Developing A1 Written Production through Descriptive Writing and Cooperative Learning

Approach: An Action Research among Ninth Grade Students at Monseñor Jaime Prieto Amaya

School

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Integral Practice

Villa del Rosario

2016

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__Education__ is what remains after

one has forgotten what one has learned in __school__

Albert Einstein

General Introduction

This research report is presented to the foreign language program at the University of Pamplona. This proposal is based on the application of descriptive writing with the aim of Cooperative Language Teaching (CLT) approach to encourage the use of English language, among students in ninth grade at Monseñor Jaime Prieto Ayala School. This approach was selected because of the methodology that the institution implements.

The institution bases its methodology proposed by Paulo Freire is a model that seeks to transform the learning style of students, since learning of this model is based on the experiences, so that in this way he can handle his own judgment, its purpose is to ensure the formation of a free and autonomous man, through cooperative work.

The structure of this research project is based on four (4) specific components: a pedagogic component, a research component, an out-reach component, and an administrative component. Every component is divided into chapters and has a particular purpose.

This project is a descriptive explanation of the components and activities that are applied in the practice, following the plan of an action research, including observation, activities developed, instruments applied, data gathered, and interaction with students, teachers, administrative personal, and everything related with this process.

Teaching a foreign language in a school where the maximum number of hours dedicated to the teaching-learning process are three hours per week, it is a job will take a planned and constant process to complete correct results.

The central benefit planned is focused on the improvement of student's writing skill, which can be demonstrated through the results collected by the research methods implemented in this

report. Additionally, this report allows reinforcing the methodology proposed to ninth grade,

which is concentrated on working as a research teams. Thus, a cooperative learning approach is

stated as a guide to the development of this proposal.

General Justification

The following proposal is conducted at Jaime Prieto Amaya School in Cucuta, Colombia and it is based on the perceived need; in which CLT is implemented in the teaching process of writing based on descriptive writing at ninth grade students.

The Ministerio de Educacion Nacional(MEN) has focused its attention on applying English as a second language. Due to this Colombian government has planned a bilingual plan, which allows improving English level of Colombians', particularly into the educational field. In despite of this fact, many problems affect the correct development of this bilingual plan.

The implementation of the method is based on the English class observation that was done during a week by the teacher-practitioner according to the integral practice schedule. During the observation week, he notices that the students have a low level making some presentations in English using posters in which they read or say some words by heart. However, students try to present an adequate exposition, because of it was the final week of third term, they must present in front of their partners. Finally, the decision was taken with the help of the supervisor about implementing this approach due to the methodology implemented at school.

The main objective of this research project is to implement CLT approach to enhance English writing skill based on descriptive writing in which the method is centered on student and the teacher's role is to facilitate the tools necessary for the transmission of the message being complete and integral.

The selection of this topics focus on the methodology implemented in the institution, additionally, the possible results are to enhance the level of the students when they must write a text, to motivate them to learn new vocabulary, students follow the teacher's instructions but they complete the activities themselves. Another possible option will be shown in the English

process learning at the beginning of next year and the following years, where they will be able to write in a better way.

To execute this proposal is taken into account the action research method based on an initial observation, observations during the process, students questionnaire and a Likert scale,

The structure of this research project is based on four (4) specific components: a pedagogic component, a research component, an out-reach component, and an administrative component. Every component is divided into chapters and also, has a specific purpose.

On the first hand, the first chapter, called pedagogic component, concentrates on three aspects: the CLT approach and Descriptive Writing Skills, the theoretical framework and the description of the activities applied. In addition to this, it is focused on describe the importance to development this project and its influence in the identified problem and the different difficulties deduced from observations. Finally, describe in a deeper way the development of each activity applied during the integral practice.

Furthermore, this report has a research component that it is the second chapter; where the study based on contains the action research method, which it is allowed to collect and analyze the information of CLT method and written production, also seek responding a general and specific research taking into account the different objectives. Giving a clear understanding about the advantages and disadvantages of the project's influence on the problematic reported.

In addition, the third chapter, is called out-reach component, it is composed by the extracurricular activities performed by the teacher-practitioner in which all people at school participated and integrated as an extension to the community.

Finally, the fourth chapter is called administrative component, it specifies how is structured and organized the School where the report is applied. In this final part of the report explains how

is structured the school and its different rules. Likewise, it is explained the Institutional

Educative Project (IEP) to give a complete information about the school.

Objective of the Project

To foster descriptive writing through Cooperative Learning Teaching approach among 9th-01 grade students at Jaime Prieto Amaya School

Specific Objectives

➢ To determine the main problem related to writing skill, in order to solve it.

➢ To develop writing process like pre-writing, drafting, revising, editing and publishing.

➢ To implement CLT principles particularly: Heterogeneous Grouping, Maximum Peer Interactions and Equal Opportunity to Participate.

➢ To make a schedule of activities through which the proposal can be applied based on the school plan for this term.

➢ To collect data using the instruments chosen in this project

➢ To examine the information gathered to find outcomes.

➢ **Chapter 1: Pedagogic Component**

With the purpose of describing this pedagogical component applied to students of 9th grade from Jaime Prieto Amaya high school, the following chapter provides in detail the approaches and procedures that were taken into account during the application schedule.

1.1 Introduction of the Pedagogic Component

This project is guided through the processes of cooperative learning method, particularly heterogeneous grouping, group autonomy and maximum peer interaction. Using as technique written production and one of its principles that is descriptive writing and following the writing process.

First, by applying observations, implemented in students of ninth grade, with ages between 14 and 18, it shows that they are in A1 level according to Common European Framework of References of Languages (CEFR).

In the same way, the activities level are related to A1 level, teacher can identify that the main question is that students try to produce, they effort when facing a pedagogical activity in the classroom, it is shown a low level of grammar deficiencies and the lack of vocabulary.

A test was proposed to determine their English level according to CEFR, was a free writing about his family, where they organize in peer using the principle of CLT. (See appendix A). It was taken into the range of 20 minutes, composed by 5 lines minimum, which they describe the members of his family with the help of the dictionary.

Due to the results thrown by such tests, it was determined that all the activities should be planned to cover the A1 level of CEFR, seeing none of the students of grade 9th cannot produce texts with more than 50 words.

Moreover, it was identified that the methodology used by their English teacher does not focus on the level in the language related to CEFR or Standards of competences in English. Suitable aspects such the correct use of the language in matters of grammar and vocabulary was observed almost never in the students.

The main aspects of written production are guided by descriptive writing and cooperative learning approach, which is selected due to the methodology stated by the institution. Monseñor Jaime Prieto Amaya proposes three main methodologies to work among the entire institution. The English department is concentrated on solving problems using a research approach.

1.2 Justification of the Pedagogic Component

This research report was designed based on because of the series of observations carried out during the first week. In this observation, it was identified the lack of capabilities to get a correct written production by students where they cannot produce by themselves, following the lesson plan indicated by the school.

Students selected to work in this integral practice project is composed by students of ninth (9) grade, who are divided between three groups: 9-01 9-02 and 9-03. These are mixed groups joined around fourteen (14) and sixteen (16) years old. Each group has around thirty nine (39) and forty one (41) students. The sample group chosen to apply this proposal is 9-03, in which there are twenty two (22) girls, and seventeen (17) boys, completing a number of thirty nine (39) students

According to CEF states that a student in this level "*I can write a short, simple I can write short, simple notes I can write simple connected postcard, for example and messages relating to text on topics which are sending holiday greetings. matters in areas of immediate familiar or of personal interest. I can fill in forms with need*".

Once stating the Standards of Competences in Foreign Language: English, they find to advance several skills of language including, of course, writing. In this way, the standards propose several kinds of texts which students should be able to understand and work with.

According to Jacobs and McCafferty (2006) state that CLT proves to be an effective teaching strategy to both as the teacher as learner. In addition, it incomes place and allows communication skills. Li, M. P. & Lam, B. H. (2013) says that applying CLT allow students interact between them in the same group in order to obtain and exercise the elements of a subject and to solve a problem, answer a task, achieve a goal.

Besides teaching process, the students' leadership at Monseñor Jaime Prieto Amaya into the writing technique through CLT approach is proposed. This is done based on descriptive writing with the purpose of working one type of writing technique in the English class. There is a clear need showed by students to increase and advance the English language competence.

Moreover, the correct use of a dictionary is employed in written production in the target language. It is applied in order to reinforce writing among ninth grade students. Through descriptive writing, following the steps for developing the writing process.

The methodology applied the institution is based on working by groups, this is probably the most appropriate approach, since it can be adapted to the main attention in the institution, and the method can be connected with the process specified by this.

To recapitulate, the intention of this project is to be useful for students because of it takes the chance to increase their written production; in addition to, it has the occasion to work as a team guided by the application of descriptive writing process. These types of activities allow clarifying their ideas and opinions in a better manner where they can truths in themselves.

The idea of this proposal is that the students have the capability of writing by themselves a little paragraph describing something relevant like their routines, hobbies and so on; this is the reason why this Project focuses on descriptive writing, where they can develop this ability and produce short texts.

1.3 General Objective

To strengthen written production by implementing descriptive writing and cooperative learning teaching among students of 9th-03 grade at Jaime Prieto Amaya High School.

1.3.1 Specific Objectives

➢   To write short paragraphs about the topic worked in the descriptive writing

➢   To define a schedule for the application of the activities.

➢   To link the activities to the topics proposed by the lesson plan.

➢   To establish the type of CLT like maximum peer interaction, group autonomy, and so on.

➢   To use the stages proposed in the writing process: prewriting, drafting, revising and publishing.

1.4 Theoretical Framework

To learn English as a second language is the main objective of the Colombian national bilingualism plan (P. N. B) Approved by the Colombian government in order to interconnect Colombian inhabitants with the rest of the world (M.E.N, 2005). In order to clarify the next steps in this research proposal, every variable has been defined.

1.4.1 Cooperative Learning Teaching Approach

"Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal" (Li, M. P. & Lam, B. H. 2013)

1.4.1.1 Principles

Jacobs. G (2004) suggests eight (8) principles for CLT approach like heterogeneous grouping, collaborative skills, group autonomy, maximum peer interaction, equal opportunity to participate, individual accountability, positive interdependence and cooperation as a value. However, this research report focuses on heterogeneous grouping that combine one or more number of variables including, gender, age, language proficiency, group autonomy where students try to solve the problem themselves and maximum peer interaction when students cooperate to broaden the quantity and quality.

1.4.1.2 Heterogeneous Grouping

Jacobs, G. M. (2004) states that "This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence"

1.4.1.3 Group Autonomy

This is another principle that has been chosen because it motivates students to search resources in place of waiting the teacher gives them everything. It is relevant to the teacher does not intervene when there is a difficulty during the process because teacher must trust in his students and demonstrate them that they can solve any problem by themselves.(Johnson,2000)

1.4.1.4 Maximum Peer Interaction

According to Jacobs (2004) when the classroom is organize in groups of 2-4 students it maximizes the quantity and the quality maximizes when students work on their own answers and ideas and use cooperative skills.

1.4.2 Written Production

In This part of the report is explained why is important the writing production, first of all it is one of the four important skills of foreign language that the students must. It requires some relevant aspects, for example obtaining a test of memory, language ad thinking ability at the same time, and it demands a specific knowledge about the topic from long term memory, because it helps to produce a better text (Kellogg, 2001)

Kellogg (1996) (as cited Kellogg, n.d.) states that it is important to balance the planning of ideas, the generation of a text, the reviewing , is a great request on the executive atention in order to write well

In addition there are three facts depend on having a satisfactory working memory resources, the first one is to measure, it is one of an extensive cognitive knowledge in order to the process control. (Engle, Tuholski, Laughlin, & Conway, 1999) (as cited Kellogg, n.d.).

The second one is the children's fluency that is affected until they know to write well, it is a similar situation to new learners. (McCutchen, 1996) (as cited Kellogg, n.d.). Have the ability of handwriting and spelling is an important condition for writers to produce texts for starting to extend the direction of cognition, emotion, and behaviors.(Graham & Harris, 2000). (as cited Kellogg, n.d.).

According to Bereiter & Scardamalia, (1987). (as cited Kellogg, n.d.).the third one is the progression of the use of writing, it rises through the writing experience as well as language production.

1.4.2.1 Descriptive Writing

According to Schachter (2009), states that Descriptive writing skill makes use of description about a person or people, places, or thing in a manner that allows to the person who reads to imagine it. This type of writing is characterized by: sensory details, precise language, comparisons, strong verbs, and hyperbole. Following the writing process steps: prewriting, drafting, revising, editing and publishing (Kamehameha Schools, 2007)

1.4.2.2 Writing Process

Kamehameha Schools (2007) suggest that this method emphasizes the recursive processes of prewriting, drafting, editing, and revising.

-
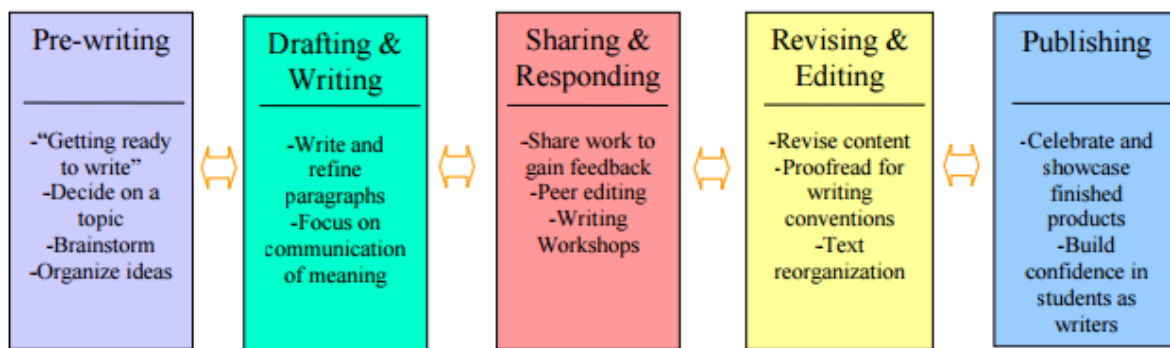
Figure 1 The writing process (Graves, 1983, 1991; Tompkins and Hoskisson, 1995; and Poindexter and Oliver, 1999.)

Pre-writing: In others words this is the essential step for planning what is going to be written, what is the purpose of the writing thinking, ordering the ideas, some students take less time in this step and it could not access to the complete information they need or they want to write.

Drafting and writing: to revise what the writer have written and see if the ideas has been written in a deeper way, and also it allows to take into account new ideas, additionally, writing as a method to examine when is composing material and how to teach to write.

1.4.3 Standards of Competences in Foreign Languages

According to the national ministry of education states that: has a suitable level of English facilitates access to employment and educational opportunities to help improve the quality of life. The MEN organizes a series of standards according to educational level that students possess. All this is guided by the Common European Framework of Reference, which manages to develop skills according to each level.

In the same order of ideas, the plan of bilingualism, the standards are grouped according to their degree of education of educational institutions. Levels are set as follows:

GRADE	LEVEL CEFR	LEVEL IN COLOMBIA
First to Third	A1	Beginner
Fourth to Seventh	A2	Elementary
Eighth to Eleventh	B1	Pre-Intermediate

Table 1 Standards of competences in English Colombia (MEN, 2006)

According to this standard, the students should be in B1 level pre-intermediate, but they are in A1 Beginner because of their lack of knowledge related to written production.

Succeeding these statements, ninth grade students must write short paragraphs expressing basic ideas mixing greetings and basic personal information. In addition to this, it can be determined that students are able to produce short texts following specific structures guided by a Basic English level.

1.5 Pedagogical Activities

The application of this integral practice proposal is focused on 4 activities which are associated with descriptive writing. Each one of them is chosen based on the principles. The activities were carried out on Wednesday, taking the entire hour proposed by the institution schedule.

Additionally, the classes planned of this method, it has been taking into account the amount of students, the approach that has been conducted by the English teacher, the bilingualism plan proposed by the National Ministry of Education and English level and standards according to the Common European Framework. A series of activities were adapted in which Cooperative Learning method was performed.

1.5.1 Activity 1: Diagnostic Writing

In this first part, the teacher demands the students to write a text about their member of family, following some instructions taking into account in detail. The teacher explains them how to write the text using the writing process in which they must write a draft, in this case, the teacher chose the topic and wrote an example in the whiteboard and told them to make a similar one.

1.5.2   Activity 2: My Favorite Things

Following Jacobs' statements (2004) it was organized the classrooms in mixed groups of five, this activity was planned for two hours of class the first one it was explained what is the objective, the teacher made an example and the student made the others, the first point was related to a listening activity as a warming up to the topic. The students listened twice the track, with the help of the words in the box, chose the correct number, and wrote in the correct image.

According to their level A1, it was shown three example of different description about what their favorite things are, it was read and explained the meaning of some words in Spanish, and they guessed some words with the help of the images that was included into the guide by the teacher trainee.

To conclude, the students should write a text following the example, each one of the group wrote their ideas, wrote the final text, the teacher made some corrections and the students rewrite the text, correct, and publish it. (See appendix F)

1.5.3   Activity 3: My Favorite Celebrity

This activity started with an explanation of the possessive pronouns that was shown in a table with some examples.in this case was applied the maximum peer interaction principle according to Jacobs (2004).

Consecutively, it was done the activity in which they should write the correct word following the example in the chart and taking into account, who refers to, depending on the subject.

In this activity was applied maximum peer interaction in which the group is composed by two or four students where each one worked alone trying to complete the exercises, when they finished they shared their opinions and ideas and redacted the final text.

Additionally, some exercises was difficult to develop for the students because they needed to use a dictionary in order to understand the words and some of them did not have one, but the cooperation of their partner aided gratefully because they made their contributions with the possible meaning, some meanings they knew, and understood the sentence.

Finally, they wrote a text following the example, the teacher made some corrections and the students correct the mistakes and wrote an ending text in order to show the new one. (See appendix G)

1.5.4   Activity 4: My Mornings

In this occasion, the activity started reading the sentences and tried to guess what the differences they can notice in each sentence. After the teacher made a little explanation as a warming up about the present simple rules. Taken into account their level, it was necessary to show in detail each example easily.

It was develop during the three hours of the week, where they clarified their doubts and developed the exercises in order to make another one similar to that. The students organized in-group autonomy where each one of the participants had an opportunity to tell their ideas to their partners (Jacobs, 2004)

Finally, it was read their texts and made the needed correction with the purpose of close this activity. (See Appendix H)

1.5.5   Activity 5: Profile's Partner

Each activity was done with a warming up in order to catch the attention of the students and the same way they understand in a better way the topic and the purpose of the activity, in this case was shows a listening activity in which they should complete with a specific number they listened and wrote on the space.

Additionally, they completed the chart with their own information and another one with one of their partners. They read the text and understood the purpose of this point and made one text where they though in a partner and describe him or her.

Schacter, J. (2009) includes descriptive words and details (look, sound, composition, age). (See Appendix I)

1.6 Schedule

It was necessary to create a specific schedule based on the whole schedule of the supervisor, following coordinator suggestions, it was assigned ninth grade that had three groups, three hours per one group for a total of 9 hours per week

Table 2:Ordinary Schedule

Day/Hour	1 6:25-7:15	2 7:15-8:05	3 8:05-8:55	4 9:25-10:15	5 10:15-11:05	6 11:05-11:55	7 12:40-1:30	8 1:30-2:15
Monday						903	902	
Tuesday								
Wednesday		901	901	903	902			
Thursday				903				
Friday	901			902				

In the same order of ideas, it was chosen 903 group as the sample of this report, selecting 2 hour

Table 3: Integral Practice Schedule

Day/Hour	1 6:25-7:15	2 7:15-8:05	3 8:05-8:55	4 9:25-10:15	5 10:15-11:05	6 11:05-11:55	7 12:40-1:30	8 1:30-2:15
Monday								
Tuesday								
Wednesday				903				
Thursday				903				
Friday								

2. Chapter Two: Research Component

In order to understand clearly the results when guiding this research, in this second component of the study the following objectives were proposed as a guide that has defined the steps for the author to describe the problematic of this research.

2.1 Introduction to the Research Component

The approach applied in this process is Cooperative Learning Teaching method and the skill is descriptive writing. It is the main objective in the teaching-learning process that it was carried out at Jaime Prieto Amaya School with students from ninth 03. Consequently, to complete the practice, it is pertinent to apply the action research method.

According to Koshy (2010: 1), "Action research is a specific method of conducting research by professionals and practitioners with the ultimate aim of improving practice." Conferring to the terms, the central idea of this method to be employed at the institution is to promote reading comprehension in students as a basis for learning and understanding a foreign language.

In order to begin this research based on the action research method, observations after each activity, an interview, a likert scale subject and a schedule are carried out in this final period of class, which is checked it each activity with the purpose of evaluating the students reactions and the helpfulness of CLT and Descriptive Writing.

Additionally, this research component has as a merely objective to analyze the influence between CLT and descriptive writing o Written Production, variables outlined for this pedagogical plan.

2.2 Justification to the Research Component

In order to design a pedagogic proposal it is essential to make us of Action research, it is taken as reference for examining the teaching-learning techniques in the educational institution, and also it takes into account the helpfulness of the CLT and Descriptive Writing at ninth three grade students. Action research is applied in a tangible context and it aims to study the before and after results applying the method established as main objective in this research.

According to Ferrance (2000) "action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research". In other words, action research is suitable in this process due to its interest on solving educational problems in a systematic and careful way.

Finally, considering the advantages of use action research as a research method in the classroom, it is important to mention that action research allows teachers to have a real contact between a real context, where practitioners are exposed to real situations.

The student's integral practices and his activities effects on students should be studied in order to apprehend if the pedagogic proposal triumph or solely does not work. No matter what the consequences are, results in research are outcomes and they only offer information about what it is suitable or is not for the teaching learning process.

During the development of this Integral practice at Jaime Prieto Amaya School, it has been possible to detect that the focus of the institution is to apply CLT as a general approach implemented in every single class.

The benefit of using action research is the autonomy that the researcher has to collect information about the method used. The CLT and descriptive writing used a first observation in

which the location of the institution, one observation after each pedagogical activity, the

schedule of students, class and student behavior.

In addition, a questionnaire to analyze the students' opinion was conducted, an interview

to some students, which allowed clarify the students' process in the teaching learning of English

language.

2.3 Research Question

For this proposal was established one general question and four main specific questions

in order to be answered with the instruments selected.

2.3.1 General Question

How does Cooperative Language Teaching and Descriptive Writing influence Written

Production among ninth-three grade students at Jaime Prieto Amaya School?

2.3.2 Specific Questions

- ➢ How do students react to the application of CLT principles?

- ➢ What CLT principle do students work better with?

- ➢ What are the advantages and disadvantages of implementing Cooperative

    Learning Teaching?

- ➢ Which principle of CLT was the most appropriated in order to reinforce written

    production?

2.4 Literature Review

The type of research selected to develop this project is action research. This type of research is according to Ferrance (2000) a chance for the educator to reflect about his experimental purposes in the educational field, and how those can affect student' educational process. The selection of this action came from a comparison between its theoretical bases and the requirements of the teacher assistant to find a type of research that combined educational experimental processes and research.

The Department of Education and Training Professional Learning and Leadership Development Directorate (2010) states that this tool called action research combines the application of a plan and the amount of its implementation research; rejecting other research designs the task from the resolutions of that action research design.

Action research is the platform to involve theory and practice, the theoretical framework that support action research aids the researcher teacher to comprehend the problem in the classroom environment when practicing and applying them to greatest practice (Johnson, 2012).

According to Kemmis and McTaggart (2000: 595). Action research is a constant cycle of planning in the proposed research, observation methods to use, examine and reflect on the effects that are producing the application of a method, in this case, the task-based learning method, and then an adjustment is made on the planning to enhance the results and returns to the observation. In this type of methodology, research and findings are constant; every thematic is analyzed through the students notes and reactions.

Identify A Problem Area: In this first section, it is important to limit the question. Taking into account the time and effort in investigating a problema, the question should include an

important point to ask what the teacher has influenced. For example, what and how the teacher

may use an approach as a teaching strategy, and what or how the students have learnt

Gather Data: It is relevant to choose the suitable data that is the most appropriated for the

issue, in this report has been implemented the questionnaire, the observation and the Likert scale

Interprete Data: Depending on the question, the researcher can use the information; it is

divided into qualitative and quantitative.

Act on Evidence: Design a plan; study the change that is difficult to identify the real

problem on the first collection.

Evaluate Results: To show how the proposal has affected the process, if there is some

improvement, if not, to search what changes could be applied in order to obtain better results

The graphic below reflects what is meant by action research cycle and action research

spiral
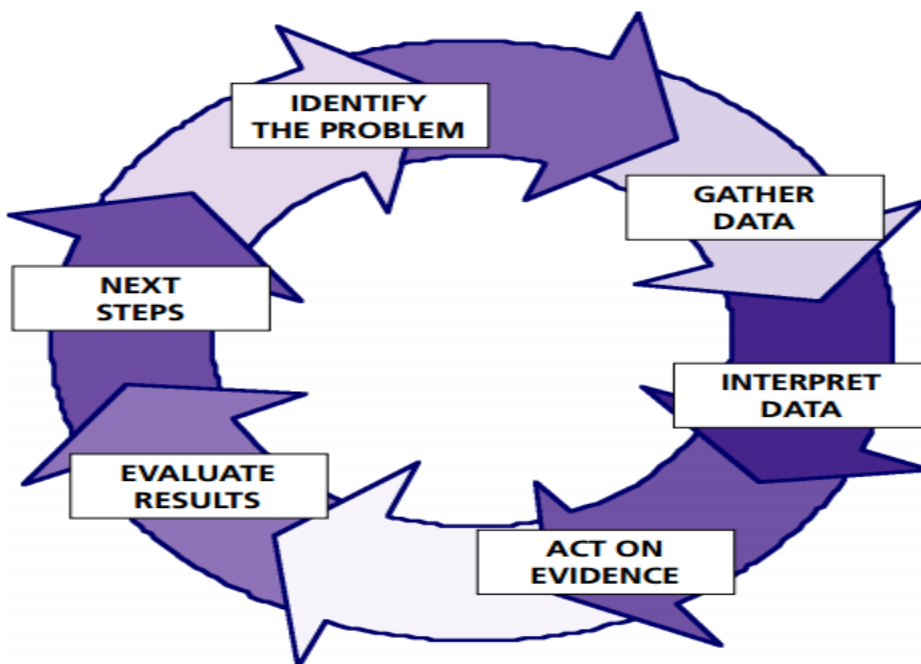
Figure 2Kemmis and McTaggart action research spiral.

2.5 Research Method

According to the order of the ideas in which action research is headed, and the requirement of evidencing the variety of reactions, interpretations, and conclusions this section seeks to detail the methodology set in motion in this pedagogical project along with its research instruments such sample, observations, questionnaires and Likert scales.

2.5.1 General Approach and Design

Calhoun (1992) states that there are three types of action research that permit educators to examine areas of concern and light the experiments within their classrooms and schools: Individual Teacher Research, Collaborative Action Research and School wide Action Research. In addition to this each of the methods of action research allows to analyze importantly the data collection inside the classroom, in order to analyze the students' learning method. In this case, CLT will be tested in order to reinforce written production among students at Jaime Prieto High School.

James and colleagues (2008) claims that practitioners take improvement of the current data to construct well supported conclusions. This type of research tends to rely more on the qualitative data rather than the quantitative. Its mixed methodology supports the requirement of validating the qualitative data draw from the observation and interviews, creating reasonable the idea of measuring at what magnitude this plan had an influence, data gathered from the Likert scales; in other words the use of quantitative data.

2.5.2 Sampling

According to Lund Research (2012), the systematic random sampling is a type of probability sampling where the researcher needs ensure that entirely the members of the inhabitants have equal chances of being selected as the starting point or the initial subject. It was chosen since it offers an equal opportunity or probability of selecting each unit or subject from the population in order to create the sample.

It includes the idea of choosing a group of people that take part in surveys, interviews, questionnaires, and/or Likert scales so that the researcher can demonstrate the results, and conclusions that derived from their project.

Furthermore, Cochran (2003) comments that performing a right sampling technique will bring the subsequent benefits to the research and the researcher: the capacity of not assuming unnecessary and expensive costs, the likelihood of conducting the research more accurately, and adding larger flexibility.

In addition to this, it can be grouped into two wide categories: probability and non-probability sampling. A probability sample is one in which the respondents are nominated spending some sort of probabilistic instrument, and where the probability with which every member of the population selected into the sample is known. The sampling probabilities do not certainly have to be identical for each member of the sampling frame. (Fricker, 2002)

Patton (2002) states that non-probability samples need much less time and strength, and thus are less expensive to generate, but they do not support formal statistical interpretation. However, non-probability can be useful for research in other ways. For example, early in the course of research, responses from a convenience sample should be useful in evolving

suggestions. For a detailed discussion on the application of various types of non-probability-based sampling method to qualitative research.

2.5.3 Sample

In research, sample is a group of people that is taken from a bigger population and characterizes it for measurement. When taking a sample, the results can be indiscriminate among the members of that population (Education Centre, The Hillingdon Hospital 2006). This type of methodology mentioned by Latham (2007) requires every member of the population to have the same opportunity to be chosen.

The participants are between fifteen (15) and nineteen (18) years old both male and female. Likewise, it can be stated that the characteristics of the participants are similar subsequently they share the same ages and fit to the same grade.

2.6 Data Collection Instruments

Data collection is a systematic approach to gathering information from a variety of sources to get a complete and an accurate picture of an area of interest. (Rowley, 2002).Data collection requires a researcher, who is focus on every detail of the researcher context, in order to obtain the available information about the two variables in this report.

Gathering the data from the diverse pedagogical techniques, methodologies, and measures is an action that the researcher must holder as cautious as possible, and must ensure that the instrument or instruments chosen are valid and reliable. If this is not the case, the project undertaken will risk of being led to invalid results.

This project is based on gathering data through three data collection instruments that are direct observation, questionnaire and likert scale. In order to understand what is about each instrument in data collection it is necessary explain it.

In this research is used mixed method, which implies collecting qualitative and quantitative data. The most appropriate set of methods to organize qualitative data in order to conduct the research are the observation and questionnaire, because it is relevant to gather particular data and important information around the problematic that has been observed in the classes. Questionnaire is particularly useful for getting relevant information. On the other hand, the instrument used in order to gather quantitative data is the likert scale.

2.6.1 Observation

Observation offers the chance to document actions, conduct and corporal aspects without taking to depend upon peoples' enthusiasm and aptitude to respond to questions (Taylor & Steele. 1996). This type of data collection allows the researcher to watch the sample interacting in their natural setting, responding to different activities and events that arise inside the classroom. Also grants the observer the facility to discover the attitudes towards English vocabulary acquisition through pop songs and the process within it.

It is applied also non-participant observation that according to Liu & Maitlis (2010) Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. It is a data collection method in this report, in which the researcher observes events, activities, and interactions with the objective of collecting a direct understanding of a phenomenon in its natural setting. The observer does not participate directly in the activities being observed. Non- participant observation has a long history in the social and behavioral sciences.

According to ESOMAR (2009) entitles as direct observation, which involves of taking notes of each occurrence without any purpose of manipulating or influencing the studied sample setting.

The main points taken into account in order to apply the observations are the vocabulary that the teacher and students use during the class. The students' reactions to the activities proposed, students' behavior while developing the activities, students' language skills and the acquisition process.

2.6.2 Questionnaire

The questionnaires are lists of questions used for research purposes that are designed in order to collect specific information according to the subject studied. This kind of data collection method allows researchers to collect relevant data as well as compare and analyze data and minimize bias in the formulation and asking the questions (James P. Key, 1997).

In the current project, a questionnaire is developed in students. The type of questions used on those questionnaires is mixed, they are open-ended questions, ranked and it is develop the Likert scale inside the questionnaires. The type of data expected to be collected consist on points of view, beliefs, suggestions, the most useful error correction techniques, how the teacher attitudes influences the learning process.

As reported by Leicester University (2015) interviews are usually unstructured, requiring not a rigid set of principles to follow, allowing changes according to the interviewee responses. Another noticeable feature is the chance of covering in detail the topic discussed.

2.6.3 Likert Scale

Related to the quantitative data, there is solid evidence that Likert scales can carry out the task of collecting quantitative data with results that if executed properly can lead to the data reliability and validation of any research study.

According to Uebersax (2006), Likert scales were brought from the idea of measuring the different psychological attitudes in a scientific way, specifically producing attitude measures that can equitably be interpreted as measurements on a proper metric scale, just as inches or degrees are considered factual measurement scales.

He also highlights main features pertaining Likert scales: Likert scales usually have a number of items; the responses' layout is horizontal; response levels are attached with consecutive integers, response levels are also fixed with verbal labels, which connote more-or-less evenly spaced gradations.

In this project, a Likert scale was proposed because it can give data about the preferences of the sample in front of the use of skimming in their English learning process; at the same time, this instrument provided numerical data, about the relation between skimming and reading comprehension that supports the qualitative data that has been gathered.

The data in this likert scale refers to different student's perceptions about the teacher strategies for written activities, teacher behaviors, the nature of the tasks and the interactions between teacher and student during English class. The statements in the likert scale were design in Spanish for students of ninth grade.

2.7 Data Analysis

Creswell and Plano Clark (as cited in Onwuegbuzie, 2011) say that "Data analysis in mixed methods research consists of analyzing the quantitative data using quantitative methods and the qualitative data using qualitative methods". It is a process, which combines both qualitative and quantitative data analysis in order to have a wide understanding of the data collected, which provides the results needed to achieve the purpose of the research and answer the research question.

This process of analyzing the data collected is essential in the development of any research meanwhile it is the phase that allows the researcher to obtain meaningful insights in order to understand behaviors. Opinions discovered during the data collection process to them reach a real conclusion.

In addition, it gives the opportunity to prove the different theories mentioned at the beginning of the project, which support the study, and to verify if there is an achievement of the objectives proposed for the project. Furthermore, by means of this process the results obtained are reliable because it helps to avoid bias based on the proper application of data analysis methods.

This project focuses on mixed methods design that is defined by Creswell (2012) as the combination of both qualitative and quantitative methods with the purpose of obtaining a clearer understanding of the research phenomenon and question that they cannot provide by separated.

This design was selected because of the importance of connecting both instruments since the purpose of the research requires discovering points of view, insights, understanding

behaviors as well as numerical information. Thus, it is important to use both data analysis

methods in order to follow the proper steps of the exploratory analysis design.

2.8 Results

In this section is explained in detailed the information gathered from 12 students of ninth

grade-selected systematically.

2.8.1 Observations Results

This instrument for this project was applied in six different steps, the first one was at the

beginning of the proposal and one observation during each 5 activities developed (See Appendix

K, L)

2.8.2 Questionnaire Results

➤ *Gender*   ☐ *Masculin*   ☐ *Feminin*

Table 4 Gender

Masculin	Feminin
7	5
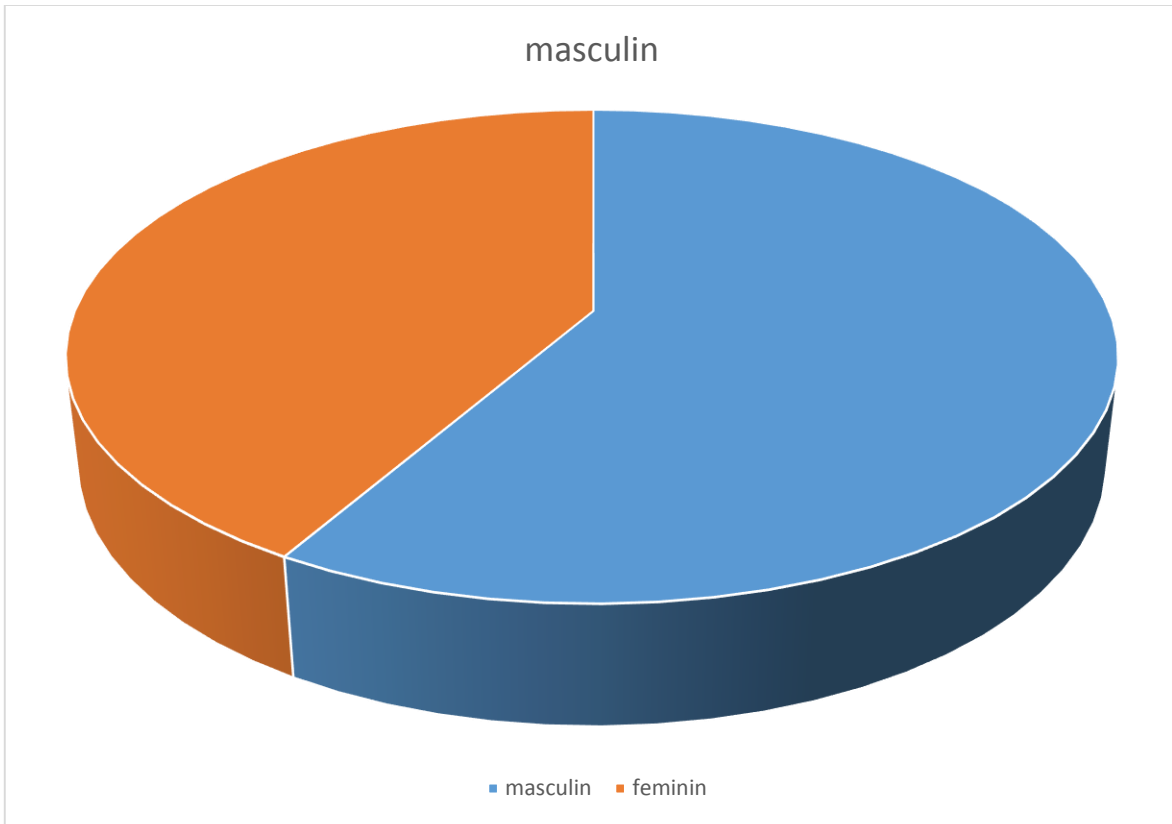
Figure 3 Gender

The questionnaire was applied to 12 students selected systematically following the list and

taking each three numbers, there were seven men and five women

➤ *Age*   ☐*13* ☐*14* ☐*15* ☐*16* ☐*17* ☐*18*

Table 5 Age

14	15	16	17	18
1	0	4	5	1
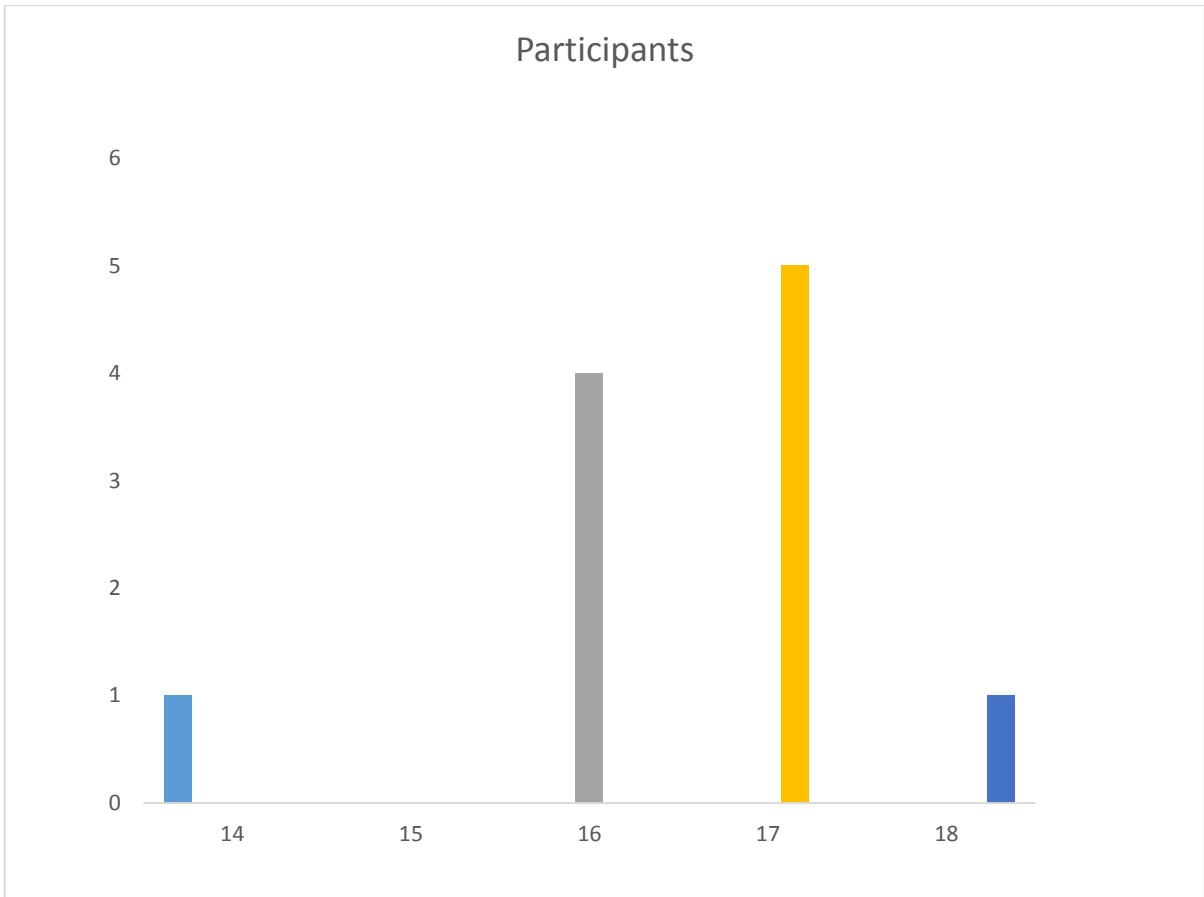
Figure 4 Age

➤ *Do you like to write in English?*

☐ *YES*   ☐ *NO*

Table 6 Yes or No

YES	NO
9	2
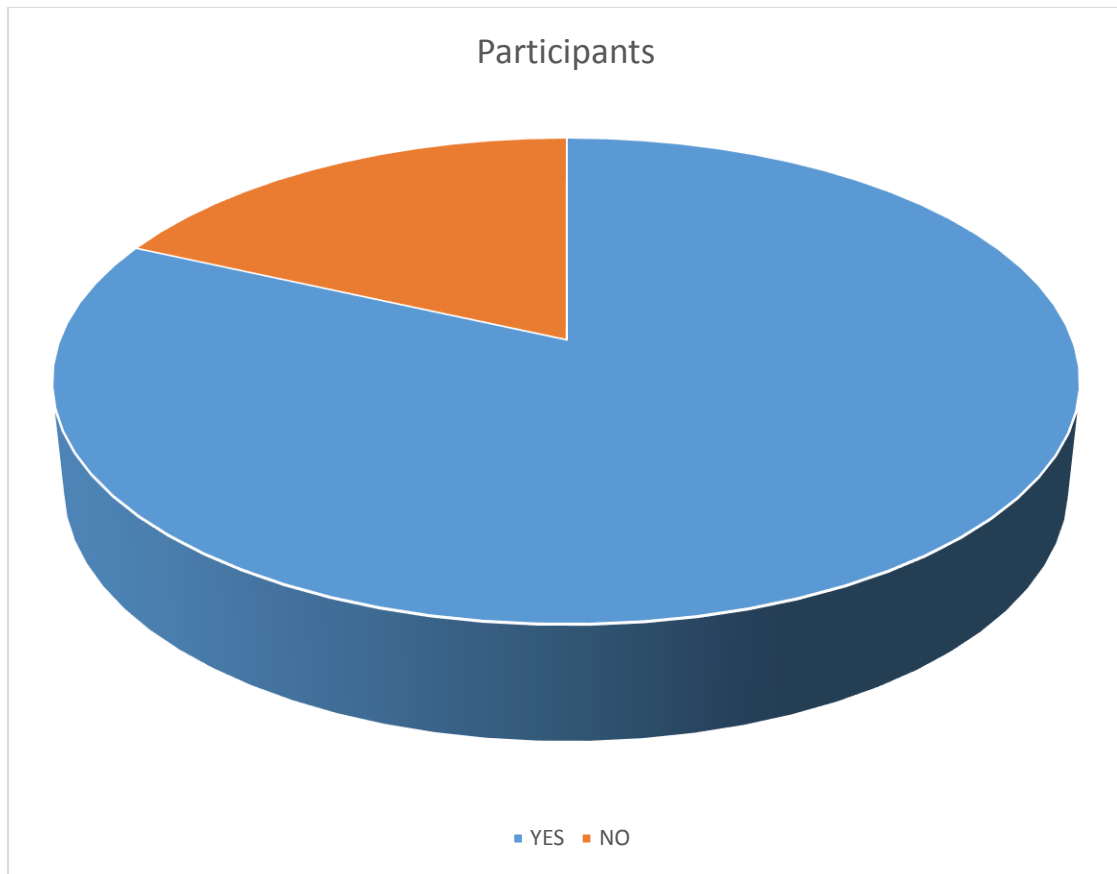
Figure 5 Yes or No

The purpose in this question is to know how many of them enjoy writing in English and the results shows than 82% of them like to write, it means there are 9 students who like to, only to students don't like and their reasons it will be known in question 5. There is a via because only one student didn't answer this question.

➢ *Why do you like? Choose only one*

    1.   Pay my attention to write.   ☐

    2.   It is easy to me to write.   ☐

    3.   Follow the example given and make mine   ☐

    4.   Learn new vocabulary developing the activity.   ☐

    5.   Other:_____

Table 7 why do you like to write

Pay my attention to write	**4**
It is easy to me to write	0
Follow the example given and make mine	2
Learn new vocabulary developing the activity**.**	4
Other	0
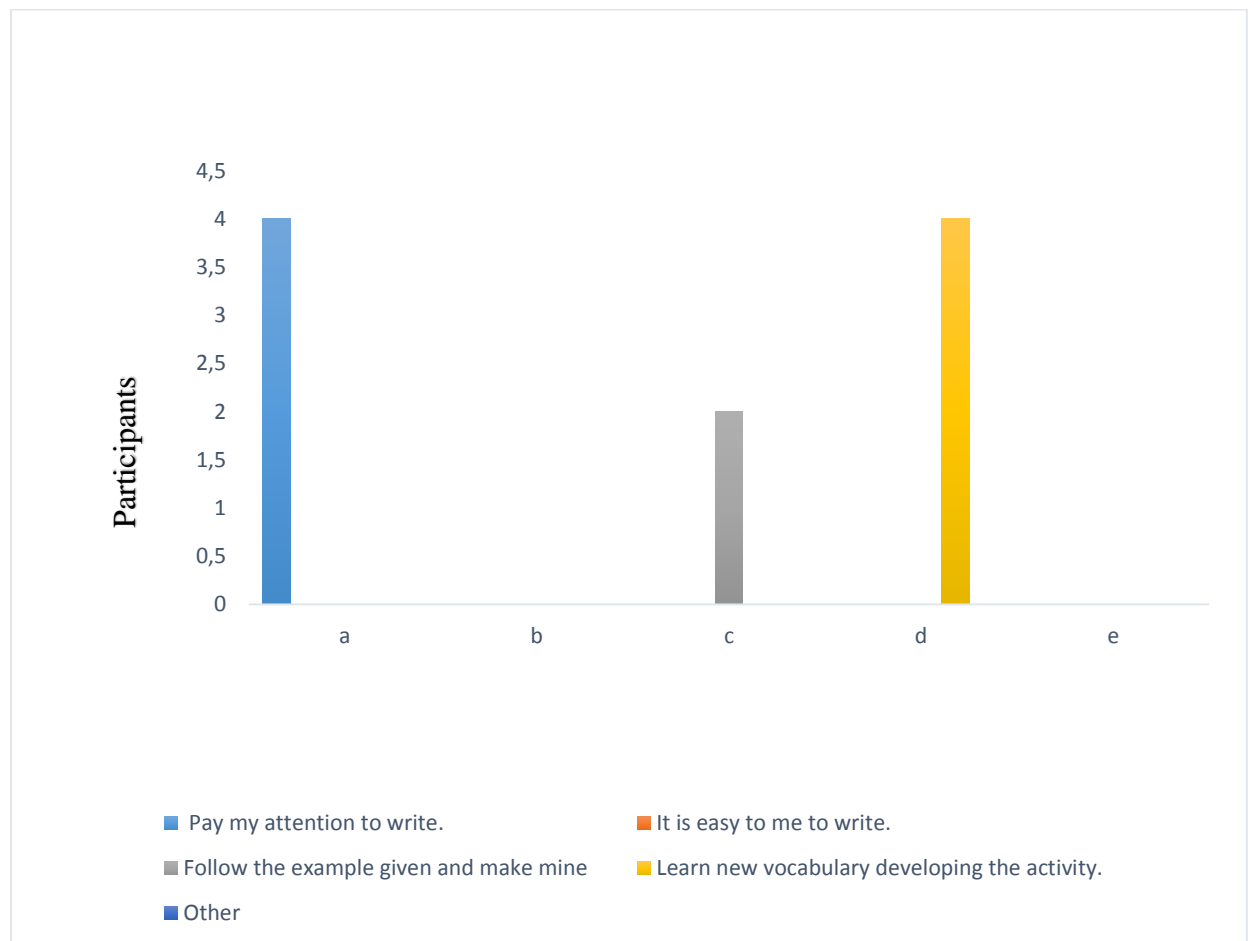
Figure 6 Why do you like to write

It was presented four option in which they should choose only one and most of them chose option a and option d. it can say that the students like to write and in the same way they can learn new words while they developed the activity.

➢ *Why do you like? Choose only one*

1. *Don't pay my attention to write.* ☐

2. *It is hard to me to write.* ☐

3. *Don´t know how tofollow the example given and* ☐ *ake mine*

4. *Don't learn new vocabulary developing the activ* ☐.

5. *Other:_____*

Table 8 Why do not like

Don't pay my attention to write**.**	**0**
It is hard to me to write**.**	2
Don´t know how tofollow the example given and make mine	0
Don't learn new vocabulary developing the activity.**.**	0
Other	0
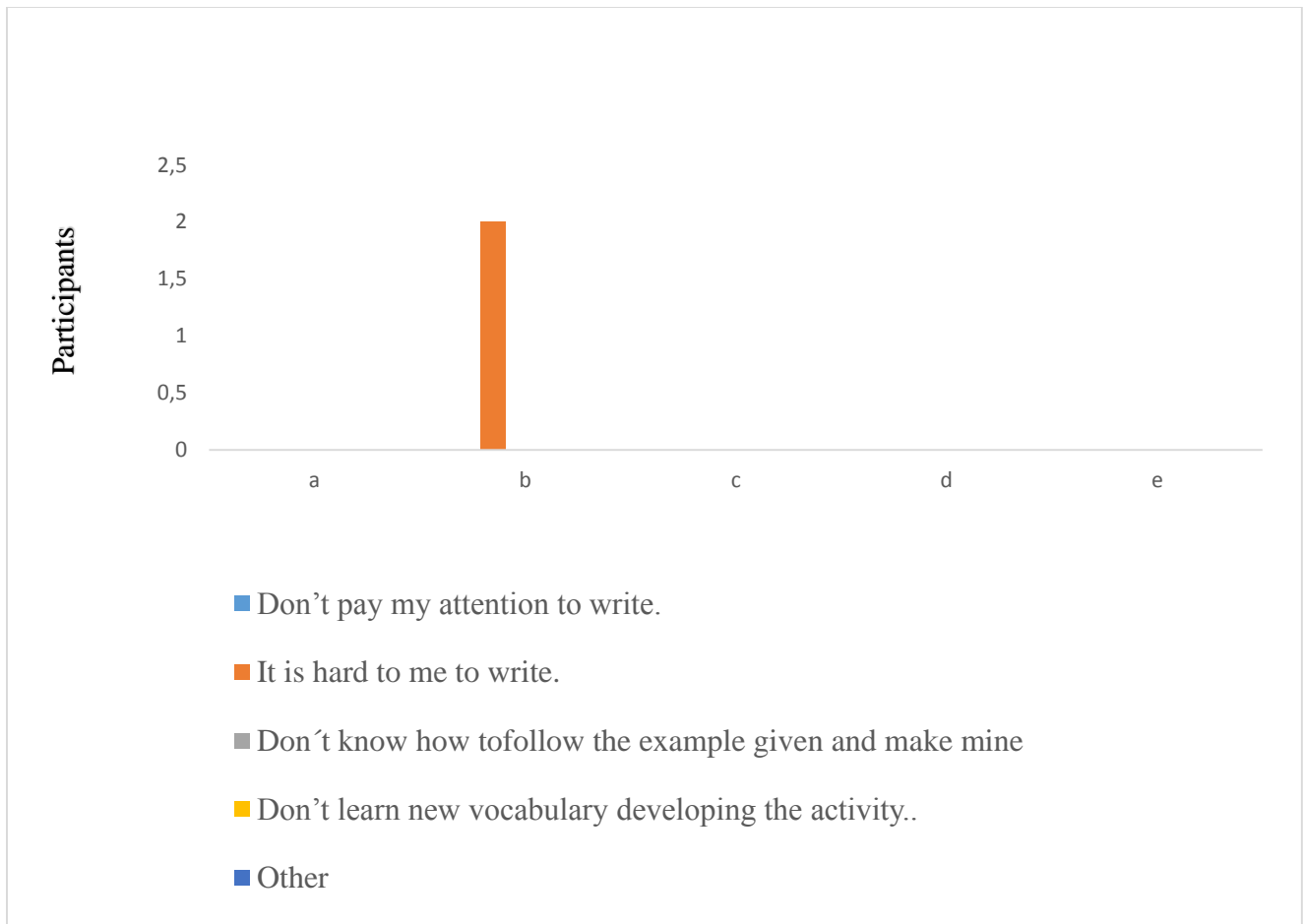
Figure 7 Why do not like

According to question 3 the students who answered NO should answer question 5, in this case only two students chose this option and both had the same reason why not like to write, one posible option is that these students could not use the tools the teacher or they have to help them for making the activity.

➢ *Put in order of importance to you where 1 is the most important and 6 the least, the relevant aspects about CLT*

        1.   We work in group.   ☐

        2.   I can make and receive contributions to the group ☐

        3.   We make the activity much easier.   ☐

4. *Learn how to produce a text in English.* ☐

5. *I know the steps for writing.* ☐

6. *The activity is productive.* ☐

Table 9 The most important aspect

We work in group.	2	2	6	1	1	1	5	6	1	1	1	1
I can make and receive contributions to the group.	3	6	1	5	5	4	3	5		1	1	5
We make the activity much easier	5	5	5	6	6	2	4	4		1	1	5
Learn how to produce a text in English	4	1	2	2	4	3	1	3		1	6	1
I know the steps for writing .	1	4	3	4	2	5	2	1		1	6	4,2
The activity is productive.	6	3	4	3	3	6	6	2		1	1	2	6,3

Table 10 Order of importance

6,3	The activity is productive.
5	I can make and receive contributions to the group.
5	We make the activity much easier
1	We work in group.

It could be noticed that the least important aspect for the majority of the students was option 6, but it is the third one important at the same time, there was some bias that it could not be seen clearly, in this case the points of view are divided in the group. A similar situation happened with option d and e and it could not be determined a specific place to put.

Furthermore, the majority of the students placed in number 5 two options, it can be described that the students thought making the activities in-group through a feedback; they can develop the activity easily.

To conclude, the most important aspect for the students is that they can work in group, in other words the approach selected for this proposal is the appropriate for this school because they felt better working in group, and it was the most relevant for them.

➢ *Do you like to work in group in order to develop the activities proposed by the teacher for*

  producing texts?

  YES ☐   *NO* ☐ *Why?*_____

In this question all the students answer YES, summarising the answers in a general manner, most of the students enjoy working in group because: They can make feedback, it easier to understand and develop activities, they can learn better and know new vocabulary.

➢ *Indicate how often the teacher gave the instructions for developing the activity*

  N: Never   **AN**: Almost Never   **S**: Sometimes **A**: Always

Table 11 Instructions

	What kind of cooperative learning would work	**The steps to follow for writing as a draft, revision and correction.**	**The vocabulary to be introduced in the text**	**The examples given were clear to develop the activity**
Never				
Almost Never				
Sometimes	4	6	7	3
Always	8	6	5	9
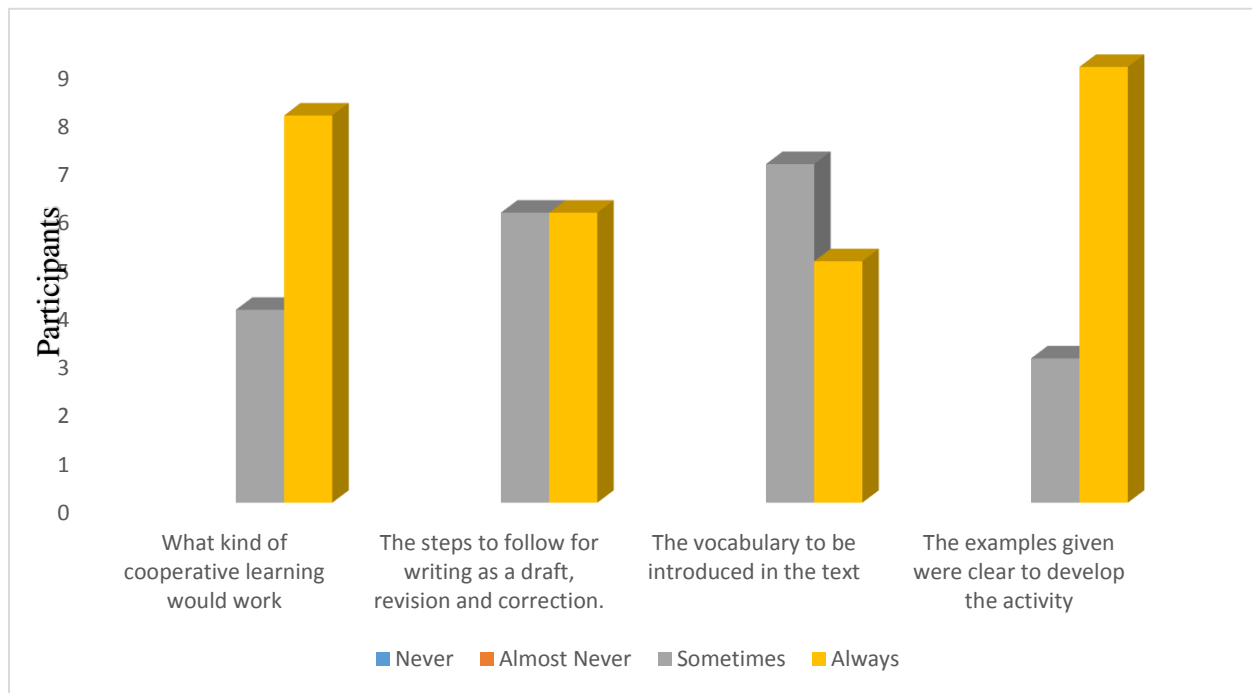
Figure 8 Instructions

Based on the information gathered it can conclude that the impact on the students was relevant and the information done was clear in each step, there were four options in which three of them the students asked always, that means the instructions were clear and the students understood what they must do during each activity.

Moreover, the others answers are similar and correspond to sometimes, two aspects positives included into the question was the most selected.

➢   *Do you consider that production has been improved by the production of descriptive texts?*

YES   ☐   *NO* ☐ *Why?*_____

For this question, all the students answered yes and they have similar answers that indicate they considered they ameliorate the production through this activity because they could make feedback, received different opinions, learnt new vocabulary.

➢ *Do you think there is a relationship between cooperative learning and descriptive writing for written production?*

YES   ☐   *NO* ☐ *Why?*_____

➢   Which of the types of cooperative learning do you feel most identified with?

1.   Heterogeneous groups

2.   Maximum pair interaction

3.   Group Autonomy

Table 12 Principle selected

Heterogeneous groups	**2**
Maximum pair interaction	3
Group Autonomy	6
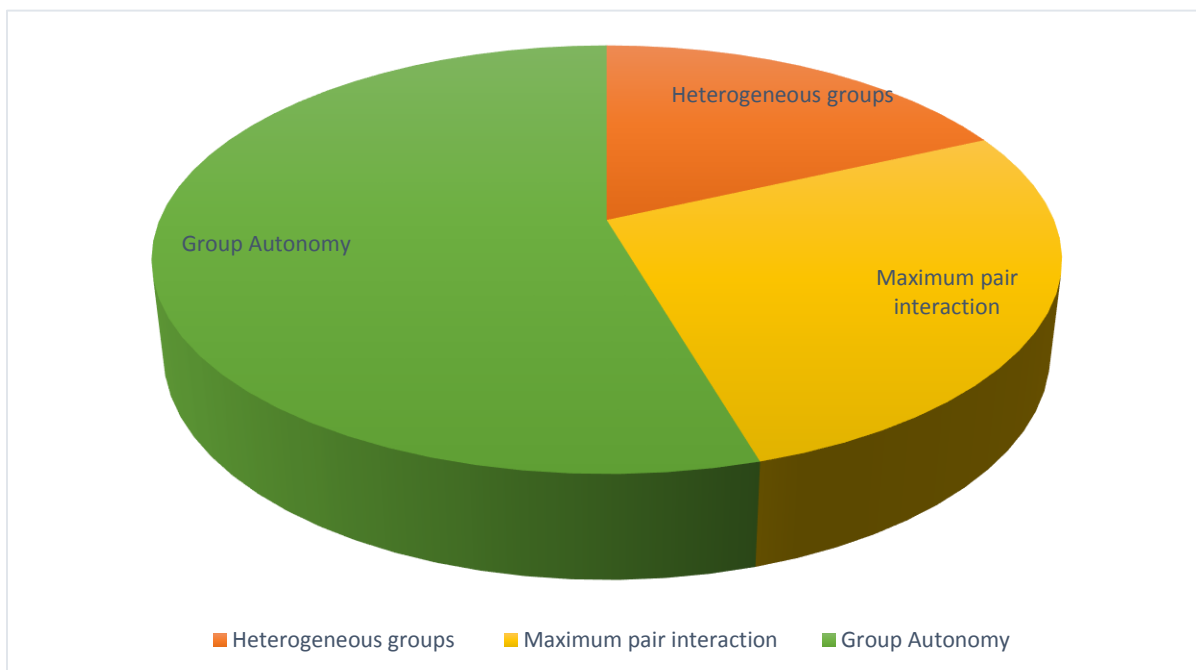
Figure 9 Principle selected

2.8.3 Likert Scale Results

The likert scale was applied to the sample chosen, which 12 students answered of ninth grade, it was 12 questions where they had four options to select, totally agree, agree, disagree, totally disagree

Question	Totally agree	Agree	Disagree	Totally disagree
1	7	4	0	0
2	9	3	0	0
3	5	6	1	0
4	2	7	3	0
5	2	4	3	2
6	5	4	2	0
7	3	6	3	0
8	4	8	0	0
9	7	5	0	0
10	7	5	0	0
11	2	8	0	0
12	8	4	0	0

Table 13 Likert Scale Result
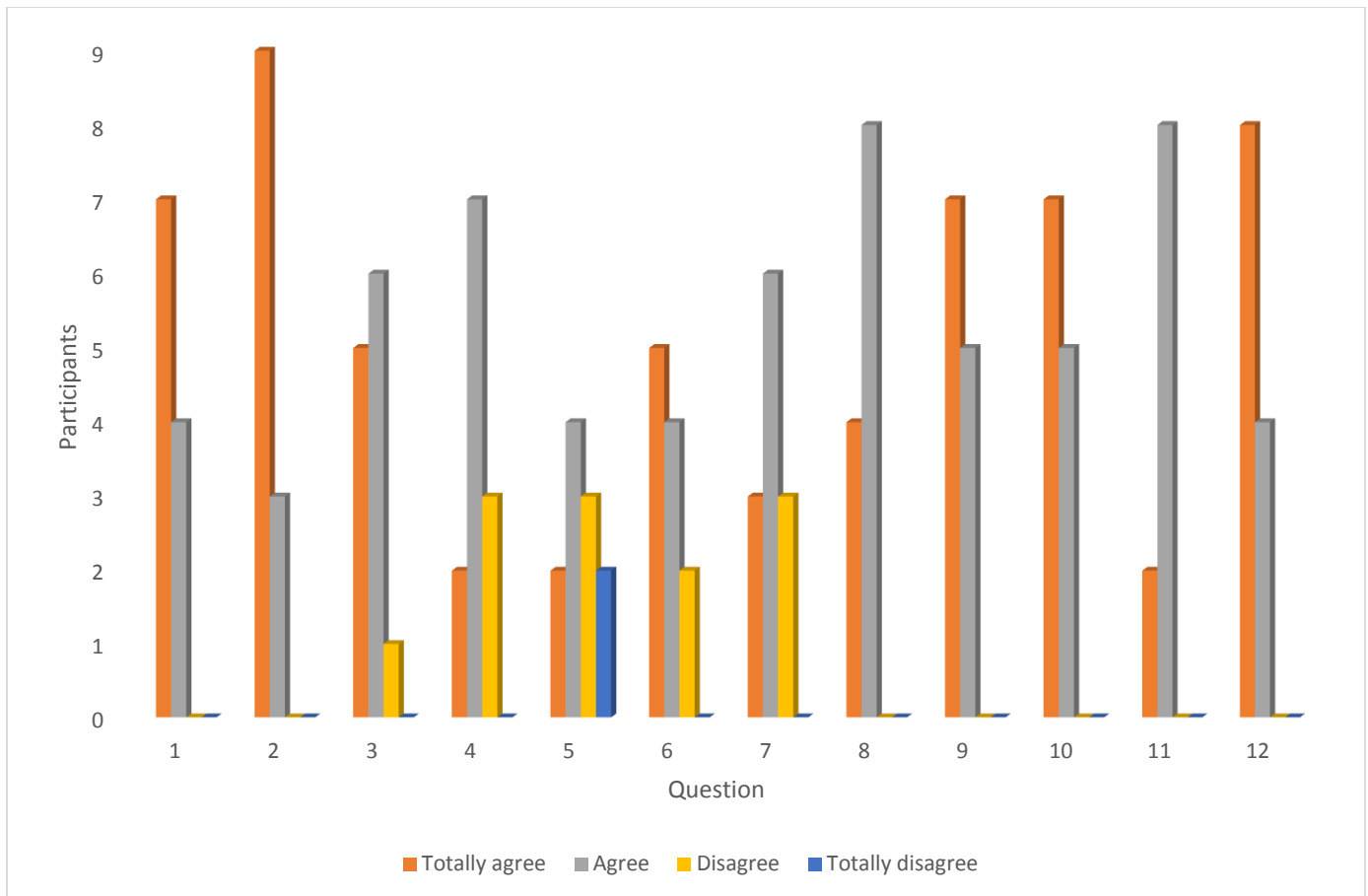
Figure 10 Likert Scale Result

✓ According to the observation done during each activity this question can show that
   students prefer and enjoy working in-group because they can develop the activity and get
   comfortable with it.

✓ Most of them were totally agree with this statement, they noticed the importance of
   working in writing activities in order to ameliorate the written production.

✓ The answer for the third statement had different points of view due to the clarity of the
   process or how they conceived the process, eleven students selected the positives aspects,
   it means they knew or had the capability to follow the writing process; however one of
   them did not catch or understand how to follow it.

✓ In this fourth statement the relevant answer was option two, a positive aspect that could

   be described like they knew how important was their contribution to the group and foster

   the activity.

✓ This fifth statement was the only one that was selected the four options, however the

   most relevant was they were agree with it, it means when they do not have the tools for

   writing a text they cannot develop it. It suitable for them make use of these tools.

✓ The sixth statement can show that the majority of the students selected the positive

   aspects, they got comfortable with the aid of the text for making themselves, only two

   students cannot find helpful.

✓ For the seventh statement, some students considered that they can develop written

   production using descriptive writing, following the example and making use the

   vocabulary done, it can help them to write a new text.

✓ Following the writing process students can develop better the activity, all the students

   chose the two positive aspects done on eight statement, when they followed the process

   they worked better with it.

✓ Taking into account each one of the CLT principles worked in this report, students made

   aware that working on it they could gain vocabulary, got the topic explained, and wrote a

   better text, in this ninth statement, students chose the positive aspects.

✓ For them in the tenth statement, was clear how they did the activity and which steps

   should follow in order to obtain the result that was a descriptive writing and cooperative

   learning for developing written production.

✓ The purpose of the eleventh statement was to gather information about how was

   appropriated the activities done and the selection of the students was positive, it can show

that this type of activity was the most appropriate, not only taking into account students

but also their level of English.

✓ This final statement for students was very important to work in teams for developing the

activities.

2.9 Conclusions of the research component

According to the data collected and the result are certain conclusions can be established.

Starting with the answers of each specific question it can show if was answered or not.

For the first question, taking the information gathered from the observation the question

was answered correctly and the results were positive, because they got comfortable with the CLT

principles, they liked to work in groups, they shared their ideas and received contributions,

however, some of them did not like to organize the group follow the rules depending on the

principle.

Students worked better with group autonomy as a CLT principle, this answered was

positive and the information collected from the questionnaire on question 11 can support it, they

preferred to work in a group autonomy in which they can support each one and write a text in a

better way.

Based on the information from the Likert Scale it can show that some advantages are that

when the students work in groups they can make and receive ideas, opinions, and contributions

in order to develop the activity. Some disadvantages taking during the observation of each class,

it can show there were some difficulties of organizing depending on which principle work,

because they did not want to work following it, the most controversial was heterogeneous group.

For the answer of fourth question it can based on question 11 on the questionnaire and

observations the most appropriated principle was group autonomy, because of its purpose that

students can develop the activity depending on themselves and making and receiving their ideas, being responsible of the process and the publishing.

For further researcher, it is important to take into consideration this approach because students get comfortable with it; one of the reason is that they can support each one of them, for developing in a better way the activity.

Following also, the approach established by the institution, the context, the amount of the students, the social environment, how students are guided for working in class and how the school instructs them.

3. Chapter Three: Out- Reach Component

This chapter section describes the features of the out – reach component that was placed in motion during the implementation of this pedagogical project.

3.1 Introduction of the Out- Reach Component

The objective of this component is to make some activities which involve the entire community including no only the group selected but also the others group in charge, that means, to get involved with a different public through activities related to English.

This part shows in a deeper way, all the activities developed with the whole community and why they were done. Two different activities were carried out in order to improve English language and use it as a communication tool.

The first activity was related to Fe y Alegria's Week in which some students were selected with the purpose of presenting a song in English

The second activity was associated to the reinforcement of third and fourth term.

3.2 Justification of the Out- Reach Component

Based on school indications, it was focused the development of this section on the planned activities for third and fourth term. According to the Coordination Intructions, the first activity, English Song Festival was the first activity that opened the Fe y Alegria's Week

Secondly, in order to ameliorate the results of third and fourth term respectively, the coordination has planned some days for letting the students present a workshop, some activities and an exam to enhance their score and get better results at the end of their school year.

3.3 Objectives of the Out- Reach Component

This part is composed by one general objective and some specific objectives that they refer to the methodological strategies used during the development of each activity.

3.3.1 General Objective

To reinforce students' English learning process, in order to enhance their score at school.

3.3.2 Specific objectives

➢ To organize the activities for the reinforcement placement test.

➢ To select the students for making the oral presentation in the festival.

➢ To train the students for the presentation.

➢ To help the students in the development of the reinforcement activities.

➢ To clarify to the students some doubts about the third and fourth term's topics.

3.4 Methodology

Based on the objectives for the second term program at school, the methodology is applied followed it.

3.4.1 English Song Festival

Following the school schedule was planned from September 12th to 17th the Fe y Alegrias week, and the first day was in charge of English department and this activity was called English Song Festival. The teacher trainee selected some students with the help of the supervisor in order to prepare them for making some presentation like a song.

The training was done during the whole week before the event, the teacher trainee helped the students to choose the song, learn the letter, practice the pronunciation, make a good performance, and look for the track in some presentations.

On September 13th was the presentation in which one student for eache grade made their presentation singing a song, saying a poem, making a role play. The best performance was done a prize in front of the school, the teacher trainee made a presentation singing a song, too.

3.4.2 Reinforcement Activities

Due to the number of the students who failed the subject and following the coordinator instructions was planned a schedule in order to help these students and obtain better results at the end of the year and minimize this quantity of failing.

The schedule programmed was applied during three days, the first and second day the teacher trainee made an explanation of the topics that was going to be included in the final exam, clarifying doubts, making some exercises, this dynamic was done for each grade that were ninth, tenth and eleventh grade, explaining their corresponding topics.

The third day was made an exam included these topics and the students that passed the exam could pass with a score of 60% the term, the exam was applied to students from ninth and tenth grade, with eleventh grade was given a workshop.

4. Chapter Four: Administrative Component

In this part, it presents another important aspect of this project, to describe in detail, which are the identification of the authorities that guarantee the well-functioning of Jaime Prieto Amaya High School main areas.

4.1 Introduction of the Administrative Component

Jaime Prieto Amaya High School in its educational project takes into account all the guidelines stated in the rules of the Ministry of National Education (MNE) concerning the processes of financial, administrative and academic management and community Directive, the different authorities that are in charge of setting in motion the palette of guidelines and activities required to achieve the goals set by the MNE.

According to this, the relevant points of their institutional education project, manual of conviviality, academic schedule, and list of students are also chief features for the correct development of the institutional design.

4.2 Justification to the Administrative Component

This part is focused on the administrative structure that forms the Educational institution. It has a great social responsibility inside the IEP, as it is who builds all children's life project that is essential to be for someone efficiently social, an individual that is capable to change their social , cultural, economic and political environment becoming a active manager of transformation.

Since the pedagogical aspect the purpose of this project is to recognize the organization and the context in which students develop their teaching-learning process. Activities planned in the academic calendar throughout the school year, the allocation of the authorities, the physical

structure and the organization that the school has with other institutions are also presented in this component. Likewise, the most important structures as conviviality manual and IEP are filed on this component.

4.3 Objectives of the Administrative Component

This component is composed by one general objective and three specific objectives.

4.3.1 General Objective

To recognize the different academic authorities and guidelines of Jaime Prieto Amaya High School required by the MNE.

4.3.2 Specific Objectives

➢ To remark the most important guidelines of Jaime Prieto Amaya High School IEP.

➢ To identify the administrative authorities of the institution.

➢ To describe its facilities.

4.4 Institutional observation

The institutional observation started from September 6th and 9th, the assigned groups to work along the semester are ninth 01, ninth 02 and ninth 03. These groups are composed by an average of 41 students; each group has in its own classroom with a good illumination and ventilation. The physical aspect are the following: they are 6 lights, no fans, the roof is so high, there is no windows for one side of the classroom, there is one board, one teacher's desk and each student has his desk.

Monseñor Jaime Prieto Amaya school has got physical characteristics as

well as internal authorities. The following chart shows a general understanding of its location

and administrative operative.

Table 14 Institutional Information

Official Name	Institución Educativa Monseñor Jaime Prieto Amaya
Location	Cúcuta, Norte de Santander. Colombia
Principal	Lc. Lida Mercedes Moreno Rozo
Nature	Official (Public)
Type	Ladies and gentleman
Owner	Department of Norte de Santander
Address	13th Street, 15th and 16th Avenue Torcoroma III Neighborhood
NIT(Tax Identification Number)	354001012173

4.5 School location

The institution is located at 13th street between 15th and 16th avenue in Torcoroma III,

Neighboord, citadel of La Libertad to the East of Cúcuta, Norte de Santander. It is a population

with a medium social economic situation, it has a good way of transportation and it is easy to

find the school because is next to the main avenue that connect to the Malecom and the centre of

the city. The following chart shows a GPS image of its location.
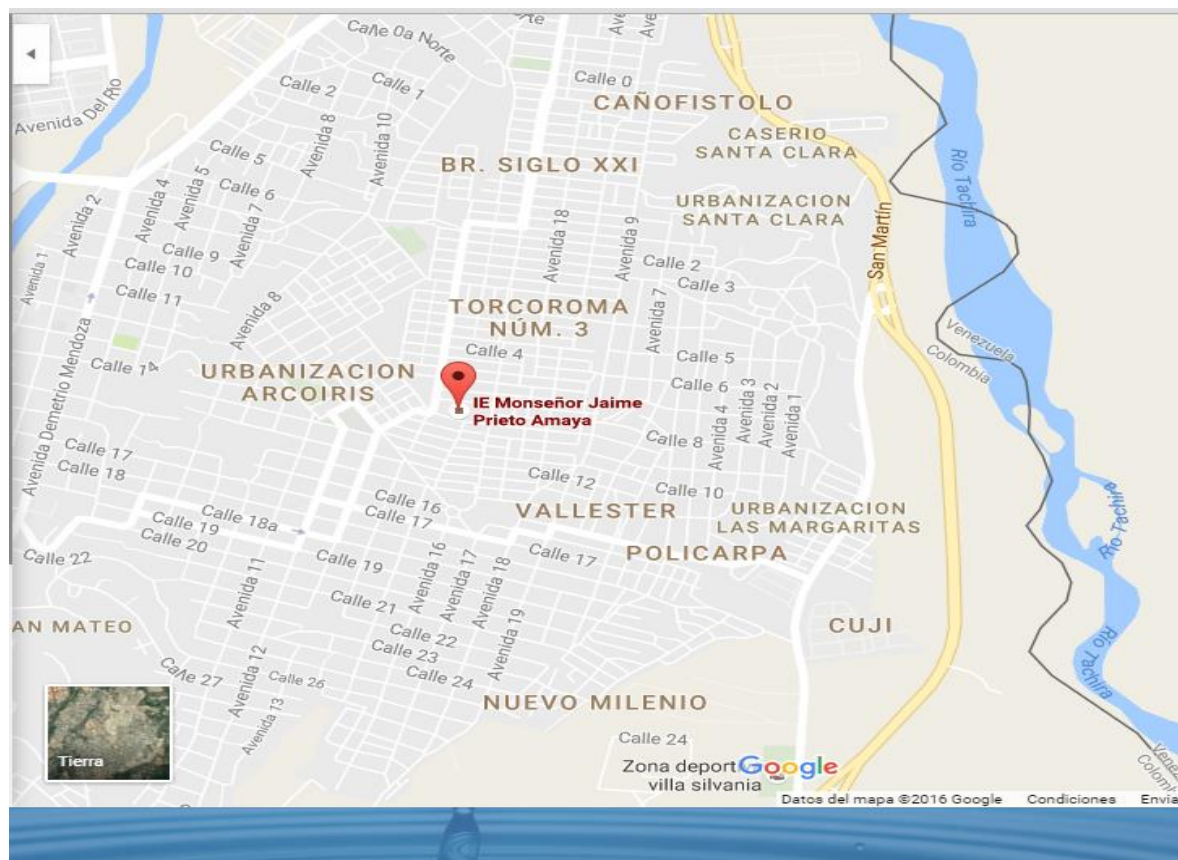
Figure 11 School Location

4.6 Academic authorities

Firstly, the Monseñor Jaime Prieto Amaya School has a principal, an educational

coordinator, a chief of each educational department, and in this case a supervisor for each

practitioner.

Table 15 Authorities

Principal	Coordinator
Lida Mercedes Moreno Rozo	**Edgar Alfonso Santos Contreras**

Chief of the English Department
Hector Jesus Guerra Ortega

Practice Supervisor
Hector Jesus Guerra Ortega

4.7 Relevant aspects of IEP (Institutional Educative Project)

IEP was made with the whole educational community involvement. In this case, the project was prepared under the parameters of the Law 115 of 1994, Decree 1860 of August 3, 1994, Chapter III, Article 14, 15 and 16, taking into account the general, pedagogical and organizational aspects. Addressed by the Constitution of Colombia (1991), Law 115 of 1994 establishes the routing of education in Colombia in training people with the capacity to generate development with clear life plans enclosed by the Institutional Educational Project, the addresses the pedagogical towards forming active citizens in society.

Environment and context

The Institution Jaime Prieto Amaya collects relevant information related to the context, which was obtained using instruments as survey parents, observation guide and meeting with authorities near to the community (Catholic Church, Adventist, Quadrangular, President of the Community Action Board of the neighborhood Anniversary, Police, House of Justice and Peace, Health Care and Social Garden of ICBF).

Philosophy of the institution

The philosophy's school is inspired by the ideology of Fe y Alegría, comprehensive popular education movement, which builds and develops a project of social transformation, based on Christian values of justice, participation and solidarity.

Fe y Alegría is a movement of popular education and social promotion, targeting marginalized and excluded from society, born and driven by the Christian faith population; therefore based his work on a, Christian humanist conception of learners, recognizing their uniqueness and corporeal, spiritual nature and responsible freedom.

Conceives a person as:

A transcendent person in progress, endowed with a few gifts to develop and faculties to awake the moral, emotional and intellectual and social environment.

A personal being, single, master of himself and of things, a person in time (historical) that is building himself.

A social Person called to live in relationship with others and with deep awareness of the society in which he lives, personally and collectively undertakes to history.

A Christian person saved and redeemed that recognizes, appreciates and respects the dignity of him/herself and other.

According to this view, will aim at imparting comprehensive training that enhances all dimensions and encouraging the development of autonomy

Objectives of the Institution

Fully educate children and youth in their dimensions: axiological, cognitive, spiritual, socio - affective, labor, creative and cultural from the principles of the Christian faith and pedagogy of joy, to realize their potential and reality around them are agents of change, agents of their own development and contribute to the transformation of social reality.

Integrate educational agents in a real active and participatory community that continually build and implement an educational project, capable of transforming the lives of its students and its context.

Learning – Teaching: To promote the usage of a pedagogical proposal based on the development of educative quality which responses to different needs in the context and contribute to the transformation of the society

Cohabitation and Citizenship: to develop actions which let to share of a harmonious school climate that contributes to the development of meaningful learning and build a school project that responds to the need to live in a more just and peaceful country.

Mission

Fe y Alegría Integrated School offers to the community of Los Patios, Norte de Santander an educational service Formal in pre-school, basic and technical media, with a liberating pedagogy and social transformation that allows the development of new men and women with a fundamental ethical, human, Christian, aesthetic, scientific and technological within democratic environments that promote a just society with better quality of life.

Vision

The vision of Fe y Alegria School is to be a leader in the education of children and Young to be men and women with a human solidarity, justice capable of meeting its commitments and take the transformation and renewal of society.

Institutional Symbols

The symbols of Fe y Alegría are; heart, faith, motto, flag and anthem.

The Red Heart

It means love, fundamental virtue to an education based on Jesus Christ's gospel and imparted with the main purpose to promote integrated education in new men and women. The Red Heart also has inside a silhouette of two boys and one child holding hands; it represents the dynamism, and spirituality.

Flag

The flag of Fe y Alegría in Colombia, It is in White color, it means peace, harmony, truth and transparency, which must be accompanied by our actions.

Anthem

It expresses the birth of the movement Fe y Alegria, because of an experience of faith in which joy flows and the commitment in the construction of a participatory and just society.

Anthem Fe y Alegria School

Faith gives joy,

Faith gives illusion

We build together

The hope of God (Bis)

Hope is life, it is justice and love, we are not satisfied

when there is sorrow (Bis) We'll form peaple with a

noble heart,

Where our fellows don't suffer from oppression (Bis) Fight

for Colombia with desire, showing in life the exigence of

love (Bis)

For the soul of Colombia hope of God

It will be light in my light Your

message of love.

Component of teaching learning

Teaching approach

The institution has a clear intention of transforming today's society marked by injustice,

imbalance, inequality and inequity passing to promote the comprehensive development of the

actors in the educational process, in order to take responsibility for their own personal

transformation and their community; the pedagogical approach that will guide the design of the

curriculum and the curriculum should be consistent with those intentions.

The curriculum of School Monseñor Jaime Prieto Amaya articulates principles and

practical guidelines for the training of the person in the entirety from human dimensions, which

emphasizes the link between the individual and his environment, taking into account this aspect

as an element that focuses on the person as part of a collective rather than individual; Likewise,

the option from the popular, that you opt for a pedagogy that is supported from a dialogic

learning, which allows individuals to discover themselves and become aware of the world

around them.

Through this curriculum the institution promotes the formation of professionals

preparing students, by using means and methods that enable to find the human, intellectual

excellence and personal accomplish. It will allow the integral development, improving the

living conditions of students and therefore the social transformation of the context in which the

school is located.

Pedagogical model

The educational system, the pedagogical model is the main reference in the work of

educational institutions founded and which determines the set of methodologies, content and

processes involved in everyday teaching and learning.

The critical socio pedagogical model, proposed by Paulo Freire is a model that seeks to

transform the learning style of students, since learning of this model is based on the experiences

and reflections which is aimed at making students, generate a critical awareness, and reflective,

so that in this way he can handle his own judgment, its purpose is to ensure the formation of a

free and autonomous man, through cooperative work. Knowledge is built from everyday

problems, social values and political positions. Prioritizing the needs, interests and problems of

the immediate environment where the teacher is able to innovate and link students in research

processes and teacher-student relationship is horizontal and participative.

However despite this pedagogical model is the ideal to which you want to reach with some conscious of what they want to learn students and what they want those learning it is important and necessary to land these postulates a diverse institutional reality where students come with different rhythms and learning styles which must be brought to a homogeneous walking pace allowing consistent with the principles and tenets of this model; at the same time this pedagogical model it becomes the inspiration for the work of all teachers, requires knowledge and entry into the reality of each of the content and educational theories underlying this paradigm of education.

Lesson plan

The lesson plan is also a sequencing of content both within each grade, and from the different levels or degrees cycles. The meaning of this sequencing is seen in the need to procedurally present the learning and teaching, allowing, among other things, respect for the diversity of starting points and learning styles and facilitates the organization of teachers to assume shared responsibility for the results of learners.

Table 16 Lesson Plan

SUBJECTS	PREE, 1°,2°,3°	4°, 5°	6°, 7°	8°, 9°	10°, 11°
	H.S	H.S	H.S	H.S	H.S
NATURAL SCIENCES	5	3	3	3	3

PHYSICS	0	0	1	1	3
MATH	5	5	5	5	4
SOCIAL SCIENCES	5	3	4	3	1
PHILOSOPHY	0	0	0	1	2
SPANISH	5	4	5	5	3
ENGLISH	2	3	3	3	3
RELIGIOUS STUDIES	2	2	2	2	2
ETHICS	2	2	2	2	1
PHYSICAL EDUCATION	2	3	2	2	2
ARTS	2	2	3	3	1
INFORMATICS	1	2	2	2	
TECNOLOGY	0	2	3	3	3
CCPV	2	2	2	2	2
SPECIALTY	0	0	0	0	1
COURSE' DIRECTION	1	1	1	1	1
TOTAL	34	34	38	38	38

Description of the physical structure of the institution

Monseñor Jaime Prieto Amaya has a large physical structure composed by all the main areas that facilitate the educational process. The following table shows the division of the building.

Place (number)

Table 17 Physical Structure

|	
➢ 32 Classrooms ☐ Restrooms (8)	➢ Yards (2)
	➢ Restaurants (2)
➢ Photocopier (1)	➢ Infirmary (1)
➢ Cafeterias (2)	➢ One (1) big basketball court
➢ Multimedia room (1)	➢ Teacher's room (1)
➢ Field (1)	➢ Principal's office (1)
➢ Library (1)	➢ Secretary office (1)
➢ Targeting signals	➢ Coordination office (1)
➢ Security alarms (5)	➢ Stationary (1)
➢ Fire extinguishers(6)	➢ Maintenance and plant
➢ Chemical Laboratory (3)	operation (1)
➢ Virtualteca (1)	➢ Sport's department

Institutional Organization
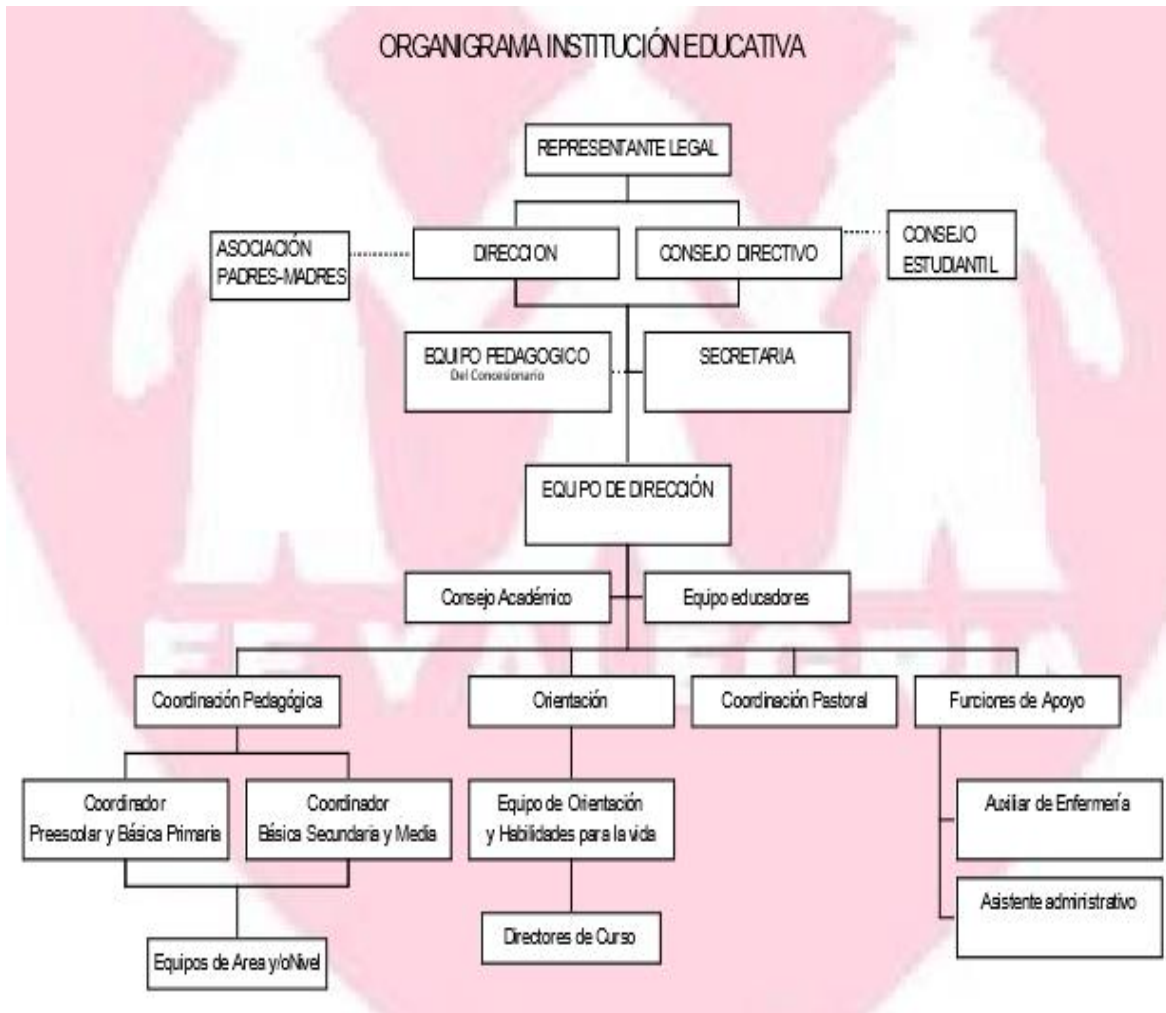
Figure 12 Institutional Organization

4.8 Academic Schedule

Table 18 Academic Schedule

MES	DÍA	ACTIVIDAD
SEPTIEMBRE	1	DC. Dirección de curso (DC) . tema: asamblea de curso Acompañamiento coordinador pedagógico regional. Chequeo a docentes sobre ingresos de notas en ColWeb Reunión padres de 11
	2	Reunión Equipo Directivo (RED) Preparación Retro grado 11°-01 **VIERNES DE PRUEBA: RETOS AL SABER 3º, 5º, 7º, 9º,** **SEGUIMIENTO MEN**

3	
4	
5	RED Reunión Equipo de orientación de centro (EOC). **Inicio de la campaña " luchemos juntos contra el SIDA":** Básica secundaria Preparación Retro grado 11-01
6	CCPV. Consejo Académico (CA)
7	FORFAM 4 Y 5 Acompañamiento coordinador pastoral regional**.** Reunión Consejo estudiantil Reunión regional de coordinadores de pastoral. **JORNADA PEDAGOGICA: ULTIMAR DETALLES DE FE Y ALEGRIA**. Retiro 11-01
8	DC Dirección de curso (DC): tema: aplicación de pruebas y lectura critica Acompañamiento coordinador pedagógico regional. HORIZONTES REUNION DE RECTORES EN SECRETARIA DE EDUCACION Retiro 11-01
9	**TERMINA TERCER PERÍODO ACADÉMICO** Reunión Equipo Directivo (RED) Retiro 11-01
10	**Cierre de plataforma ColWeb**
11	
12	**INICIA CUARTO PERÌDO ACADÉMICO** **INICIA SEMANA DE FE Y ALEGRIA**. - **SEMANA CARA** CONTACTO INICIAL 402. Reunión Equipo de orientación de centro (EOC). Entrega de planes de asignatura y planes de clase 4°. Período a coordinadores de área.
13	**CONTINÚA SEMANA DE FE Y ALEGRIA**. - **SEMANA CARA** **CONSEJO ACADÉMICO** Comisiones de Evaluación y Promoción grados: Transición, 1°, 6°, 7°.
14	**CONTINÚA SEMANA DE FE Y ALEGRIA**. - **SEMANA CARA** Acompañamiento coordinador pastoral regional Comisiones de Evaluación y Promoción grados: 2°. 3°. 8°. 9°. Jornada pedagógica (JP) (PP) " VID VERDADERA" Posible día de pruebas saber 3,5,7,9 por confirmar
15	**CONTINÚA SEMANA DE FE Y ALEGRIA**. - **SEMANA CARA** 3° FERIA DE GRUPOS Acompañamiento coordinador pedagógico regional.

	Comisiones de Evaluación y Promoción grados: 4°. 5°. 10°. 11°. Reunión equipo de pastoral
16	**TERMINA SEMANA DE FE Y ALEGRIA**. - **SEMANA CARA** Reunión Equipo Directivo (RED. **VIERNES DE PRUEBA: RETOS AL SABER 3º, 5º, 7º, 9º,10°**
17	
18	
19	**Inicio actividades de nivelación 3er. Periodo.** Reunión Equipo de orientación de centro (EOC) Entrega de planes de asignatura y planes de clase 4°. Período a coordinadores pedagógicos de centro. Inicio proceso de inscripción estudiantes nuevos transición.
20	CCPV. Consejo Académico (CA) CICLO II : **Fortalecimiento curricular** **Acompañamiento pedagógico** MEN
21	FORFAM 9. Acompañamiento coordinador pastoral regional CICLO II : **Fortalecimiento curricular** **Acompañamiento pedagógico** MEN
22	Dirección de curso (DC). Dirección de curso (DC): tema: comunidades de vida **CUARTA ASAMBLEA DE PADRES DE FAMILIA. Entrega de informes de evaluación 3º. Período. Entrega de actividades de nivelación (a.n.)** Acompañamiento coordinador pedagógico regional. **Reunión comité de convivencia escolar HORIZONTES** 11º. Reunión # 9 Equipo pedagógicos de centros en concesión.
23	Reunión Equipo Directivo (RED) **VIERNES DE PRUEBA: RETOS AL SABER 3º, 5º, 7º, 9º,**
24	
25	
26	Reunión Equipo de orientación de centro (EOC). Inicio talleres sobre hábitos saludables Transición y básica primaria
27	CCPV. Consejo Académico (CA)**.** **Reunión Consejo directivo.**
28	FORFAM 8. Acompañamiento coordinador pastoral regional Jornada pedagógica. (PCCC) **PRUEBAS SABER 3,5,7,9**
29	DC. Dirección de curso (DC) . tema: formativo Reunión # 8 Equipo de orientación de centros en concesión. Acompañamiento coordinador pedagógico regional.

		Chequeo a docentes sobre ingreso de notas en plataforma
	30	**Izada de bandera** (Conmemoración valores del amor y la amistad) Reunión Equipo Directivo (RED)
	31	

MES	DÍA	ACTIVIDAD
	1	
	2	
	3	Reunión Equipo de orientación de centro (EOC). CONTACTO INICIAL 301 Inicio campaña " Tómatelo a pecho" Básica secundaria y Media Técnica
	4	CCPV. Consejo Académico (CA)
	5	FORFAM 7°. Reunión # 9 Equipo de pastoral de centros en concesión. Acompañamiento coordinador pastoral regional**.** Reunión regional de coordinadores de pastoral. Reunión consejo de padres Retiro 10-02 SIMULACRO DE EMERGENCIA.
OCTUBRE	**6**	Dirección de curso (DC): tema: asamblea de curso Acompañamiento coordinador pedagógico regional. Retiro 10-02 <mark>SEGUIMIENTO II MEN</mark>
	7	**INICIO RECESO ESCOLAR ESTUDIANTES** **Izada de bandera** (Celebración día de la raza) Reunión Equipo Directivo (RED) **VIERNES DE PRUEBA: RETOS AL SABER 3º, 5º, 7º, 9º,**
	8	**Cierre de plataforma ColWeb**
	9	
	10	**3ªJORNADA DE DESARROLLO INSTITUCIONAL CON DOCENTES.** PEA: Tertulia. Seguimiento a actividades para mejorar estrategias de aula y aprendizajes escolares.
	11	Continuación jornada de desarrollo Institucional con docentes
	12	Continuación jornada de desarrollo Institucional con docentes Acompañamiento coordinador pastoral regiona
	13	DC. Continuación jornada de desarrollo Institucional con docentes Acompañamiento coordinador pedagógico regional. Taller de CCPV competencias ciudadanas. **Retiros espirituales de docentes** REUNION DE RECTORES EN SECRETARIA DE EDUCACION
	14	Termina jornada de desarrollo Institucional con docentes SGSST **Retiros espirituales de docentes**

15	
	Retiros espirituales de docentes
16	
17	**FESTIVO**
18	CCPV. Terminación del 3er. Módulo CCPV.
	Consejo Académico (CA). CONTACTO INICIAL 303.
	Reunión Consejo estudiantil
19	FORFAM 8º. Acompañamiento coordinador pastoral regional
	Jornada pedagógica (JP). (PP)
20	**ENTREGA PREINFORME 60% a 4º. PERÍODO. Entrega de a.r.s. a estudiantes y PP. FF.**
	Dirección de curso (DC): tema: aplicación de pruebas y lectura
	DC. Acompañamiento coordinador pedagógico regional.
	Reunión # 10 Equipo pedagógicos de centros en concesión.
	Reunión equipo de pastoral
21	Reunión Equipo Directivo (RED)
	Inicio campaña de solidaridad
22	
23	
24	**Tercer taller de pastoral: el cuidado de la casa común. contacto inicial infancia misionera**
25	CCPV. Consejo Académico (CA)
	Clausura de CCPV
26	NIVELACION FORFAM
	Acompañamiento coordinador pastoral regional
	Jornada pedagógica. Socialización de la experiencia Y de la evaluación de los estudiantes y docentes.
	Consagración niños de Infancia Misionera- entrega de símbolos
27	DC. Dirección de curso (DC).tema pastoral
	Reunión # 9 Equipo de orientación de centros en concesión.
	Acompañamiento coordinador pedagógico regional.
	Retiro 10-2
	CICLO III: **Uso de la caja de materiales Siempre Día E 2016 MEN**
28	Reunión Equipo Directivo (RED)
	Retiro 10-2
	CICLO III: **Uso de la caja de materiales Siempre Día E 2016 MEN**
	CIERRE POR CONFIRMAR.
29	
30	
31	Reunión Equipo de orientación de centro (EOC)
	Inicio de la campaña ¿Cómo te alimentas?, Toma de peso y talla a toda la población estudiantil.

MES	DÍA	ACTIVIDAD
	1	Inicio de campaña de juguetes CCPV. Consejo Académico
	2	Reunión # 10 Equipo de pastoral de centros en concesión. Acompañamiento coordinador pastoral regional.
	3	DC. Dirección de curso (DC) . tema: formativo Acompañamiento coordinador pedagógico regional.
	4	Reunión Equipo Directivo (RED)
	5	
	6	
	7	**FESTIVO**
	8	CONTACTO INICIAL GRUPO HUELLAS**.** CCPV. Consejo Académico
	9	Acompañamiento coordinador pastoral regional**.** JP ORIENTACION: Socialización de la experiencia en D.C. Reunión regional de coordinadores de pastoral
NOVIEMBRE	10	Dirección de curso (DC): tema: asamblea de curso Acompañamiento coordinador pedagógico regional. Cierre Proceso huellas Reunión Comité de Convivencia escolar Reunión Consejo estudiantil REUNION DE RECTORES EN SECRETARIA DE EDUCACI
	11	**Izada de bandera** Reunión Equipo Directivo (RED)
	12	
	13	
	14	**FESTIVO**
	15	CONTACTO INICIAL EQUIPO DE PASTORAL**.** CCPV: Último encuentro. Consejo Académico **Inicio actividades de nivelación 4º. Periodo.**
	16	Acompañamiento coordinador pedagógico regional. Acompañamiento coordinador pastoral regional**.**
	17	DC: Cierre del proyecto. – Acompañamiento Pedagógico IEMJPA Reunión # 11 Equipo pedagógicos de centros en concesión. Consejo directivo Reunión equipo de pastoral
	18	Reunión Equipo Directivo (RED)
	19	**CIERRE DE PLATAFORMA COLWEB**
	20	
	21	CELEBRACION DE ADVIENTO Fecha límite diligenciamiento de paz y salvos estudiantes

	Comisiones de Evaluación y Promoción IV PERIODO
22	Informe a estudiantes Y paz y salvo.
23	AR y paz y salvo. JORNADA PEDAGOGICA PASTORl- IGLESIA HOGAR – FAMILIA PROFESORES- EUCARISTIA Y COMPARTIR
24	AR y paz y salvo. (PP: REUNIÓN DE L ÍDERES DE GRUPOS MOVIMIENTO INFANTIL Y JUVENIL MJPA **TERMINA CUARTO PERÌODO ACADÈMICO – TERMINA SEGUNDO SEMESTRE ACADÈMICO – TERMINA AÑO ESCOLAR 2016**
25	**COMISIÒN DE EVALUACIÒN FINAL** Reunión Equipo Directivo (RED) **Inicia receso estudiantil**
26	**CIERRE DE PLATAFORMA COLWEB DEFINITIVO**
27	
28	**ACTO DE CLAUSURA NIVEL PREESCOLAR. 4ªJORNADA DE DESARROLLO INSTITUCIONAL CON DOCENTES.**
29	Continuación jornada de desarrollo Institucional con docentes
30	**ACTO DE CLAUSURA BASICA Y MEDIA. ENTREGA DE INFORMES DE EVALUACIÓN IV PERÍODO ACADÉMICO.** Continuación jornada de desarrollo Institucional con docentes Entrega de dependencias a administrador de centro. Entrega de paz y salvos a docentes.

MES	DÍA	ACTIVIDAD
	1	Continuación jornada de desarrollo Institucional con docentes. Devolución a docentes evaluación del desempeño profesional. Taller orientación: reconstruyendo saberes.
	2	**CEREMONIA ACTO DE GRADUACIÓN V PROMOCIÓN DE BACHILLERES (Actividad conjunta IEMJPA – IEMDPS)** Terminación de labores equipo de docentes. SGSST
DICIEMBRE	3	
	4	
	5	Matrículas estudiantes nuevos (1°. A 10°.)
	6	Matrículas estudiantes nuevos (1°. A 10°.)
	7	Matrículas estudiantes nuevos (1°. A 10°.)
	8	**FESTIVO**
	9	Terminación de labores equipo directivo Matrículas estudiantes nuevos (1°. A 10°.)

SIGLAS	
CCPV	Competencias y capacidades Para la Vida
CA	Consejo Académico
CEP	Comisión de Evaluación y promoción
CEC	Comité Escolar de Convivencia
CD	Concejo Directivo
CPPFF	Consejo de padres de familia
CES	Consejo Estudiantil
DC	Dirección de curso
EC	Equipo de calidad
ED	Equipo Directivo
EOC	Equipo de Orientación de Centro
ER	Equipo de reflexión
GD	Gestión Directiva
JP	Jornada pedagógica
PEA	Proceso Enseñanza - Aprendizaje
PCCC	Proceso Convivencia y construcción de ciudadanía
PIEC	Proceso Interacción Escuela Comunidad
PP	Proceso pastoral
RED	Reunión Equipo Directivo
SMCFYA	Sistema de Mejora de la Calidad de FE y Alegría

Table 19 Initial

4.9 Institutional Schedule

The schedule managed by the school varies depending on the day or the activities, but in general the entry is at 6:15 a.m. and the leaving is at 2:20 p.m, there are two breaks. The first one is given after the third hour of class, 8:55 to 9:25 a.m. And, the second one is carried out after the six hour, 11:55 to 12:40. Each hour of class takes fifty five minutes for its development.

On Wednesdays, the schedule is planned to be develop until 12:40 p.m. This due to pedagogical activities carried out by teachers and directors of the school. For this reason, teachers and directors complete their schedule as a normal day.

School schedule

This institution has two main schedules according to the activities proposed for each day.

Schedule 1 (Monday, Tuesday, Thursday, and Friday)

First hour: 6:25 – 7:15

Second hour: 7.15 -8:05

Third hour: 8:05-8:55

First Break: 8:55-9:25

Fourth hour: 9:25-10:15

Fifth hour: 10:15-11:05

Sixth hour: 11:05 – 11:55

Second Break: 11:55- 12:40

Seventh hour: 12:40-13:30

Eighth hour: 13:30-14:20

Schedule 2 (Wednesday)

First hour: 6:25 – 7:15

Second hour: 7.15 -8:05

Third hour: 8:05-8:55

First Break: 8:55-9:25

Fourth hour: 9:25-10:15

Fifth hour: 10:15-11:05

Sixth hour: 11:05 – 11:55

4.10 Students Schedule

This project is carried out in three groups, 9-01, 9-02 and 9-03. The following chart shows

the complete schedule of each group.

Table 20 901 Schedule

901	Monday	Tuesday	Wednesday	Thursday	Friday
6:25-7:15	Biología	CCPV	Tecnología	DC	Inglés
7:15-8:05	Matemáticas	CCPV	Inglés	Edu. en la fe	Español
8:05-8:55	Matemáticas	Matemáticas	Inglés	Filosofía	Español
8:55-9:25	B	R	E	A	K
9:25-10:15	Química	Informatica	Matemáticas	Matemáticas	Tecnología
10:15-11:05	Artística	Física	Artistica	Edu. Física	Sociales
11:05-11:55	Sociales	Edu. Física	Edu. en la fe	Sociales	Ética
11:55-12:40	B	R	E	A	K
12:40-13:30	Tecnología	Ética		Español	Biología
13:30-14:20	Español	Artística		Español	Informática

Table 21 902 Schedule

902	Monday	Tuesday	Wednesday	Thursday	Friday
6:25-7:15	Tecnología	CCPV	Biología	DC	Ética
7:15-8:05	Matemáticas	CCPV	Química	Español	Inglés
8:05-8:55	Matemáticas	Matemáticas	Español	Inglés	Sociales
8:55-9:25	B	R	E	A	K
9:25-10:15	Sociales	Español	Edu. en la fe	Matemáticas	Edu. en la fe
10:15-11:05	Sociales	Español	Ética	Matemáticas	Artística
11:05-11:55	Artística	Biología	Artística	Informática	Español
11:55-12:40	B	R	E	A	K
12:40-13:30	Inglés	Informática		Edu. Física	Tecnología
13:30-14:20	Filosofía	Física		Edu. Física	Tecnología

Table 22 903 Schedule

903	Monday	Tuesday	Wednesday	Thursday	Friday
6:25-7:15	Sociales	CCPV	Informática	DC	Tecnología
7:15-8:05	Tecnología	CCPV	Matemáticas	Química	Filosofía
8:05-8:55	Artística	Sociales	Matemáticas	Ética	Edu. en la fe
8:55-9:25	B	R	E	A	K
9:25-10:15	Matemáticas	Física	Inglés	Inglés	Español
10:15-11:05	Ética	Tecnología	Biología	Edu. en la fe	Español
11:05-11:55	Inglés	Español	Biología	Español	Informática

	Monday	Tuesday	Wednesday	Thursday	Friday
11:55-12:40	B	R	E	A	K
12:40-13:30	Español	Artística		Matemáticas	Edu. Física
13:30-14:20	Artística	Sociales		Matemáticas	Edu. Física

4.11 Ordinary Practice Schedule

Table 23 Ordinary Practice Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
6:25-7:15					901
7:15-8:05			901		902
8:05-8:55			901	902	
8:55-9:25	B	R	E	A	K
9:25-10:15			903	903	
10:15-11:05					
11:05-11:55	903				
11:55-12:40	B	R	E	A	K
12:40-13:30	902				
13:30-14:20					

4.12 Integral Practice Schedule

Table 24 Integral Practice Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:25-10:15			903	903	

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Appendices

Appendix D Questionnaire

DESCRIPTIVE WRITING AND COOPERATIVE LEARNING

BACKGROUND INFORMATION

El siguiente cuestionario es realizado con el propósito de obtener información relevante acerca de la producción escrita por medio del desarrollo de actividades de textos descriptivos y aprendizaje cooperativo.

Responda según sea el caso, marcando una X o seleccionando la que usted considere de acuerdo a su opinión.

1. Género   ☐ Masculino   ☒ Femenino

2. Edad   ☐13 ☒14 ☐15 ☐16 ☐17 ☐18

3. ¿Le gusta escribir en inglés?

☒ SI   ☐ NO

Si su respuesta fue **SI** conteste solo la pregunta 5 y continúe con la 7, si respondió **NO** conteste solo la 6 y continúe con la 7

4. ¿Por qué le gusta? *Escoja solo una*

     a. Me llama la atención escribir.   ☒

     b. Se me hace fácil escribir.   ☐

     c. Sigo el texto de ejemplo y realizo el mío. ☐

     d. Aprendo nuevo vocabulario ´desarrollando la actividad. ☐

     e. Otra:_____

5. ¿Por qué no le gusta? *Escoja solo una*

     a. No me llama la atención escribir.   ☐

     b. Se me hace difícil.   ☐

     c. No sé cómo seguir el texto de ejemplo para realizar el mío. ☐

     d. No aprendo vocabulario nuevo desarrollando la actividad. ☐

     e. Otra:_____

6. Ponga en orden de importancia donde 1 es el más importante y 6 el menos importante, los aspectos relevantes del aprendizaje cooperativo

    a. Trabajamos en grupo. ☐2

    b. Puedo recibir y hacer aportes al grupo. ☐3

    c. Desarrollamos la actividad mucho más fácil. ☐6

    d. Aprendo cómo producir un texto en inglés. ☐1

    e. Conozco los pasos para escribir. ☐4

    f. Es productiva la actividad. ☐5

7. ¿Le gusta trabajar en equipo para realizar las actividades propuestas por el profesor para producir textos?

    SI ☒   NO☐ ¿por qué? porque aprendemos mas ingles

8. Indique con qué frecuencia se daban las siguientes indicaciones para el desarrollo de la actividad

N: Nunca   CN: Casi Nunca   AV: Algunas Veces S: Siempre

	N	CN	AV	S
Qué tipo de aprendizaje cooperativo se trabajaría	O	O	O	⊗
Los pasos a seguir para escribir como borrador, revisión y corrección.	O	O	⊗	O
El vocabulario que se desea introducir en el texto	O	O	⊗	O
Los ejemplos dados fueron claros para desarrollar la actividad	O	O	O	⊗

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¡Estoy comprometido!

9. ¿Considera que la producción escrita se mejora por medio de la realización de textos descriptivos?

SI ☑   NO☐ ¿por qué?_____

10. ¿Piensa que haya una relación entre el aprendizaje cooperativo y la escritura descriptiva para la producción escrita?

SI ☑   NO☐ ¿por qué?_____

11. ¿Con cuál de los tipos de aprendizaje cooperativo se siente más identificado?

   a. Grupos heterogéneos ☐
   b. Máxima interacción por parejas ☐
   c. Grupo autónomo ☒

12. Señale el nivel de importancia para usted

   5: Muy Importante   3: Importante   1: Sin Importancia

Las indicaciones son claras y concisas			
Los ejemplos son entendibles	1	③	5
La escritura se hace fácil	1	③	5
Todos aportan para producir el texto	1	③	5
La orientación del docente es precisa y eficaz	1	3	⑤
Las correcciones son pertinentes	1	③	5

Una universidad incluyente y comprometida con el desarrollo integral   3

Appendix E Likert Scale

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DESCRIPTIVE WRITING AND COOPERATIVE LEARNING

Responda los siguientes enunciados de acuerdo a su opinión.

	Totalmente de acuerdo	De acuerdo	Desacuerdo	Totalmente desacuerdo
Disfruto trabajar en grupo para desarrollar mejor la actividad.	O	O	O	O
Considero importante escribir en Inglés para mejorar la producción escrita.	O	O	O	O
Comprendo claramente los pasos a seguir como el tema principal, el borrador la revisión y corrección para hacer un texto descriptivo.	O	O	O	O
Sé cuál es mi role cuando desarrollo la actividad en grupo como grupos heterogéneos.	O	O		O
Pienso que escribir en inglés es difícil porque no tengo las herramientas para hacerlo.	O	O		O
Los textos que el profesor me da de ejemplos me ayuda a realizar el texto descriptivo.	O	O	O	O
Considero que realizar un texto descriptivo puedo desarrollar la habilidad de escribir	O	O	O	O
Cuando sigo el proceso de escritura desarrollo mejor la actividad propuesta en clase.	O	O	O	O
Pienso que haciendo un aprendizaje cooperativo me permite aportar y recibir ayuda.	O	O	O	O
Por medio del aprendizaje cooperativo y los textos descriptivos realizo la producción escrita.	O	O	O	O
Las actividades de textos descriptivos son apropiadas para desarrollar la habilidad de escritura	O	O	O	O
Me parece importante realizar actividades de escritura en un aprendizaje cooperativo.	O	O	O	O

Appendix F Activity 2 My favorite things

Institución Educativa
Monseñor Jaime Prieto Amaya
Resolución de aprobación N° 003055 del 14 de diciembre de 2011
Código DANE: 354001012173

PEA-RG13/08012016   Guía pedagógica – Taller – Ficha – Actividad - Evaluación   Versión 2

FECHA		16	TIPO DE ACTIVIDAD	GUIA PERSONALIZADA		No.	
NOMBRE				ÁREA/ASIGNATURA	INGLÉS	GRADO	9- _
DOCENTE				TEMÁTICA			

MY FAVORITE THINGS

Objective: Make a text expressing what things like.

A Label the photos of Nicole's and Yoshi's favorite things with the words in the box. Then listen and practice.

☑ bicycle ☐ comic books ☐ posters ☐ trading cards ☐ T-shirts ☐ watch

① bicycle

What are your favorite things? Do you have any collections?

Collection Club News

I'm Kate Burns. I'm 12 years old. I'm from Australia. I collect clocks. I have more than 35 clocks. They're not expensive, and they're really cool. This is my favorite clock — it's a cat!

I'm Elena Lucas. I'm from Mexico. I'm 12 years old. My favorite things are my lunch boxes. I have a big lunch-box collection. Some are really old, and some are new. I think they're great.

I'm John Black from the U.S. I'm 13, and I'm a trading-card collector. These are my trading cards from Japan, Brazil, and Australia. International trading cards are fun!

Write a text about you favorite things using the vocabulary above and these verbs: Collect, ride, have, wear , buy.

PEA-RGI3/080L2016	Guía pedagógica – Taller – Ficha – Actividad – Evaluación		Versión 2	
FECHA	16	TIPO DE ACTIVIDAD	GUIA PERSONALIZADA	No.
NOMBRE	*Alexander*	ÁREA/ASIGNATURA	INGLÉS	GRADO 9-*03*
DOCENTE	*Chinchilla Camacho*	TEMÁTICA		

MY FAVORITE THINGS

Objective: Make a text expressing what things like.

◁)) **A** Label the photos of Nicole's and Yoshi's favorite things with the words in the box. Then listen and practice.

☑ bicycle ☑ comic books ☑ posters ☑ trading cards ☑ T-shirts ☑ watch

① bicycle
② comic books
③ Posters
④ watch
⑤ trading cards
⑥ T-shirts

What are your favorite things? Do you have any collections?

Collection Club News

I'm Kate Burns. I'm 12 years old. I'm from Australia. I collect clocks. I have more than 35 clocks. They're not expensive, and they're really cool. This is my favorite clock -- it's a cat!

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I'm John Black from the U.S. I'm 13, and I'm a trading-card collector. These are my trading cards from Japan, Brazil, and Australia. International trading cards are fun!

Write a text about you favorite things using the vocabulary above and these verbs: Collect, ride, have, wear , buy.