mkwZQzGuxZFGT81NBGMXqwgmgzO4UBshR/view?usp=sha>

[ring](#)



Appendix 3 : Field Notes

<https://docs.google.com/document/d/1gWyrX24yGNLj-xc9VQMR6Rc7rBalJRRLsDjvNaKrWE8/edit?usp=sharing>

←

FIELD NOTES (PRE-TEST)

FIELD NOTES (FIRST DIDACTI...

FIELD NOTES (SECOND DIDA...

FIELD NOTES (THIRD DIDACT...

**FIELD NOTES (PRE-TEST)**

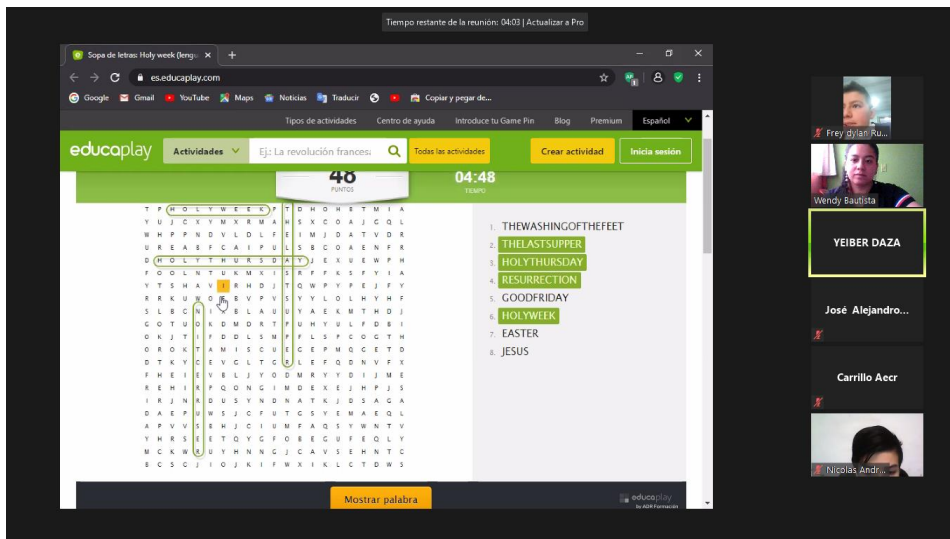
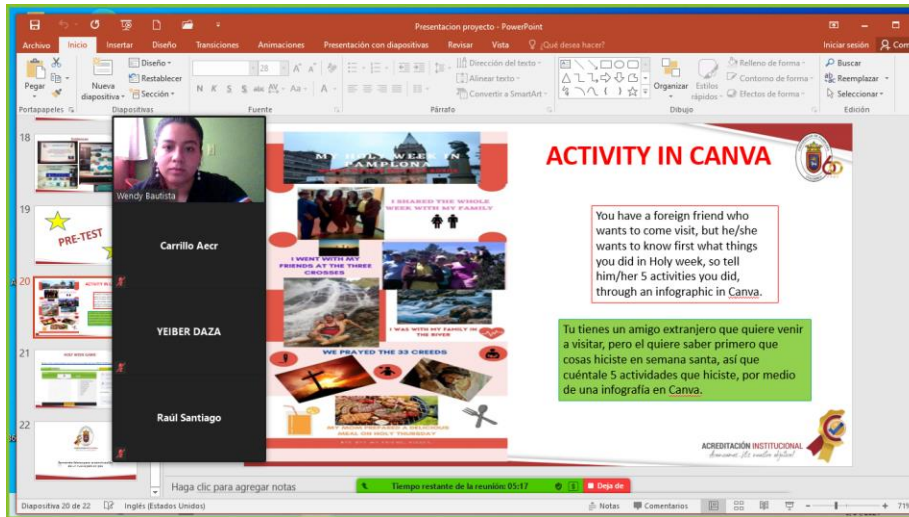
LOGO

First of all, it is necessary to highlight that the students in the development of this pre-test, showed interest, motivation, desire to know the function of each of the elements that could be used to make an incredible and striking infographic, where they were motivated when I told them to tell me about the experience, of each of the activities they did during Holy Week, in this infographic they showed great interest because it was a topic known to them, they could express themselves freely, since they were going to narrate their experiences on this



Appendix 4

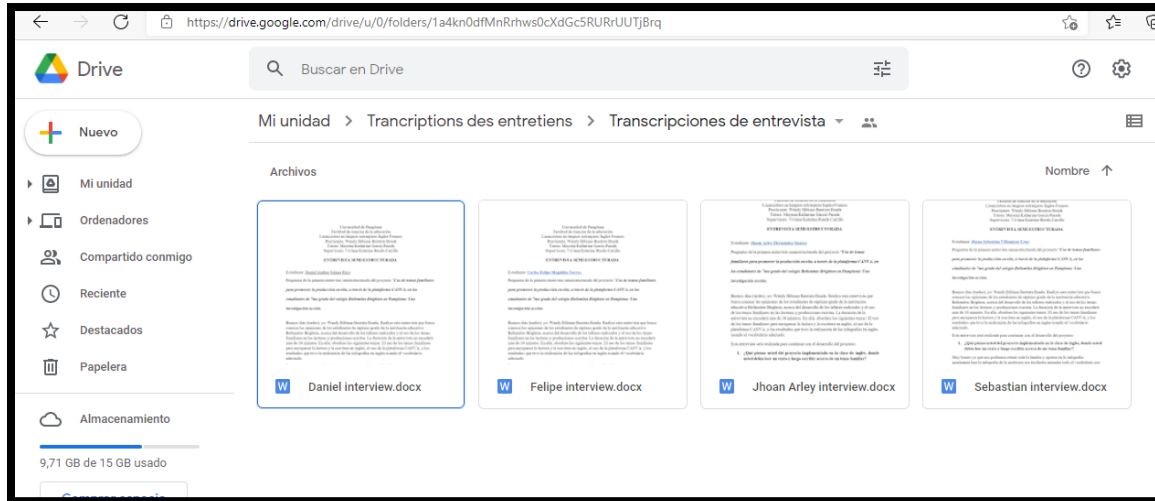
[https://docs.google.com/document/d/1\\_BDPt3PaupZEPAJgIoy4IGc9JzL9pfuX1TsK9cmtOZg/ed](https://docs.google.com/document/d/1_BDPt3PaupZEPAJgIoy4IGc9JzL9pfuX1TsK9cmtOZg/ed)  
[it?usp=sharing](#)





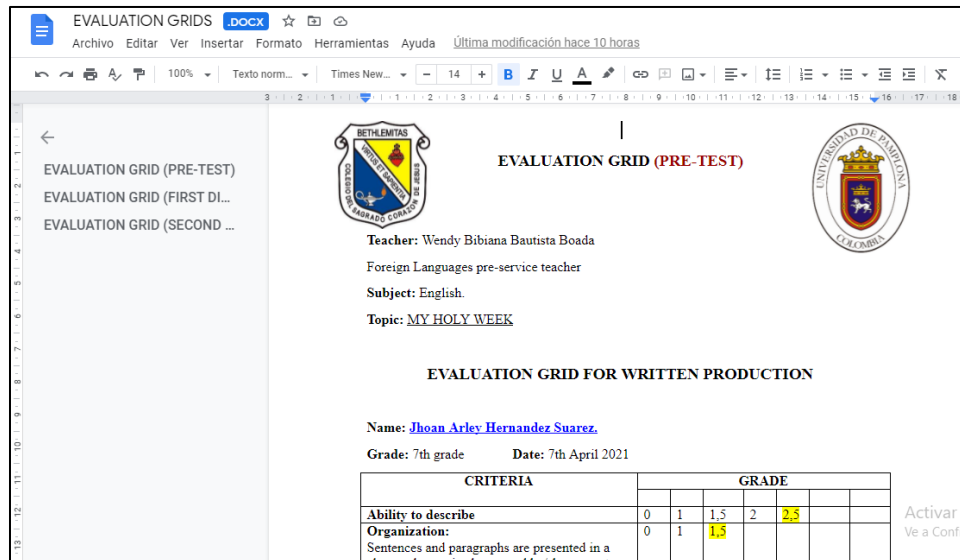
Appendix 5 : Interview transcription

<https://drive.google.com/drive/folders/1a4kn0dfMnRrhws0cXdGc5RURrUUTjBrq?usp=sharing>



Appendix 6: Evaluation grid

<https://drive.google.com/file/d/122rhjFvayT7gqv8IIxeG7hc5VTFUfZs/view?usp=sharing>



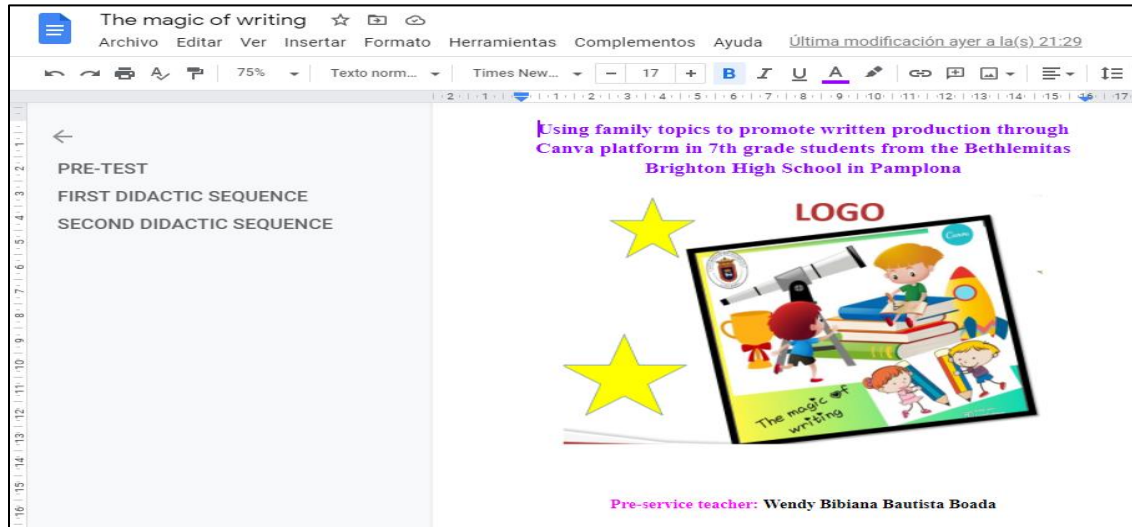
Appendix 7: Virtual Field diaries para la construcción de un nuevo país en paz”



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<https://docs.google.com/document/d/16G0XM54Rh2dhTgpfvzc8IHLbDTLKR3XAz68ILaMQ7M8/edit?usp=sharing>



[Appendix 8: Categories](#)

[https://drive.google.com/file/d/1HZS\\_K0YwH8xIsmV0eBDkGmvRvDURdeg/view?usp=sharing](https://drive.google.com/file/d/1HZS_K0YwH8xIsmV0eBDkGmvRvDURdeg/view?usp=sharing)



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**CATEGORIES BASED ON THE PROJECT**

**TITLE:** Using family topics to promote written production through Canva platform in 7th grade students from the Bethlehemites Brighton High School in Pamplona

**OBJECTIVES**

*General objective*

- Develop written descriptions using family topics through Canva platform in 7th grade students from the Bethlehemites Brighton School in Pamplona

*Specific objectives*

- To organize planning for the execution of written descriptions on familiar topics.
- To enrich the vocabulary by reading and writing about family topics.
- To know the weaknesses, skills and motivation level of the students at the time of making written descriptions on familiar topics.
- To know some important aspects of American culture.

GENERAL CATEGORY	SUBCATEGORIES	THEORETICAL DESCRIPTION	OTHER COMMENTARIES
Written	Ability to describe	According to a blog for English	

## [Appendix 9: Field notes analysis](#)

[https://drive.google.com/file/d/1MCCEkREKoQKsx\\_GMKbgzSQ7y908mxldR/view?usp=sharing](https://drive.google.com/file/d/1MCCEkREKoQKsx_GMKbgzSQ7y908mxldR/view?usp=sharing)

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Matriz análisis de observaciones participantes (diarios de campo) .DOCX

Archivo Editar Ver Insertar Formato Herramientas Ayuda Última modificación hace 3 días

ANALYSIS OF DATA COLLECTION (FIELD NOTES)						
General category	Subcategorías	Theoretical description	Literary phrases of (Field notes)			
			Field notes 1	Field notes 2	Field notes 3	Field notes 4
Written production	Ability to describe	According to a blog for English teachers (2010) "The description tells the object as the way it is without being affected by the writers' personal opinion"	The ability to describe of the students was short and direct.			The students showed a good description of their favorite sport and player.
	Grammar	According A1: The adequate use of grammar rules	Most of the students did not pay attention to the corrections that were	The students made good use of grammar, due to the topic known for them.	the use of grammar in this part of the written production was a little complicated	the use of grammar was adequate and really incredible, because

Appendix 10: Written productions analysis

<https://drive.google.com/file/d/1H-e49OFCj7CRHgPpX4dbQqPiiR2oBohg/view?usp=sharing>

Matriz análisis documental .DOCX

Archivo Editar Ver Insertar Formato Herramientas Ayuda Última modificación hace 2 días

Análisis de datos, análisis documental (producciones de estudiantes)						
Categoría general	Subcategorías	Descripción teórica	Frasas literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores.			
			Pre-test	First written production	Second written production	Post-test
Written production	Ability to describe	According to a blog for English teachers (2010) "The description tells the object as the way it is without being affected by the writers' personal opinion"	Jhoan Arley: Share in family.	Jhoan Arley: I like soccer, I like listening music.	Jhoan Arley: My mom is Mayra, she is 37 years old, she is from Pamplona.	Jhoan Arley: My favorite player is Leonel Messi, Messi's dad is Jorge Messi.
	Grammar	According A1: The adequate use of grammar rules	Felipe: I visited my great-gandom other.		Felipe: My dog 11 years old. (Lack of	Jhoan Sebastian: I use sport shoes.





**Appendix 11: Interview's analysis**

<https://drive.google.com/file/d/1iq4srR8WLKedLTDUNYUqV2HFYCwHy8qh/view?usp=sharing>

Análisis de datos entrevistas						
Categoría general	Subcategorías	Descripción teórica	Frasas literales de entrevista (por favor escribir el nombre del participante quien lo dijo)			
Written production	Ability to describe	According to a blog for English teachers (2010) "The description tells the object as the way it is without being affected by the writers' personal opinion"	Participante 1	Participante 2	Participante 3	Participante 4
			Se siente bien porque uno se describe así mismo y también implemento mi proyecto de vida.	Fue fácil porque pude plasmar una parte de lo que siento, por mi familia, mis gustos y sobre todo dar a conocerme a través de una descripción	La mayoría de las cosas se me facilitaban porque usted profe siempre nos explicaba bien los temas.	Al momento de describir, me pareció bien, porque aprendemos cosas de los integrantes de nuestra familia, de nuestro jugador favorito y practicamos el inglés.
	Grammar	According A1: The adequate use of	Participante 1	Participante 2	Participante 3	Participante 4

**Appendix 12: <https://create.kahoot.it/details/1134ea5-ac7e-4ca2-9cd8-d7c10e0a1439>**



← → ↻ https://create.kahoot.it/details/1134eaa5-ac7e-4ca2-9cd8-d7c10e0a1439


**Kahoot!** Home Discover Library Reports Create


**30 Family Members**  
 10 favorites 151 plays 1.2k players


Play Edit

A public kahoot

Questions (30) Show answers

1 - Quiz  
**MOTHER**  10 sec

2 - Quiz  
**FATHER**  10 sec






3 - Quiz  
**BROTHER**  10 sec

Appendix 13

First didactic sequence slides - PowerPoint (Error de activación de productos)

Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista ¿Qué desea hacer? Iniciar sesión Compartir

Portapapeles Diapositivas Fuente Párrafo Dibujo Organizar Estilos rápidos Efectos de forma Buscar Reemplazar Seleccionar

4  5  6  7  8 

Which of these countries would you like to travel to?

Haga clic para agregar notas

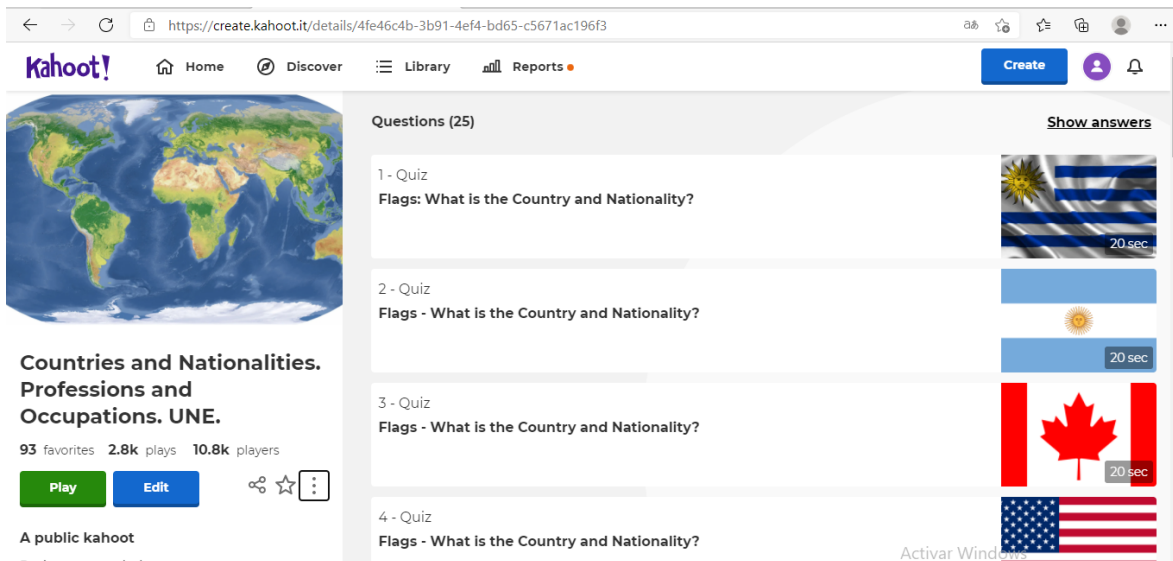
Diapositiva 6 de 12 Inglés (Estados Unidos) 69%

Appendix 14



[Appendix 15](#)

<https://create.kahoot.it/share/countries-and-nationalities-professions-and-occupations-une/4fe46c4b-3b91-4ef4-bd65-c5671ac196f3>



[Appendix 16](#)



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# MY EXCHANGE PROFILE

My name is Wendy Bibiana  
Bautista Boada  
I am 22 years old.

**I AM FROM PAMPLONA  
I AM COLOMBIAN**

**MY HOBBIES**

I like to play basketball  
I like reading books.  
Studying is my passion.

**MY FAVORITE SUBJECT IS FRENCH**

**LIKES AND DISLIKES**

I like fruits.  
I like chicken.  
I don't like vegetables.  
I don't like fish.

**MY PHYSICAL DESCRIPTION**

I am a tall girl.  
I have brown eyes.  
I have long hair.  
I have pink lips.

**WHY DO I WANT TO TRAVEL?**

Because...  
I want to know new traditions and foods.  
I want to know places.  
I want to improve my English and French.

Appendix 17



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<https://create.kahoot.it/share/spanish-family-memebers/8751f69d-be2c-4e2c-a91e-9e34e2917947>

## Appendix 18

## Appendix 19



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Appendix 20

Relacionar: VERB TO BE (language - Transición - Preescolar - verb to be) (educaplay.com)

Top 10 resultados			
1		<b>yajaira Escalante</b> 27 de Abril de 2020	00:11 TIEMPO 100 PUNTAJACION
2		<b>WENDY BAUTISTA</b> 10 de Abril de 2020	00:14 TIEMPO 100 PUNTAJACION

Appendix 21



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# THE TREASURE OF MY LIFE

**TEACHER. Wendy Bibiana Bautista Boda**

## MY FAMILY IS COMPOSED BY 5 MEMBERS

## MY MOTHER

My mother is Maria Zoila Boda  
She is 63 years old  
She is from Pamplona  
She is a nurse.  
She is small.  
She has short and red hair.

## MY FATHER

My father is Joel Bautista Jaimes  
He is 57 years old  
He is from Pamplona  
He is a taxi driver.  
He is small.  
He has short and curly hair.

## MY BIG SISTER

My big sister is Francy Bautista Boda  
She is 29 years old  
She is from Pamplona  
She is an English teacher.  
She is tall.  
She has brown eyes.

## MY MIDDLE SISTER

My middle sister is Yenny Alejandra Bautista  
She is 27 years old  
She is from Pamplona  
She is a business administrator.  
She is tall.  
She is thin.

## MY PET

It is a dog.  
It is 10 years old  
It is from Pamplona  
Its hair is white.  
Its eyes are black.

## I LOVE MY FAMILY



Appendix 22

<https://create.kahoot.it/share/a2-vocabulary-sports/f54c350b-87c0-4a74-9a3d-a3e70a442eb3>

Appendix 23

Appendix 24



Appendix 25

**CLOTHES & ACCESSORIES**

A. How many clothing and accessories can you find?

S	K	I	R	T	S	W	U	W	T	B	B	S	Y	Z	T
C	N	L	D	G	H	I	H	A	T	J	L	A	E	V	R
T	O	P	X	F	J	A	O	M	Q	Y	O	D	C	L	O
U	P	I	S	H	I	R	T	S	H	L	U	D	A	K	U
S	E	L	K	Y	F	K	Q	U	X	A	S	Z	P	Y	S
H	X	C	V	N	M	T	I	E	F	H	E	A	G	S	E
O	K	G	D	D	I	E	D	G	Q	X	B	N	S	M	R
E	C	J	R	J	S	H	O	R	T	S	F	L	B	M	S
S	E	W	E	Y	Q	A	S	D	F	G	H	J	R	K	L
S	W	W	S	I	C	O	A	T	C	X	S	U	A	U	S
D	A	E	S	O	S	C	A	R	F	Y	O	L	C	U	A
G	T	R	E	Q	L	D	R	T	V	G	C	P	E	K	N
H	C	T	S	W	E	A	T	E	R	J	K	B	L	X	D
J	H	T	Q	X	U	S	D	F	E	R	S	Y	E	Z	A
K	M	Y	S	Q	R	J	E	A	N	S	C	T	T	R	L
B	O	O	T	S	Z	W	Q	R	I	N	G	C	L	X	S

LIVEWORKSHEETS

Appendix 26







## A CHANGE IN MY LIFESTYLE

WENDY BIBIANA BAUTISTA BOAFA



### MY FAVORITE SPORT



**My favorite sport is Basketball**  
I use sport shoes.  
I use shorts.  
I use a singlet



### MY FAVORITE PLAYER

My favorite player is Michael Jordan  
He is a basketball player



### JORDAN'S INFORMATION



He was born in Nueva York; 17th February, 1963  
He is from Brooklyn, Nueva York  
The Jordan's father is James  
The Jordan's mother is Deloris



### HIS PHYSICAL DESCRIPTION

He is tall  
He has long legs and arms  
He has not hair  
He has black eyes  
He has big lips.



### THE CLOTHES THAT JORDAN USES

He wears a red singlet  
He wears sport shoes  
He wears shorts  
He wears white socks



## I LOVE BASKETBALL




THANK YOU SO MUCH



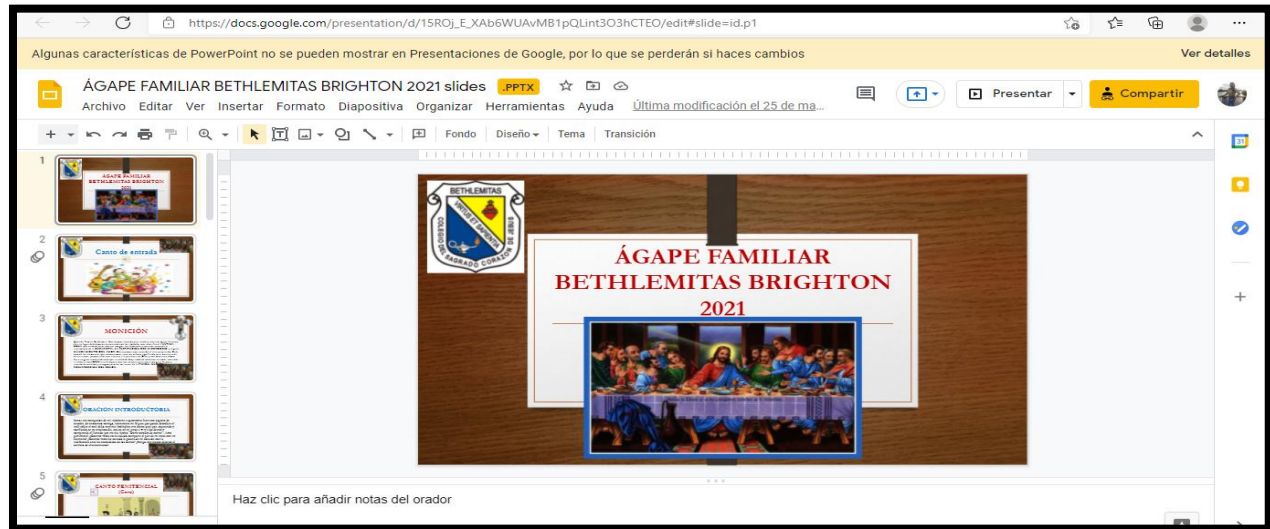
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## Appendix 27: Agapes

[https://drive.google.com/file/d/15ROj\\_E\\_XAb6WUAvMB1pQLint3O3hCTEO/view?usp=sharin](https://drive.google.com/file/d/15ROj_E_XAb6WUAvMB1pQLint3O3hCTEO/view?usp=sharin)

g



## Appendix 28: Way of cross

<https://drive.google.com/file/d/10Vb9Z1K2faP0zxa5NM40wdtZz8EL1jDO/view?usp=sharing>



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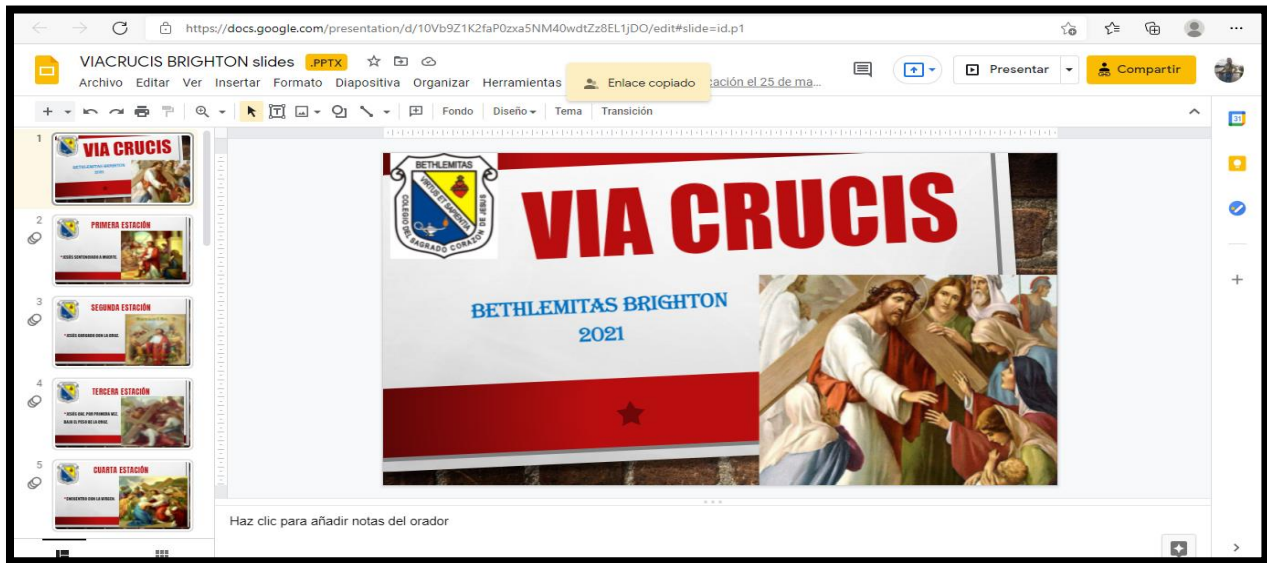


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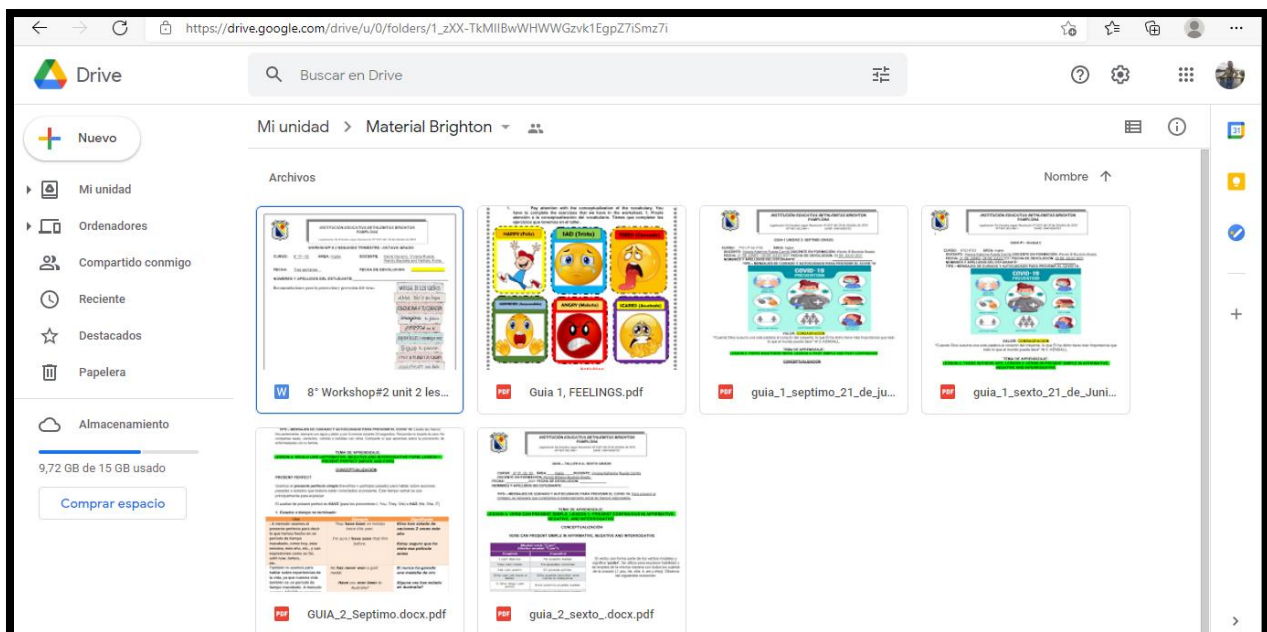
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## Appendix 29: Material designed for the institution

[https://drive.google.com/drive/folders/1\\_zXX-](https://drive.google.com/drive/folders/1_zXX-)

<TkMIIBwWHWWGzvk1EgpZ7iSmz7i?usp=sharing>



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