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Fostering A1 Narrative Written Production through the implementation of “Bicentenario’
Journal”: Action Research among Tenth grade students at Bicentenario Public School

Anyela Yulieth Yanez Toloza

University of Pamplona

Faculty of Education

Foreign Languages

Integral Practice

Villa del Rosario

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Anyela Yulieth Yanez Toloza

Teaching practices tutor:

David Rivera

University of Pamplona

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ACKNOWLEDGEMENTS

“The purpose of education is to replace an empty mind with an open one”

Malcom S. Forbes

Firstly, I would like to express special thankfulness to my tutor and supervisor who help me to carry out this project and accomplish the objectives established. As well, to all the teachers that provide their wisdom and knowledge through all this process, all of you thanks for your continuous patience, motivation and support.

Secondly, my mom and dad thanks for your emotional and economy support without you it was impossible to achieve this goal.

Finally, thanks God the good health and wellbeing that were necessary to complete this project.

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General Introduction

Through this present project entitled Fostering the narrative production through the implementation of Bicentenario Journal, it is showed and described in detail the whole process experienced by the researcher. This research project was conducted at Colegio Bicentenario in Cucuta-Colombia. The population of this research is compound by forty five (45) students. This research project is divided into four chapters, which are the Pedagogic component, the Research component, the Out-reach component and the Administrative component.

The first chapter called pedagogic component is compound by three main aspects. Firstly, the theoretical framework in which is include the guided reading approach that supports students in developing reading proficiency through graphic organizers as a technique as well as all the features of the variables which are included. Secondly, the description of all the pedagogic activities developed with their specific purposes.

The second chapter which is about the research component deals with the general and the specific research questions. In addition, the action research, as well as its steps and characteristics are described. Furthermore, relevant aspects such as participants, the selected sampling method and data-collection instruments are explained. Lastly, this component concentrates on the whole data analysis process of the results obtained.

The third chapter named out-reach component, attempts to describe the different extra activities that the teacher trainee did in the institution. The goal of this component is to get involve with the educational environment, in this case a Karaoke activity was implemented.

The last chapter is the Administrative component. It concentrates on the institution, the authorities such as: the principal, coordinator and teachers its topographic location. Besides, the

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practitioner participate actively in activities proposed by the school such pausa activa, dia del nino, dia del idioma, decoracion and academic events.

General Justification

The decision of developing this present project at Bicentenario school was made by the Foreign Language program coordinator of the University of Pamplona and the principal of the institution, also, because this school has an agreement with the University of Pamplona due to it is one of the research Centers, for this reason, this project is conducted at Bicentenario school.

For this project it was decided to reinforce the written skill after two weeks of observations, the researcher and the teacher discuss about the principal necessity of the students and they both agreed to enhance written skill. "Clear thinking is not possible in the absence of clear writing" (Tomas Fabula, Proverb). The population of this project is composed by 45 students all of them among 14 and 16, females and males.

This project seeks to reinforce written skill through the implementation of journals, the type of writing selected by the researcher is narrative. It is a way to express real events in a logical sequence, the idea here it is to tell stories based on their experiences. Moreover, the methodology, approaches and tools for this project were selected according to the level of the students that is A1.

"Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself". (Kamehameha Schools, 2007). Writing could be understood as one of the ways for the people to express what they think about something, everyone has a different way to express their thinking's in a written way, that's way it could be necessary to have a method to express their thinking's in an academic form.

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General Objective

To analyze narrative written production through the implementation of Bicentenario journal among 10th grade students at Bicentenario school

Specific Objectives

To identify the weakness in the English written production in order to solve it.

To reinforce the writing production using journals

To determine the specific instruments to gather the relevant data based on the topics studied.

To identify the influence of journals in written production

To use action research in research component

To apply action research instruments to collect data

To develop karaoke activity for the outreach component

To participate at schools' activities

CHAPTER 1: PEDAGOGIC COMPONENT

This chapter gives a detailed of the approach and the procedure used during the development of this project, in order to describe the pedagogical component applied to 10th grade students from Bicentenario School in Cucuta.

1.1 Introduction of the pedagogic component

Nowadays, English language is increasingly used in several fields of the society such education, economy, politics, business and some others, for that reason Colombia establishes in the article 21 of the General Law of Education (law 115 of 1994), the availability of establishment of education in order to offer to the students a foreign language from a basic level. In fact, the minister of education developed a plan called lineamientos curriculares in order to guide the process of teaching and learning of the students, however the necessity of improving allow the Minister to include the Common European Framework in order to consolidate the propose and its applicability in the education field. Based on these efforts in 2006, the Ministry exposed the Basic Standards of Competence in English in which includes primary and secondary high school.

There are several studies that demonstrated Colombia as a country with difficulties in the written skill, this is represented in Diaz (2014), in her diagnostic test applied to university students shows that written production had the lowest score comparing with the others skills. Yet, that the basic rules of grammar and exercises of writing need to be reinforced since primary until high school in order to avoid lowest scores of competitiveness in any skill of English language. In addition, Robayo and Hernandez (2000) reported through findings took before the

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study was applied, the researchers realized that students presented difficulties when using language structure, organization of ideas and lack of vocabulary in order to argument the idea of the written activity. In other terms, these studies evidence that this written skill needs to be permanent practice during the process of learning during primary and secondary stage of education.

1.2 Justification of Pedagogic Component

This proposal arises from the observations stage in which it was clearly notice a low efficiency of writing production during the English class. It was seen students asked to teacher if the text was write in the correct way or not, also students seem to get confused with the order of the sentence' structure placing the subjects at the end of the sentences or placing the adverb after the noun, besides some sentences do not mean what they wanted to express, they explain to the teacher in Spanish what they wanted to write and when the teacher revised the written it did not mean the same.

Based on the issue mentioned before, this project seeks to improve the written skill through narrative writing and journal – portfolio. According to Richard (1990) written text is a complex process that include concepts, thought and ideas, in other words it is a product of several mental operations. Evidently, writing is a difficult skill to develop in students of English as a foreign language in which not only requires syntactic and lexical knowledge, but also the capacity to organize ideas and thoughts in a clearly way in order to communicate a message.

However, the activities of this project are designed according to the level of 10th grade students that is A1, and the type of writing selected in this project it is narrative, it consists on convey real experiences or imaginary and uses time as its deep structure, besides the purpose of

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narrative production can be inform or entertain. Narrative written is selected in this project due to the level of the students in this way they can express themselves using their own real events that happened in a determinate time, also to strengthen the grammar topics carried out during English class considering past simple, present simple and future simple (be going to / will).

Furthermore, it is expected to discover the use of journal - portfolio as a tool in order to work on narrative written production by working in a cooperative way. In others terms, 10th grade students' use a journal – portfolio to store and document all their writing activities with the purpose of reflecting on their evolution during all the process of this project since the first activity until the publishing presentation. All these variables of this project are connected to each other due to the fact that portfolio offers the opportunity for each group of students to support and show their growth in writing skill based on their real experiences.

Concerned with the issue mentioned above, this project is developed in order to gain insight about the development of writing skill applying strategies to achieve the main goal. However, it is necessary to include in this project an approach that compile some similar features related with the research project carried out at Bicentenario school. The approach applied in this project is project based learning according to Stivers (2010) this dynamic approach of teaching involve students real – world problems and challenges while working on small cooperative groups.

It is important to highlight that project based learning work on the previous knowledge that the student have obtained, also another benefit of this approach is the opportunity of working in a cooperative learning, sharing ideas and working on their real experiences showing what they have learned. Project Based Learning (PBL) is selected in this project because of the development of three task that guide the participants to obtain the final result that is “Bicentenario journal” and working by groups of three students, each task corresponds to a

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different situation in which students need to write according to the situation their own experience, According to Stepien and Gallagher (1993) PBL is an individual or group activity that goes on over period of time and as a result obtain a physical product, presentation or performance.

This project is carried out at Bicentenario public school located in Estoraques, Cucuta. The target beneficiaries of this project are the group of 10 – 01 grade students, this group is composed by 35 females and 15 males and the principal benefit that these students obtain from this innovate project is the improvement of their writing skill taking into account some aspect such a grammar structure, vocabulary, coherence and organization of the ideas.

The researcher seeks to corroborate the approaches and strategies applied in this project in order to assure that the process is carried out in a suitable way and it answers to the main research questions and accomplish the objectives established in the project. Also, and the most significance contribution to the researcher is knowledge and experience for further teaching class.

1.3 Objectives of Pedagogic Component

1.3.1 General Objective

To foster narrative written production through the implementation of bicentenario journal among tenth grade students at Bicentenario public school in Cucuta, Colombia.

1.3.2 Specific Objectives

To link activities with the curriculum established by the school

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To apply some of the cooperative learning principles (heterogeneous grouping, individual accountability, positive interdependence, cooperation as a value)

To apply some of the project based learning principles (key knowledge, challenging problem, authenticity, critique & revision, public product)

To guide the process of writing according to the steps (pre writing, drafting, revising, editing, publishing)

To publish Bicenteranio Journal on billboards at school

1.4 Theoretical Framework

In order to illustrate the main topics of this research project, it is essential to expand the definitions of the main aspects that are related with this project. These concepts are bilingual national program, written process and cooperative learning.

1.4.1 The Bilingual National Program

The Bilingual National Program 2004-2019 is a program established in Colombia by the National Educational Ministry to develop the communicative competences in students' first and second language; this project has as a main purpose: "by the year 2019 the 11th grade students in all the educational institutions ought to be able to communicate in English, taking into account the international standards, thus, Colombia may be introduced into the universal communicative processes and a globalized society." (MEN, 2006).

To measure this purpose, the MEN adapted the levels indicated in the Common European Framework of Reference for Language (CEFR).

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Table 1. Reference for Language (CEFR)

GRADE	CEFR LEVELS	COLOMBIAN STANDARD
1 st to 3 rd grade	Beginner	A1
4 th to 5 th grade	Basic	A2.1.
6 th to 7 th grade	Basic 1	A2.2.
8 th to 7 th grade	Basic 2	A2.2
8 th to 9 th grade	Pre- intermediate 1	B1.1.
10 th to 11 th grade	Pre – intermediate 2	B1.2.

Levels of the CEFR (Adapted from the document “Formando en Lenguas Extranjeras, Inglés: El Reto.

The Bicentenario school follows the English learning levels proposed by the Common European Framework, and the grade chosen by the researcher in order to carry out the project is 10 – 01 grade students. According with the table No 1, this course supposed to be in B1.2 level of proficiency in English language. However, due to the teacher continuity process with these group of students, she manifested writing skill as a one of the main issue that 10 grade students face, placing their level in A1, that is to say beginner level.

As it was mentioned before this proposal is attempting to reinforce the writing production on the students from 10 -01 of Bicentenario School, it is necessary to follow the features established by the CEFR for the writing skill. In this case CEFR (n.d) states that people who are in the A1 level must be capable to produce short and simple texts giving specific personal information. According with this, students are capable to write short paragraph composed by

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groups of three students, where they express their own stories using simple vocabulary and structures.

1.4.2 Portfolio

According to Sweet (1993) portfolios are collections of students' work that represents a selection of performance. Also, a portfolio is a folder that contains best pieces and evaluation of the strengthened or weaknesses of the students work. Those portfolios contain works in progress that illustrate the creation of a product evolving various stages of conception such a drafting and revision. Based on the previous definition, the researcher choose portfolio as a tool in order to collect all the works carried out by the students during the class. In this way, students are engaged with the process of this project and also it demonstrates what they are capable to do.

1.4.2.1 Advantages of using portfolio

Fenwick and Parson (1999) established nine benefits of using portfolio in which they both agreed on the fact that portfolio is a tool that helps teachers to evaluate students learning and also their self – evaluation.

1. Portfolios show student growth over time. They provide continuity, integration, and a record of overall progress.
2. Portfolios involve students in the evaluation of their own learning. When students work to evaluate their own learning, their responsibility increases. Creating a portfolio moves students towards self-evaluation.

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3. Portfolios show the process of learning, not just the outcomes. Samples collected at various times reflect the students' stages of learning. Seeing these increments is fascinating. Students discover more about their own learning, and motivation for finishing projects usually increases when students see evidence of their own progress.

4. Portfolios build student confidence. Teachers commonly report that using portfolios builds student self-esteem. An accumulated folder of personal accomplishments becomes visible proof of learning.

5. Portfolios demonstrate interconnected knowledge and skills. Portfolios authentically reflect student ability and achievement.

6. Portfolios are a learning experience. Students who assemble a portfolio must consider their learning, evaluate products, make selections, and rationalize choices. This process raises awareness. As portfolios grow, they shape student goals. Insights revealed by assembling a portfolio shape the student's approach to learning.

7. Portfolios may help students find employment. Materials in a portfolio may be translated into resumes. Some employers ask applicants to provide work samples. Others can be persuaded by the quality of work within a portfolio.

8. Portfolio assessment may reveal instructional gaps for example, that students can not use the library or conduct research. Teachers can use portfolio information to reshape instruction.

9. Portfolios aid teacher development and promote cooperative teaching, allowing staffs to develop criteria and scoring tools together, agree on items for inclusion, and change instruction. Portfolios may help teachers reexamine instructional goals and communicate these clearly to each other and to students.

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1.4.3 Writing Skill

According to Ghaith (2002) writing skill is a conglomerate process that explores thought and ideas, reflecting those thought in a physical and concrete document. In addition, writing skill encourages thinking, learning and communication guiding the students for a self-reflection according the process develop.

Furthermore, Harmer (2004) affirmed during the writing process students have more time to think than they do in oral activities. Yet, they can go through what they know in their minds and if they have doubts they consult dictionaries, grammar books or other reference in order to increase the use of vocabulary. Because writing need to follow some grammar structure, this skill encourage students to focus on accurate language and use, due to they think as they write for this reason it provoke language development and they resolve problems thinking and writing.

The most important invention in the history is writing, because it provides a changeless record of information, opinions, beliefs, feelings, arguments, theories, explanations and so on. In this way, writing allow human being to share the communication not only with contemporaries but also with future generations (Todd, 1990).

1.4.3.1 Written Process

According to Lombana (2002) declared written skill is difficult to dominate in any language and especially when it is a new language, in order to learn it requires aspects such a linguistic knowledge, cognitive and socio cultural to transmit meaning. For that reason, it is taken into account a process in which students are engaged and in this way they produce their own written texts. According to Murray (as cited in Villanueva, 1997) “write is not a product, it is a process”, he stated three main features in which the student explores and discovery the use of

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the language to communicate with the world. The three stages of writing are: prewriting, this is a brainstorm and it goes before the first draft. Writing, in this step the student is able to write as much he can, they search for vocabulary in order to write either a long text or a little text. Finally, the rewriting consists on revising, researching, rethinking, redesigning, rewriting and editing; this last step requires time in order to achieve an activity written well composed.

Yet, in this project is suitable to choose five basic stages in order to achieve the main goal established. According to Murray (1972), there are five basic stages: pre – writing, drafting, revising, editing and publishing. Following these steps a writer is able to compose a well structure assignment.

1. Pre – writing: during this phase, the writer plan and decide what is the topic that it is going to be express using a brainstorm, graphic organizers or an anticipate writing. In this first step the students think about a situation that happened in the past and he/she wanted to express in its writing, besides the students share with the others members of the group the situation in order to communicate and collect different ideas.
2. Drafting: Drafting is the stage when the writer begin to put the paper in paragraph form, and also the writer concentrate on getting the ideas on the paper, organize and provide detail information to the composition. In this stage the three members of students start writing about the situation choose, only one student write and the others help with the organization of ideas, grammar mistakes, and structures.
3. Revising: during this phase of the writing process the writer or tutor examine the content of the writing in order to clarify ideas and consider some changes that would improve the piece. In this part, the draft is given to the practitioner in order to correct and provide feedback from the common mistakes in a general way.

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4. Editing: this phase requires that writer or tutor proofread to find errors in grammar, usage, mechanics, spelling and then make appropriate corrections before preparing the final draft for publication. In this stage, the draft after been checked by the practitioner is given back to the group in order to do the pertinent corrections.
5. Publishing: this is the last stage and it concerns to the final piece of writing intended for the audience. It involves a copy of the final draft adding illustrations or other graphics elements. In this part, after doing the same process with the three different activities, the students select the best draft with no mistakes and clean to be published, they use several materials to decorate their own draft, the final product is called “Bicentenario Journal” and it compiles all the activities develop during the project.

1.4.4 Cooperative Learning Approach

According to Mandal (as cited in Abdelkarim, 2012), cooperative learning refers to instructional methods and techniques in which students work, help each other in small groups, and are rewarded in some way for performance as a group. Besides Olsen and Kagan (1992) proposed cooperative learning as a group learning activities organized, so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

In the same way, Vermette (1998) defines cooperative learning in this way: “a cooperative classroom team is a relatively permanent, heterogeneously mixed, small group of students who have been assembled to complete an activity, produce a series of projects or products and/or who have been asked to individually master a body of knowledge”. Likewise,

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Johnson and Johnson, (as cited in Abdelkarim , 2012), stated that Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In addition, Meyers (1993), describes Cooperative Learning as a methods of structuring lessons to ensure that students learn collaboratively, within a support system made up of other students.

1.4.4.1 Principles of Cooperative Learning Approach

Jacobs, G. (2004) attributed some elements to take into account at the moment of developing a cooperative activity. The following principles are included in this project which are:

1. Heterogeneous grouping: this principle makes reference to the groups of students mixed among several variables such a sex, ethnicity, social class, personality, age, language, proficiency and diligence.
2. Individual accountability: this element makes reference to the individual contribution that each student can add to the group in order to share ideas, knowledge and learn from each other.
3. Positive interdependence: it refers to a mutual reliance in which, each member of the group realize that any effort will help the group to achieve the goal, in contrast if there is not effort from the members, they final result will be unsatisfied.
4. Cooperative as a value: this principle considers cooperative as a way of learning, also as a content to be learned and students are able to discover what they are learning by working in groups.

According with the principles before, the researcher aims to mix the group of students that is composed by three people. They all are different from each other and have different skills that

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can contribute to the group. The purpose of working in a cooperative way is that each student give its opinion, listen and learn from each member of the group. They need to have clear that the only support that they can obtain is from the member of the group, so depending on their achievement during the process, they will get satisfactory results that it benefit the grades of all the members.

1.4.4.2. Cooperative Writing

De Silva in 2007, stated collaborative writing is the process in which multiple authors work together to produce one document. It is not just the soliciting of ideas about the document but the actual contribution of the various sections which are then collected together to form the final document. Moreover, Harmer (2001) cited in Abdelkarim (2012), states that cooperative writing works well with process and genre-based approaches, reviewing and evaluation are enhanced by having more than one person working on it. In genre-based writing, two heads analyze genre –specific texts as well as, if no better than one head would do, and often create genre – specific texts more successfully as a result.

In a study carried out by Stroch (1999) it was compared the performance of a writing exercise developed individually and cooperative way, the criteria take into account was focused on grammar and a short composition, however according with the results of this study it was showed that the exercise complete in a cooperative way it was more accurate than working individually. These study support the main purpose of this project that is improve skill by working based on the principles of cooperative learning.

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1.4.5 Project Based Learning (PBL)

PBL is an approach built upon activities and real tasks that contains challenges activities for students to solve. This approach is generally carried out by group of students working together toward a common goal (Stivers, 2010). Regarding this definition this project elaborated a series of activities named task, in which students need to achieve the three activities that composed the final result. Even so, PBL allows students to reflect on their ideas and opinions, make decisions that affect project outcomes and the learning process in general, the final product could be authentic products and presentations.

Indeed, PBL is an approach that works directly with a problem that needs to be solve. Usually, the problems are based on real – life, once the problem have been selected and identify the researcher starts planning the procedure, approach method and tools from the starting point of the learning process that is the problem that needs to be solve.

This project follow some principles that enhance the process of learning of the participants these are (Stepien and Gallagher 1993):

1. Key Knowledge, Understanding, and Success Skill: student learning goal
2. Challenging problem: level of challenge
3. Authenticity: the project features real world contexts students' personal concerns, interest and issues.
4. Critique & Revision: Students give, receive, and use feedback to improve their process and products.
5. Public Product

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These principles are working together with the principles of cooperative learning. Both of them share common characteristic that reinforce the process of learning such as both are intended to engage students in authentic real world situation and also both use real problem to bring knowledge and improve students to the beneficiaries.

1.5 Methodology

Nowadays, when teaching English as a foreign language, it is normal to see in a public school classroom with 40 students with different interesting, perceptions and attitudes for English classes. For this reason, teaching has become a challenge for teachers due to the number of students and tools available at Colombian schools; moreover, many approaches and methodologies have been developed in order to teach and learn English effectively. However, it is a decision for teachers to choose what methods, techniques and strategies use in order to achieve students succeed. Practicum is an opportunity to experience a real context of a classroom and also to implement fresh theoretical knowledge in practical situations.

Furthermore, the pre – service teacher prepared the classes based on the institutional format named “lesson plan”, in which the teacher illustrate step by step the process of the class. “A Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process” (Nesari & Heidari, 2014). The teacher starts the class greeting and then doing a short reflection about a social problematic that help students to think about what is happening in the society and what it can be their contribution to make the difference among people. After this, the teacher explains the topic or subject that correspond to the class according with the curriculum of the institution, followed by exercises and quiz to assess their performance during the class. All these activities need to be clarify on the

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lesson plan as well as observations, bibliographies and improvement plan if it is necessary. After this, when it is finished the lesson plan, it needs to be showed to the coordinator in order to check and add or change some information that they consider appropriate to include in the lesson plan with the purpose of improve the process of learning (see appendix A).

1.5.1 First Activity – My childhood

Based on the subjects established by the institution and following the standards of teaching foreign language, one of the topics that 10th grade must accomplish in the second scholar period is past simple, before doing the first task the topic past simple was explained and practiced with the practitioner through sentences they must complete it putting the verb in past either regular or irregular. After this, the practitioner provide a presentation of the project before they started doing the activity, in a power point presentation using video beam in which are included the title of the project, the objectives and in a detail way it was explain the steps to write a text (pre – writing, drafting, editing, revising and publishing). After this the practitioner showed them an example of its childhood, the grammar structure was colored in different color, so they could follow the sample as it was showed.

The purpose of this presentation was to guide the process of writing and also to keep them aware about what kind of activity the students will be developing during a couples of weeks. In order to starting developed the first task of the project, students make the groups of three and they elected one leader, so in this way the others can support on him/her. After this, the students started to complete the stages of the writing process beginning with pre-writing, so in order to enhance this stage the researcher asked them to answer the following questions when? What happen? Where? Who? What Kind of situation?. After they answered to this questions

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they started to write in a paragraph their situation in order to complete the second stages that is drafting.

In this section of the activity they completed the first and second stages of the writing process according to Murray (1976) pre – drafting and drafting, after they finished their drafting the practitioner collected their papers in order to revise and correct, the practitioner gave them back and the next class the students need to bring a new draft already corrected following the instruction given by the practitioner. In this process the practitioner complete the revising stage and students achieve the editing part.

For this assessment it was necessary to elaborate rubrics “explicit a series of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark” (n.d.). It was necessary to establish grammar, use of linked words, sequence or organization of ideas and coherence such a criteria to assess the drafts collected. In this first activity students were asked to bring for the next class a folder in which they have to mark with the three names of the members of the group on it and document the first draft with the editing realizes by them, the practitioner gave them the opportunity to decorate their folder as they desired to do it. Many of them paste their favorite singer such a Maluma and some others stickers.

Objectives of this activity:

To introduce the use of portfolio

To guide students writing activity

To create a story based on their childhood

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To evaluate the activity based on a rubric

(See appendix).

1.5.2 My routine

This activity aims to use the present simple as a grammar topic, they studied this topic before doing the second task through exercises in some of them it was mixed present and past, so they could identify the use of both. The practitioner show through a power point presentation using video beam the vocabulary related to the routines, the students select the action that they do during the day in this part students elaborate a list with the actions that corresponds to the pre writing stage and then they modify the action into a sentence including more details such time and places in this part they complete the drafting stage. the students include into their daily routine since they wake up until they go to sleep including activities such a do homework, go to school, watch t.v., play soccer and etc. in this activity, it was recommended to write sentences about their routine including the time, and after they have all the sentences describing their daily routine they connect the sentences using a list of linked words provided by the practitioner explaining their use and meaning.

In this activity, the students first give to the practitioner their first draft that corresponds to the sentences, the practitioner correct their drafts and gave them back to them to correct and then, the next class the students finish their first draft included the liked words in order to compose a paragraph. The common mistakes highlighted on the drafts collected are explained and socialized in a general way, all the papers wrote from them are collected in the portfolio as an evidence of their work do it, in this task all the stages of the writing process were achieved and the work by group was showed on their writings (see appendix E).

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Objectives of this activity:

- To introduce the use of portfolio
- To guide students writing activity
- To present the use of linked words
- To create a story based on their daily routine
- To evaluate the activity based on a rubric

1.5.3 My future plans

In order to carry out this activity, it was necessary to explain the two ways of expressing future simple that are will / be going to, the practitioner explained the two forms comparing their uses and meaning for their future plans. The socialization was supported by a power point presentation and video beam, students need to complete some exercises in which they have to identify either will or be going to form in each sentence.

After this, students were able to produce and write about their future plans based on the previous topic explained, in this activity they feel confident and without telling them the use of the linked words they felt free to apply them in their written activity. In this activity it was not necessary to do the pre – writing stage, the group worked in a cooperative way and in one hour they finish the draft and gave it to the practitioner. In this activity revising and editing stages were completed. In the three activities the members of the group were in charge of one activity, however the rest of the members need to help and to support their classmates (positive interdependence)(see appendix F).

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Objectives of this activity:

- To introduce the use of portfolio
- To guide students writing activity
- To explain the use of the two forms of future simple
- To create a story based on their future plans
- To evaluate the activity based on a rubric

1.5.4 Final Product

This is the last part of the project that concerns to the publishing of the activities developed by the students of 10th grade guided by the practitioner. Following the criteria gave by the practitioner the participants bring to class a poster with three activities develop during the project which are childhood, my daily routine and my future plans. All of them use different material and colors to decorate their own work. Additionally, they paste real photos of them in each activity however, some of them search for pictures on internet. The idea here is to represent the changes through the time since past until predicting their future and applied the subjects viewed in class. The poster is called Bicentenario Journal this is the title design by the practitioner and it shows the recompilation of the approaches and methodologies applied in order to achieve the principal goal that is fostering the narrative production.

The Bicentenario Journal are published around the school places such billboard of coordination and on the wall at the library. Some of these journals are taken to be showed during the presentation of this project as well some portfolio in order show evidence about the work

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carried with the participants. The general community liked the activity because of the decoration and real pictures of the students but the important aspect mention by the teacher and educative community was the length of the paragraph that the students could write in English (see appendix P).

1.6 Schedule

It was necessary to establish a schedule to carry on all the activities to develop the main purpose of the pedagogic component, the schedule was established based on the English classes schedule during the whole week, and also asking to the teacher in charge for the availability of the hours. It was necessary to take into account the ordinary schedule to be able to know the schedule of the English classes.

The following table shows the English schedule for the group chosen to develop the activities of this integral project.

Table No. 2. Ordinary schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:10 – 7:05					
7:05 – 8:00					
8:00 – 8:20	B	R	E	A	K
8:20 – 9:15		10 - 01			
9:15 – 10:10		10 -01			
10:10	– B	R	E	A	K
10:30					

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10:30	–	10 - 01
11:25		
11:25	–	10 - 01
12:20		
12:20 – 1:15		

CHAPTER 2: RESEARCH COMPONENT

This second component explains all the research process carried out by the practitioner and also it contains the selection of the research design, the results and conclusions.

2.1 Introduction of the Research Component

This chapter shows the main features of the approach such as : method, sample, and data collection and data analysis that was chosen to be apply during the development of this integral practice project, it also include the instruments proposed to carry out the application of this project such as: observation, questionnaire, Likert scale and interviews.

In this case the first instrument applied in the process was the observation that was applied at the beginning of the process in the school, the others were applied to the students at the end of the process with the purpose to gather some specific information from the students based on the process done by the practitioner.

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It is necessary to mention that in this component it will be also explained in a detail way all the data gathered during the developing of this integral practice project, it will be explained also the results obtained from all the instruments applied to the students.

2.2 Justification of the research component

Being the aspects observed and identified during the process of this integral practice project a guide, it was established an educational problem linked with the written skill in the students. That is why it is possible to use action research in this integral practice project. Mills (as cited by Gregory S. C., 2013) says that one of the purposes of action research in the education it's to improve the children's life, however other purpose of action research is to improve the life of those professionals who are involved in educational systems. That is to say that all those who are involved in the education area can use action research with the purpose of solving any educational problem.

Consequently, this action research attempts to analyze the influence of the implementation of Bicentenario journal through cooperative learning in order to foster the narrative written production. Narrative written production is applied in the English class through the creation of real situation based on their subjects demanded by the curriculum, those are past, present and future, yet to each tense the student need to create their own story based on real facts that happened to them.

The use of Bicentenario journal and different tools were applied during the development of the whole development of this project, those activities were mentioned in the theoretical framework to support this project.

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It is necessary to say that this integral practice project seeks to show how Bicentenario journal can be used as a tool for developing the writing skill of the students. It is important to take into account all the theories mentioned in this integral practice project to guide each one of the activities developed in this project, also the data and the results gathered during the development of this integral practice project.

2.3 Objectives of the Research Component

This project propose one general research question and three specific questions to be answered thorough the process and development of this project.

2.3.1 General research question

How does the use of Bicentenario journal influence the narrative written production in 10th grade students at Bicentenario school?

2.3.2 Specific Questions

How 10th grade student react to the implementation of portfolio in order to reinforce narrative written production?

What are the advantages of using portfolio to improve written production?

What are the advantages of applying cooperative learning activities in the written production?

2.4 Type of Research

Action research and mixed methods are the main instruments and elements that are proposed for this integral practice project to achieve the main purpose which it is at the beginning of this project. O'Brien, R. (2001) "The Action research has the purpose to contribute both to the practical concerns of people in an immediate problematic situation and to further the

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goals of social science simultaneously”, that is to say that action research give the chance to solve a problem immediately and also to promote the purposes of the science at the same time.

Action research it is implemented in this integral practice project in order to guide the pedagogic proposal through the cooperative learning approach. This approach place the practitioner in a real context, in order to identify the right way to teach and support all the data collection; it is possible to say that the students of foreign languages can perceive that this component was very useful at the moment of analyzing the context of the school where a second language is taught; it is possible to gather information about the relation Teacher-Student, and identify how it influences in the development of the class.

Lingard (2008) states that action research it is the approach the most common used for researchers to improve their conditions and practices, and it is because this approach involve the practitioners to conduct the systematic research with the purpose to help themselves in their personal practice processes.

Lewin (1946) states that action research is the word which describes the integration of action, when teacher implements a plan in the classroom during the development of a process, with research, when teacher is able develop a very effective teaching method to the students.

2.4.1 Type of Action Research

Ferrance (2000) states that there are different types of action research and it is depending of the participants, the author stablished 5 main steps, those steps are developed during the process of the class, which takes place in a school setting, some of the teacher involved in this process try to find a solution to that possible mistake and enhance their strategies. The steps mention by the author are: “Individual action research, collaborative action research, school wide research,

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district wide research”, those steps are used in favor of students to improve their learning process.

- ✓ Individual action research: this type of research focuses on the main problem in the classroom, that is to say, it is when a teacher try to find the solutions to solve a specific problem having different strategies or material that can be helpful for the students to solve the problem and learn at the same time.
- ✓ Collaborative action research: this type of research it is developed by a group of teachers who have the same purpose “ Try to solve a specific problem found in the classroom”, this research takes into account more than one classroom with the same problems, all the teacher involved in this type of research are at the same time improving their practices
- ✓ School-wide research: this type of research it is focused on the same problems that the whole group might have in order to solve, groups created in the same school work together with the same purpose such as the formulation of questions, gather and analyze the data, and finally design a plan to enhance the student’s development.
- ✓ District-wide research: this the type of research its more complex at the moment of its development, it also uses more resources comparing with the others.

Taking into account the types of research stablished by the author, it is possible to say that this integral practice project applies the “Individual action research”, due to it is focused on improving a skill and also the process it is just conducted by one person, the practitioner in this case.

2.4.2 Steps of an Action Research

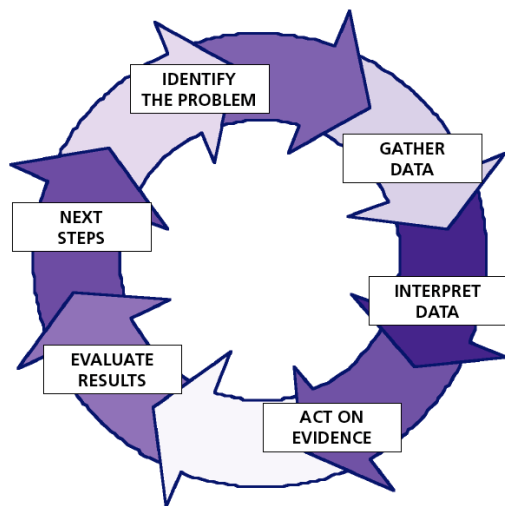


Figure 1. Action research steps (Ferrance, 2000).

Ferrance (2000) states five steps in order to carry out an action research, it can also vary depending on the researcher, the process of those steps can be seen on the figure above, and the steps have an order beginning with: “Identify the problem, gather data, interpret data, act on evidence, and evaluate results”.

1. “Identify the problem”

In this first steps the teacher must to evaluate its process by identifying the main problem in the classroom, look for the ways to solve the problem, taking into account the student’s needs, after finding the problem the teacher must to propose a question to start a research, based on this, teachers must to apply different types of strategies looking for solving the problem and improving the students process. In this part, the practitioner through the two weeks of observation could deduce that the main problem of 10 th grade students is their lowest performance in a written activity.

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1. “Gather data”

In this steps the teacher is in charge of collecting all the data possible from the students to investigate, it will be necessary to apply some sources in order to collect the data, sources such as: “Observation, questionnaires, Likert scales, and others”. In this project are used quantitative and qualitative data collection through observation, questionnaire, interview and Likert scale.

2. “Interpret data”

In this steps the teacher its basically focused on analyzing all the data gathered with the help of the sources, it is also necessary to classify the data gathered between the qualitative and quantitative data, which must be reported by tables, statistics and summarize it.

3. “Act on evidence”

In this step the teacher has the challenge to organize all the data gathered and think about what kind of action apply in the classroom to try to make a positive change, it is relevant that just one variable is modified, because if more than one variable change, it will be difficult to know which action it is the responsible of the result.

5. “Evaluate results”

In this final step it is necessary to study all the results to define if there was any improvement in the student’s process, and make sure if the gathered data support the evidence show, and if there was any negative result, think about what kind of changes implements to improve those results.

2.5. Research Method

This project follows an action research using mixed methods to gather data through observations, Likert scale, questionnaire and interview. The objective is to gather information

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about how does the use of journal influence the narrative written production among 10 grade students and how students react to the implementation of portfolio in order to reinforce narrative written production, besides it is suitable to analyze the advantages of using portfolio and cooperative learning as an approach in the process of learning.

2.5.1. Research Design and General Approach

This project applies a mixed methods approach that Johnson and Turner (2007) define as the type of research where a researcher implements feature of both qualitative and quantitative approaches in order to have a holistic understanding and support of data.

Creswell (2014) indicates mixed methods is the combination of both approaches, qualitative and quantitative methods with the purpose is obtain a clear understanding of the research phenomenon. That is why the data of mixed methods is collected by two forms: qualitative as the opinion, points of view, and insights as well, and in the other hand the quantitative as the percentages, the number of the sample and population, ages, etcetera.

Mixed methods can solve problems where the data collected is not clear, therefore using both, qualitative and quantitative designs, detailed information gathered about the topic that is being studied. For that reason, this project applies mixed methods in order to have an in-depth analysis from the two types of results and at the end of this process, both results can help the researcher to compare and answer the research question.

The purpose of the research is to provide enough evidences either numerical or descriptive in order to explain in a detail way the information gathered, yet the practitioner analyze, graphic and interpreted those results in order to expand the concept or idea about this project and in this way answer to the main questions and sub questions proposed before.

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2.6. Participants of the Study

During two weeks of observations two groups of students were observed, they belong to the group 10th grade, and it was chosen just one group that corresponds to 10 -01 grade students, this group is composed by 35 females and 15 males all of them different ages, ethnicity, personality, social class and costumes.

2.6.1. Sample

Martyn Shuttle (2009), says that sampling is the process of selection the population of interest from a big group, to be part of the research; sampling is an important step of the research that is why the researchers should know how to choose the sample of the group it is important to keep in mind different aspects at the moment of choosing the sample, take into account if it is useful to gather the right information to complement or identify possible solutions.

The sample of this study was chosen taking into account the schedule of the practitioner and also the availability of the course observed. This study observes students of 10th grade from Bicentenario School. The population chosen is between 14 and 16 years old, 6 females and 7 males a total of (13) participants, Colombia nationality all of them.

They were 45 students in total, it was necessary to ask in a general speak who wanted to be part of this integral project and the sample was chosen by convenience.

2.6.2. Sampling Method

The sample technique used in this case Non-Probability Sampling in which according to Babbie (1997) defines as a way to get the sample with low or no cost and also for those projects which do not need an illustration of the sample. This sample technique was chosen to be able to

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get the sample with the people who really want to be part of the research, and the type of Non-Probability sampling used in this action research project is convenience which Fink (1995) says that it involves people who are immediately ready to be part of the project and also that agree to actively participate in what the researcher needs.

In this case, the way to choose the sample was for convenience, asking in a general speaking who of the 45 students wanted to be part of the project and telling them that they need to collaborate with the research being part of the observation and taking them as a sample to apply the instruments. It is important to highlight that the total of the students in 10 – 01 participated in the pedagogical component and only 13 participants that wanted to be part of the project were asked to answer a questionnaire, interview and a Likert scale.

2.7. Data Collection

This research project used data collection because it is crucial in a research, gathering data might be useful for solving the research questions and to accomplish the objectives proposed in this project. It requires intensive data collection Merriam (1998) and Yin (2003) using "multiple forms of data" (Creswell, 2002). Consequently this study uses three kinds of data collection instruments such as interviews, questionnaires and observations

Quantitative and qualitative data is reported in this research. In one hand, quantitative data refers to data that can be measured in numbers, as an example, in this research project included the questionnaire and Likert scale. On the other hand, qualitative data deals with descriptions and can be observed but not measured numerically such observations and the transcription of the interviews.

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The information is obtained, gathered and collected through different data collection instruments implemented by action research. In order to collect the necessary information, this project uses three kinds of data collection instruments, there are: observations, questionnaires including Likert scale and interviews. These instruments are selected to accomplish the research questions and purposes of this action research project. Bernard (1988) states that there are some general instruments in order to gather data such as: “observation, Likert scale and study of documents. As a method of data collection for research purposes, observation is more than just looking or listening (Bernard, 1988:2).

2.7.1. Observation

This project applies observations because through them it is able to gather real data from real situations. “By using observations you can analyze and study the environment that data come from. In others words, through observations the researcher describes perfectly not only the features of the participants, but also the context to which the participant belong” (Cohen & Manion 1994, cited in Perez 2010). The main reason for which this study uses observations as instrument is because through them is viable to know if the following objectives are being identified: the students’ behaviors toward the activity, identify the common grammar mistakes of students when doing the written activities, analyze how students react and behave by working in cooperative groups of three.

This action research uses direct observation because the practitioner developed the activities and observed at the same time. According to Fred (2013) direct observation is also known as observational study; it is a method of collecting evaluative information in which the evaluator watches the subject in his or her usual environment without altering that environment.

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Besides, the author says that direct observation can be overt, when the subject and individuals in the environment know the purpose of the observation.

In order to conduct three observations, a matrix was necessary to completed “it is a two dimensional tabular representation of data in which data fields can be organized by rows and columns” (Learning and Teaching Services, 2012). The matrix allows the researcher to compare and explore relationship in the data that helps to explain what is happening in the context being evaluated (see appendix G,H,I,J)

2.7.2. Questionnaire

The second instrument that this integral practice project uses to collect qualitative and quantitative data it's the questionnaire. According to Babbie (as cited in Acharcha, 2010), says that a questionnaire it is an appropriate way to ask for some specific information in order to analyze it. That is to say this is a tool which include questions linked with the variables of the project, the questionnaire it is applied with the main purpose to gather the quantitative data from the phenomenon that it is being studied in this integral practice project.

The questionnaire was implemented with the purpose to collect as much information as possible from the students, this instrument it is applied to obtain quantitative data which can support the qualitative data of this project.

The questionnaire is composed by 10 questions the type of questions is mixed, some of them are open-ended questions and some of them are ranked, in this way, the sequence tries to demonstrate the influence of Bicentenario journal in order to improve narrative written production (see appendix K, L)

2.7.3. Likert Scale

The third instrument applied in this integral practice project was the Likert scale which (Bertram, n.d) states Likert scale as a method used to measure different attitudes in a scientific way, and it refers to all attitudes that can be measured and interpreted in a metric scale.

In the Likert scale it is usual to find just a number of items, this method it is in charge of measuring aspects of agreement or disagreement of a specific statement. Likert scale it is implemented in this integral practice project with the purpose of gathering some specific data from the sample related with the implementation of flash fiction stories in order to reinforce their writing production through the cooperative learning.

The Likert scale is applied to the sample in this case was compound by 9 statements related with the relation among the variables of this project. This Likert scale was designed in Spanish for the 10 -01 students in order to have them answer as clear a possible (see appendix K)

2.7.4. Interview

Interviewing is a way to collect data as well as to gain knowledge from individuals. At the same time; it allows participants to get involved and to talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation (Cohen et al, 2000).

This research study uses semi-structured interviews with open-ended questions that are modified and rephrased depending on the participants' attitudes and mood .Semi - structured interviews are non-standardized and are frequently used in qualitative analysis. The interview was designed taking into account their personal perceptions about the project and questions that allow the researcher to answer the research question and sub questions.

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The interviews are recorded in order to get the whole qualitative information from the participants and to avoid loss of information; also, some notes are making about their body language and tone of voice to complement the information. The participants are agreed and aware about the confidentiality of the information gathered. After the interviews, the transcription of the interviews was made word by word in English, respecting the speech of the participants. The interviews were applied to four students, three men and one woman. A matrix was necessary to use in order to identify patterns and provide conclusions (see appendix M, N, O)

2.8. Data Analysis

Data analysis is a systematic search for meaning. It is a way to process qualitative and quantitative data so what has been learned can be communicated to others. The analysis of the data is important in this research study for organizing, examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories as Yin (2003) stated.

To analyze the data gathered is a relevant procedure in a project due to this let the researcher examine in a deep way all the information obtained during the data collection process and then be capable to formulate a conclusion and justify if the objectives proposed in the project were achieved.

In a mixed methods project is relevant to connect the instruments if one of the goals is to obtain personal thinking, people behaviors and any kind of numerical information from the

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participants, trying to let the people understand what it is included in this data analysis is very important to define in a deeper way the qualitative and quantitative data.

John Tukey (1961) Claims data analysis is the process which the researcher answers the questions and classify the data by using a detailed and coherent interpretation to explore each one of the components given by the data. The data analysis is important in research because it helps the researcher to obtain a result, it also helps to maintain the human tendency far from the result of the researcher with the help of a suitable analytical process.

2.8.1. Qualitative Data

Miles and Huberman (1994) states that Qualitative data analysis is the procedure through which the qualitative data that have been gathered from the population and situations are studied and interpreted in a perceptive or analytic way by the researcher.

Qualitative data analysis is proper to identify relevant and representative information from the participant, and it allows the researcher to obtain their thinking about any situation in their lives that can help the development of the project.

In qualitative data analysis, there are some categories, which can help to gather more relevant and productive information for the project such a documentation, categorization, connection of the data, corroboration by evaluating alternative explanations and reporting findings.

2.8.1.1. Documentation

Schutt (2009) says that the “documentation” in qualitative data is the process which intend to show the data in a clear and understandable way, seeking to recognize the tendency and

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connections in agreement with the research purposes. This technique is very important to evidence the development of the information gathered in a systematized form, this procedure let the researcher to enhance and summarize the data analysis process.

This procedure is used to have a sequence of all the information gathered while the development of the observation in this case this procedure includes an observational part where all the activities developed during this process are explained, 13 students are the sample chosen to be analyzed.

The information that completes after the observation are activities, which are developed by the students during the class, After the observation, the researcher takes notes about the attitudes of the students and also analyze the team work during developing the activities, everything during the development of the class is taken into account with the purpose to obtain all the information possible from the natural setting to verify if the objectives are being achieved.

2.8.1.2. Conceptualization, Coding and Categorizing

Saldana (2013) claims that this technique is applied to analyze and interpret the observations and all the information gathered from the participants in a detailed way, this information is presented in a chart or something called “matrix” by organizing the data collected according to the objectives specified in each observation which are the same for all of them.

It helps the researcher to have a clear understanding of all the data gathered through the observations and also it is a useful way to explain all the information in a short way, taking into account the relevant information without omitting any important detail and at the same time comparing all the information gathered from each observation to expose if something has changed from the first observation to the third one.

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The data gathered in the observation is taken through the developing of each activity, to support the observation the researcher takes photos to evidence and also in case if the researcher misses something, The information gathered is presented in clear results by categorizing the aspects to observe the data collection procedure.

2.8.1.3. Reporting Findings

Mayring (2004) says that one of the relevant parts of a project is report the findings gathered from the participants and different instruments to confirm if the objectives of the project are achieved. This procedure it is presented after making the observation and applying the Likert scale to make clear in a narrative way the results of each instruments.

In this case the ones which were applied to the participants in the classroom such as observation, questionnaires, Likert scale and interview at the moment of reporting findings the researcher express in a written and detailed way all the information gathered, this procedure let the researcher provide the final results from instruments applied to the participants.

2.8.2. Quantitative Data

Heaton (2008) says the quantitative data analysis is the process where the researcher reports the results, findings and relevant information gathered from the participants or instruments in a numerical way. In this project quantitative data is the questionnaires where the researcher can represent all the information gathered through different types of graphs such as Bar-chart, pie –chart.

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2.8.2.1. Bar chart

According to Coolican (1994) stated bar chart is composed by columns that represent frequencies. However, the columns also represent means or percentages for different groups. The researcher use this technique in order to categorize all the information collected in the questionnaire. The researcher design a bar chart par questions and divide them into the main categories in order to establish the frequency of each category and in this way select the significant information in order to represent them in numerical values likewise their interpretation. In some cases, the researcher use horizontal bar chart due to the length of some statements, and in other cases the researcher use simple bar chart that is representing in a vertical way.

2.8.2.2. Pie chart

This graphic is used in order to show the pieces of a whole component. They are popular because its figure is simple and easy to understand. The pieces of this graphic are angles that comes from the center and it needs to be representing the total of each portion in percentages (University of Leicester, 2009). This graphic is used in this project in order to differentiate the answers of the participants represented in portion of a circle with their respective percentages. In this study the researcher attend to use this graphic in order to establish the differences of the numerical values according to the answers of the participants

2.9. Results

Results in this study are dived in four categories: observations, questionnaires, Likert scale and interviews.

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2.9.1. Observation Results

In this study two phases of observation were applied. The first one is a non – participant observation and the second one is directed – observation. During these observation the researcher analyze behavior, reactions, attitudes, grammar mistakes and so on. All these items in order to answer to the main question and sub questions. The observations were carried in 10 -01 grade students at Bicentenario school.

In the first observation the practitioner has the role of observe without participation during the development of the class. The researcher sits in a place and takes notes about student's behavior, attitudes, reactions of the students toward the class, and also to identify what skill students have an irregular performance. According with this first observation, it could be seen that some students get distracted talking with other classmates and their process of learning is lower than the other ones that pay attention. However, the teacher uses microphone and speaker in order to get their attention and keep them focused on the class, the teacher has to speak loud due to there is not acoustic in the classroom. Also, the researcher was able to determinate some bad attitudes among the students, in some cases they pronounce bad words in Spanish in order to refer to its classmates like “nickname” and some other pronounce bad words in order to offend its classmates for something that they did wrong. Nevertheless, the teacher reminds them the use of proper words and modals to refer to someone, the teacher gives a brief explanation about respect and tolerance and how humans should manner its behavior.

Finally, student seem to be motivate to learning and they like the teacher because during the class they participate, ask about the topic, resolve doubts and in some cases use the dictionary to look for words. After the class, the practitioner spoke with some students and they declared that the teacher is “really nice and I like her classes because she brings video beam, videos,

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music and her class is different”. According with this it is a positive sight that students want to learn and improve English.

First objective “student’s attitudes toward writing activities”

The first objective for this second phase was “describe student’s attitudes toward writing activities”, this observation is directed the practitioner develop the class and carried out the project at the same time, in this objective it could be seen that students feel motivate and interest at the moment of starting writing, the topics got their attention because remind them their past, present and make them think about their future.

It is possible to say that students understood the importance of using journals in order to improve narrative production, they composed the others activities with no hesitation and included many details of it, also it could be seen that the length of the writing activity it was proposed by the practitioner from 10 – 15 lines in a paragraph, however some of them extend their writing composition, it is important to mention that those activities are based on their personals experiences.

Furthermore, students share ideas and discuss about the details to include in the written activity, they seem to communicate what they feel in a free way with their group, due to the fact that all the students were sitting down working.

Second Objective “common grammar mistakes of students when doing the written activities”.

The second objective was to identify the common grammar mistakes of students when doing the written activities. it was seen that students wanted to translate literally phrases such a

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“yo sali en Carrera” “ me reia en carcajadas”, so the practitioner explained them that there are some expressions that when translate them does not mean the same, that English has its own expressions in order to express what they mean it. Apart of this, some grammar mistakes were found it, students miss spelling the preposition at before expressing the time, as well they write the sentences with no subject as they do in oral and written Spanish. It demonstrates that as they speak and write in their native language, they want to do it in the same way. In other words, some of them do not follow English grammar structures.

Furthermore, during the last activity students demonstrate ability of possessing the use of the connectors in an easy way, yet during the previous activities they use them and include them in their writings. In the activities the teacher gives punctual information about common grammar mistakes in a general way so the researcher detected their common mistakes and explain them how to write in a correct way.

According with this information, the researcher can assume that grammar needs to be reinforce constantly due to the fact that students tends to forget the rules and spelling, also when they write they think first in Spanish, translate and then write. The practitioner advise them telling them that they need to write following the grammar structures and using the vocabulary that they know.

Third Objective “Cooperative group behavior and reactions”

The last objective of this observation was related to analyze the cooperative group behavior and reactions by working in groups of three students. It could be seen that some groups listen to the purpose of working in a cooperative way, that is to say some groups work united and some others let the classmate do the activity by itself. However, the students show interest of

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working by groups as soon as the teacher came to the class they organize the groups by themselves.

In some cases, it was necessary to remind them that the work needs to be cooperative, otherwise the score of the last product will be lowest for the whole group, also the teacher suggested that if there is a students that do not want to work, the leader of the group is in charge of telling the teacher who is and put a low score on the activity.

Some students reacted positively toward the use of pictures on the final product that compiles their childhood, routine and future plans. Some of them seem to be shy because do not want their classmates to see their childhood picture, fortunately any student refuse to put real pictures of them. In this way, it is visible that the students can react in a positive way to a new learning strategy, due to that they are bored with the traditional ways of teaching.

2.9.2. Questionnaire Results

This questionnaire is composed by 10 questions and it was applied to 13 key participants. This questionnaire was applied in Spanish due to the level of the students and also to ensure the completely understood of the questions and the possible answers.

The students answered to this instrument based on their experiences with the written activities developed with the practitioner during the classes.

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2.9.2.1. Results Demographic Data

The demographic section it is compound by three question, related with gender, age, and nationality. The following graphics show the result gathered by the questionnaire as instrument.

1. Sexo?

Intervals: Yes / No

Table 3 Sample Genre

Female	6
Male	7

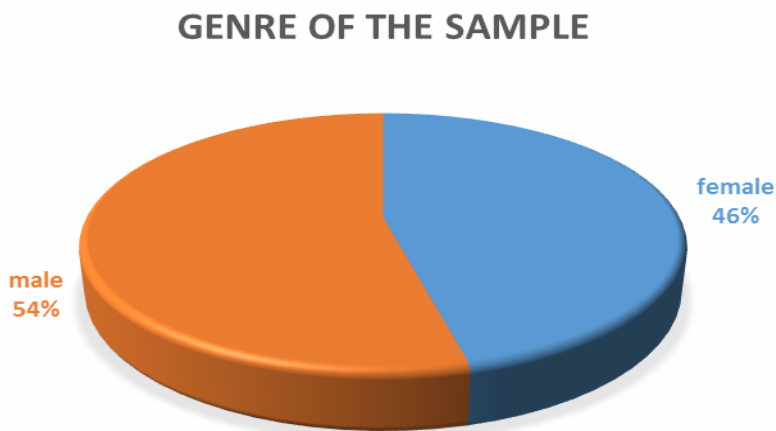


Figure 2. Sample Genre

In the previous image it is possible to see that the sample was compound almost equal quantity of genre female and male. It was exactly composed by 54% male and 46% female placing the genre male with the majority of them.

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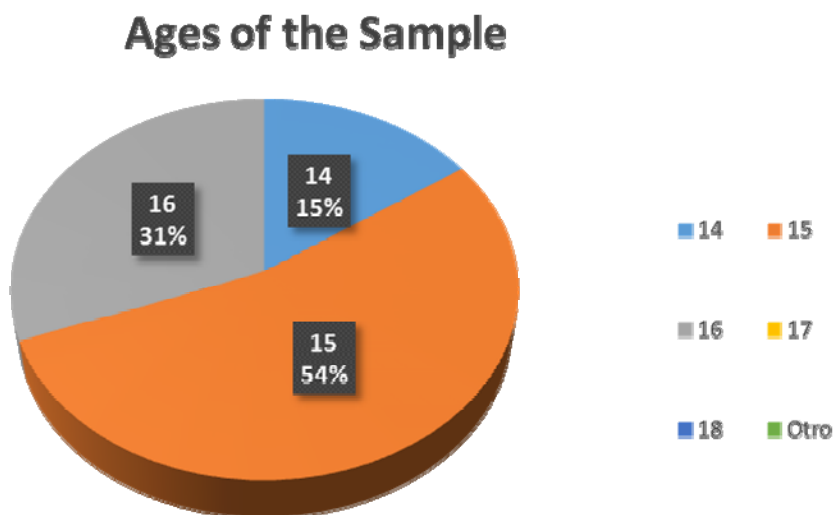
2. Cual es su edad ?

Intervals: 14, 15, 16, 17, 18 otro

Table 4 Age of the participants

14	2
15	7
16	4
17	
18	
Otro	

Figure 3. Ages of the sample



According to the graphic it demonstrates that the majority of the sample are 15 years old, that is to say the researcher is managing a group of mature students that in some cases can express

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themselves easily but other are very shy and do not let other people to know about them. The half of the sample exactly 54% are in the age of 15. In addition, the participants are in a consecutive age 14,15 and 16, that is to say, all of them share same interest and thoughts. The younger students are 14 which are younger to be in 10th grade.

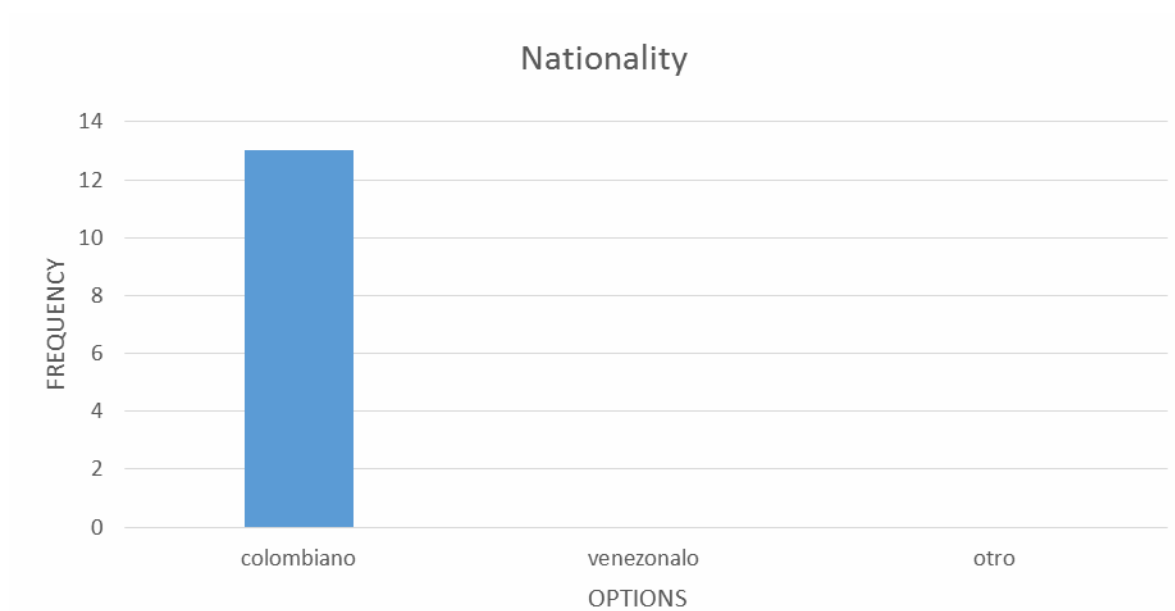
3. Cual es tu nacionalidad ?

Intervals: Colombiano, Venezolano, Otro

Table 5 Nationality

Colombiano	13
Venezolano	
Otro	

Figure 4. Nationality of the sample



Due to the situation that is happening in Venezuela, it was necessary to ask the nationality of the participants in order to check that they were following the curriculum offered by the Minister

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of Colombia and the bilingual program guiding the students to achieve the main goal that is manage the four skills. According with the graphic the total of the sample are Colombians that is to say that they have been through a process of learning English as the Minister stablished since they started their studies.

2.9.2.2. Results of the variables studied

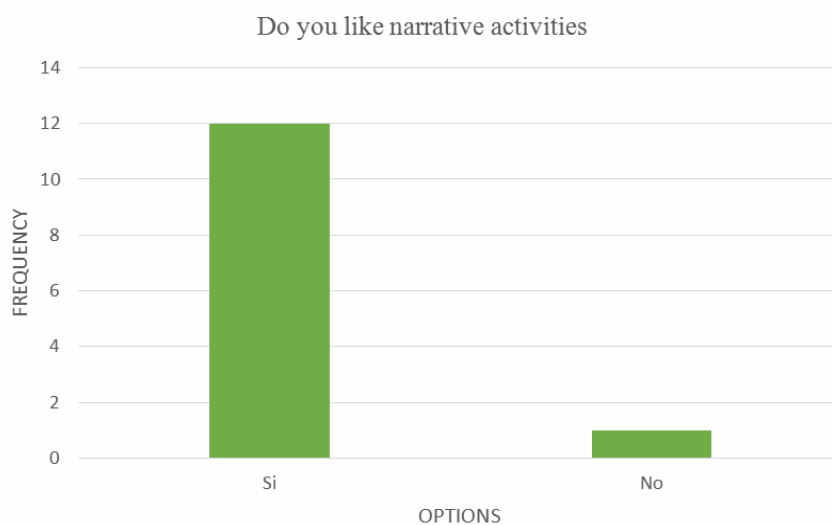
4. Le gusta realizar actividades de escritura narrative en ingles durante la clase?

Intervals: Si, No

Table 6 Do you like narrative activities

Si	12
No	1

Figure 5. Narrative activities during class



From the answers given by the participants, it is showed that the majority of the participants like writing narrative activities during the class, however one student does not share this idea of

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writing activities during the class. A total of 12 students confirm that they prefer to do narrative written activities during English class instead of other type of written.

Si su respuesta es SI, por favor responder la pregunta 4.1. Si su respuesta es NO responder la pregunta 4.2. y continuar respondiendo la pregunta 5.

4.1. Por qué te gusta? Escoger más de una opción

Intervals: me motiva a escribir en inglés, desarrollo la habilidad de escritura, describo hechos reales de la vida, puedo saber la vida de mis compañeros.

Table 7 why do you like to write

Me motiva a escribir en ingles	9
Desarrollo la habilidad de escritura	9
Describo hechos reales de la vida	5
Puedo saber la vida de los compañeros	2

Figure 6. Why do you like narrative activities.



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The findings show that students prefer narrative written because it motivates them to write in English and also because they develop the ability of writing with a total of nine each one, the students agreed in these two reason why the do like write narrative activities. However, in this type of writing that is narrative students need to write about their personal experiences so for this reason some students point at the lowest that they don't like to write narrative activities because they don't like to know about the life of its classmates.

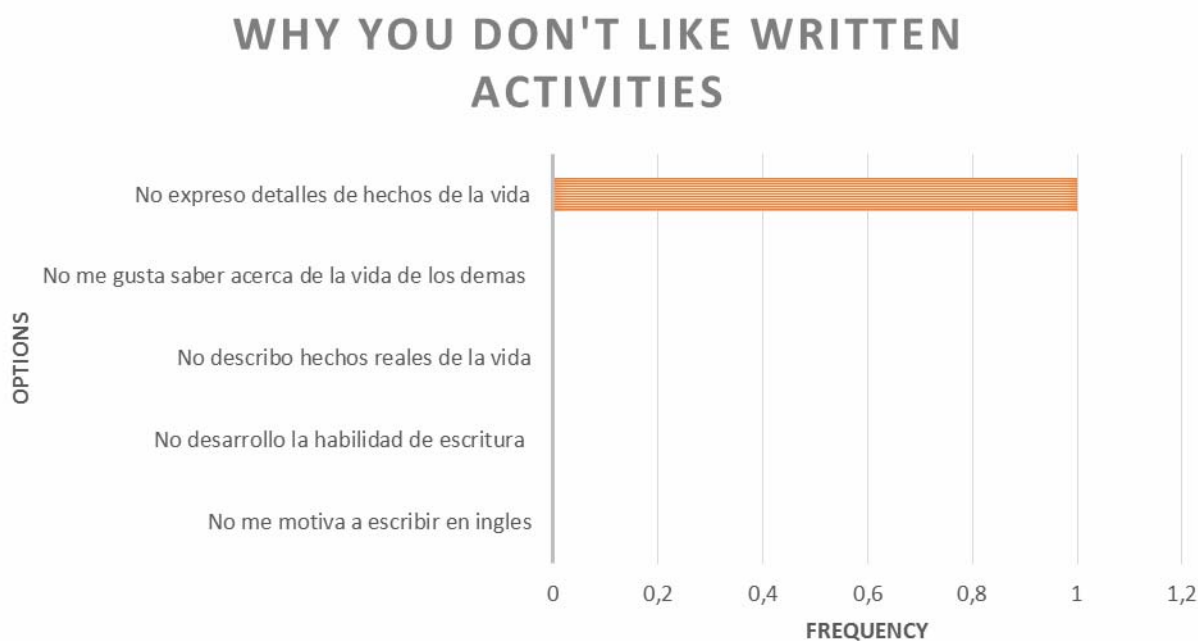
4.2. Por qué no te gusta? Escoger más de una opción.

Intervals: No me motiva a escribir en inglés, no desarrollo la habilidad de escritura, no describo hechos reales de la vida, no me gusta saber acerca de la vida de los compañeros, no expreso detalles de hechos de la vida, otro.

Table 8 why you do not like written activities

No me motiva a escribir en ingles	
No desarrollo la habilidad de escritura	
No describo hechos reales de la vida	
No me gusta saber acerca de la vida de los demás	
No expreso detalles de hechos de la vida	1

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Figure 7. Why you do not like written activities

However, based on this graphic with a frequency of 1, that is to say with a minority of frequency, the students manifested that does like to write narrative activities because it does not like to express or tell its personal life to other. This is its point of view related with written activities.

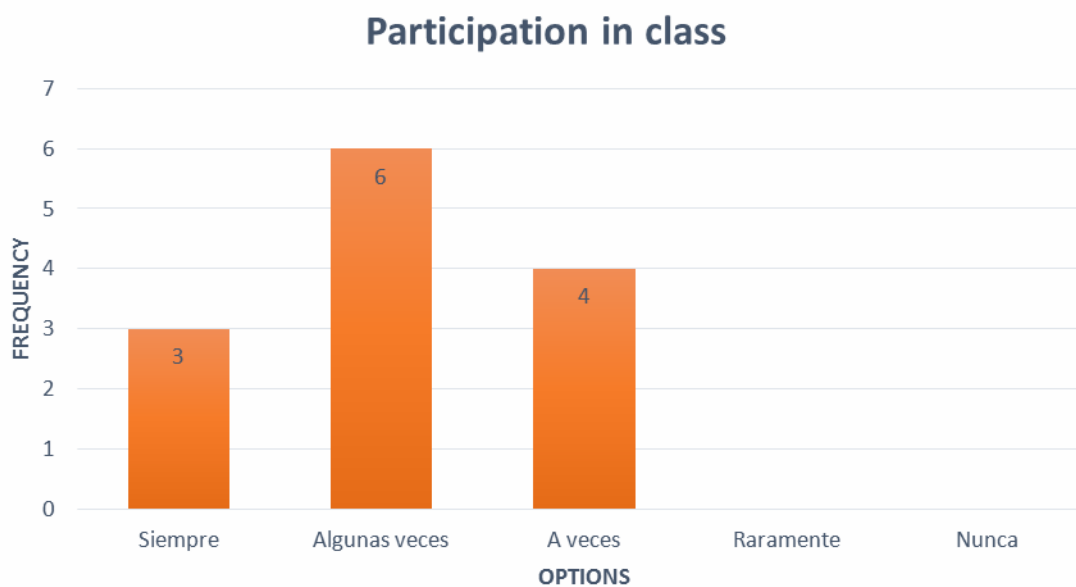
5. Participa en las actividades de escritura realizadas por el profesor durante la clase.

Intervals: siempre, algunas veces, a veces, raramente, nunca.

Table 9 Participation in the written activities

Siempre	3
Algunas veces	6
A veces	4
Raramente	
Nunca	

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Figure 8. Participation in the written activities during the class

This graphic indicates that students most of the cases does not have disposition to participate in English written activities, with a total of 6 participants agreed that sometimes they participate, it could be due to the lack of interest in the activity. However, the minority selected always with a total of 3 students declaring that they participate in the writing activities.

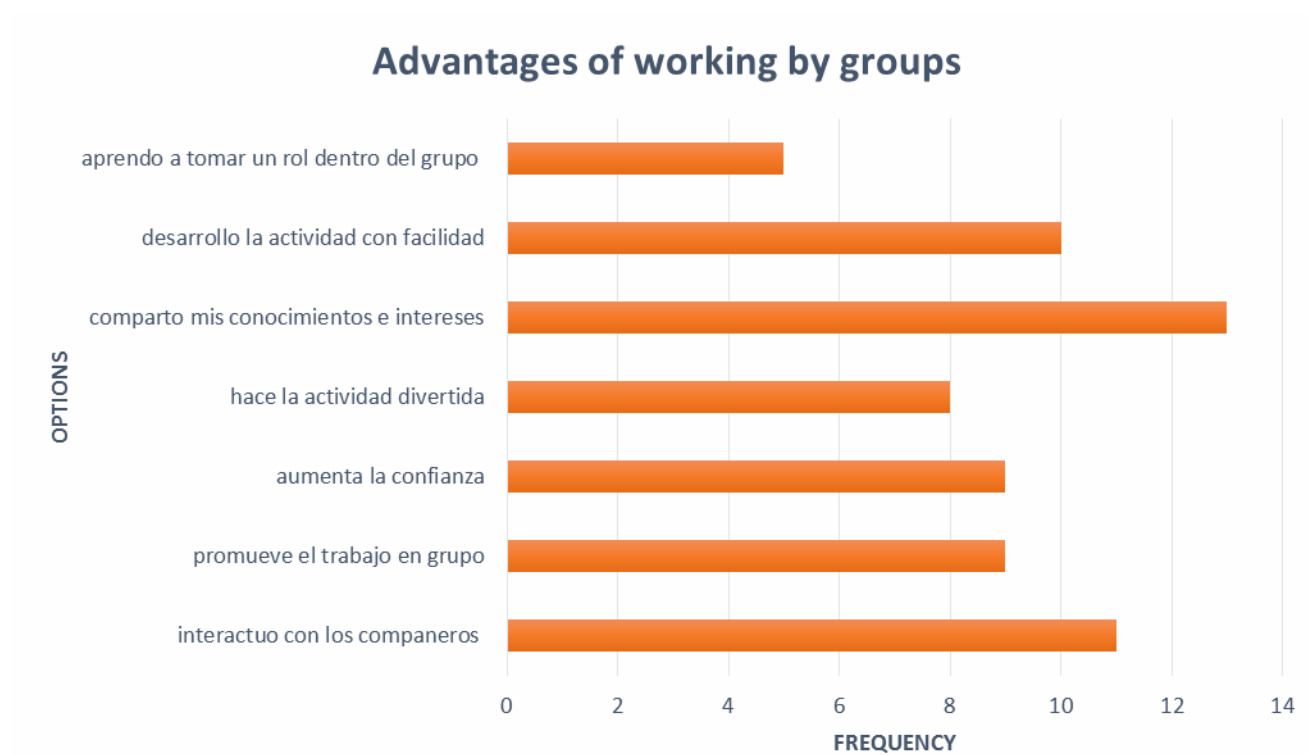
6. Por favor clasificar en orden de importancia las siguientes ventajas de trabajar en grupos cooperativos durante la clase, siendo 1 el más importante y 5 el menos importante.

Intervals: Interactuó con los compañeros, promueve el trabajo en grupo, aumenta la confianza, hace la actividad divertida, comparto mis conocimientos e intereses, desarrollo la actividad con facilidad, aprendo a tomar un rol dentro del grupo.

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Table 10 Advantages of working by groups

interactuó con los compañeros	11
promueve el trabajo en grupo	9
aumenta la confianza	9
hace la actividad divertida	8
comparto mis conocimientos e intereses	13
desarrollo la actividad con facilidad	10
aprendo a tomar un rol dentro del grupo	5

Figure 9. Advantages of working by groups

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According with the graphic, the researcher is able to determinate that working in a cooperative way provides benefits to the students. The whole sample agreed in the fact that share knowledge and interest is one of the most important advantage that cooperative learning can provide. Followed by interact with classmates and development of the activity in an easy way are the main contribution that students can obtain from cooperative learning. Nevertheless, the participants think that the activity is not funny when they have to work in groups.

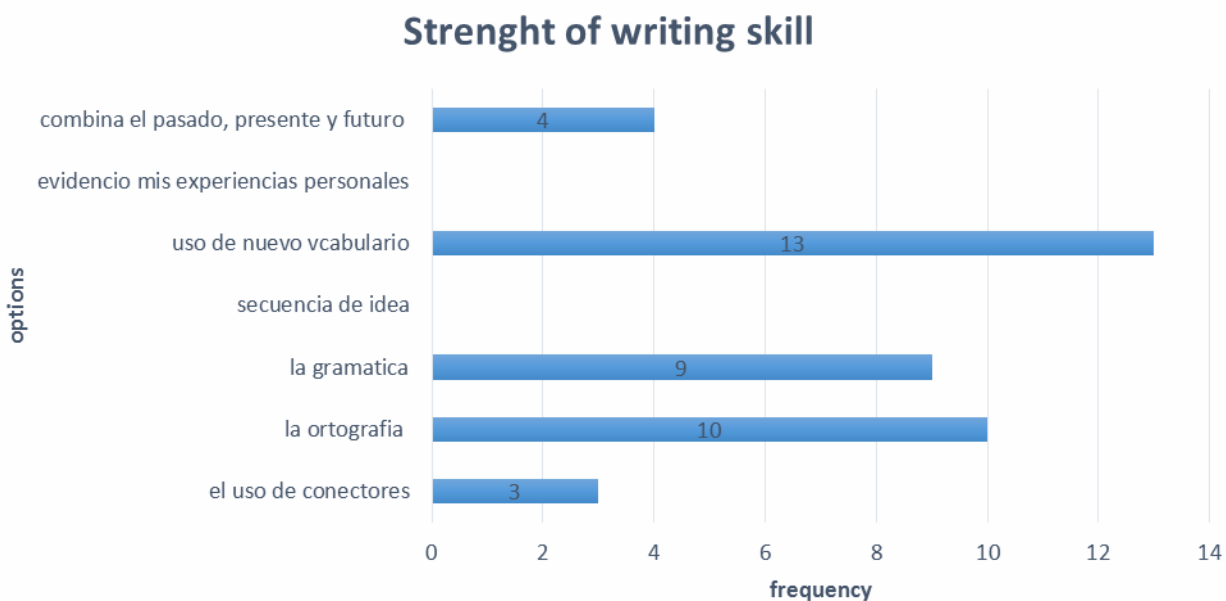
7. En tu opinión la escritura narrativa potencia (selecciona las tres más importante según su criterio).

Intervals: el uso de conectores, la ortografía, la gramática, secuencia de ideas, uso de nuevo vocabulario, evidencio mis experiencias personales, combina el pasado presente y futuro.

Table 11 The written skill strength

el uso de conectores	3
la ortografía	10
la gramática	9
secuencia de idea	
uso de nuevo vocabulario	13
evidencio mis experiencias personales	
combina el pasado, presente y futuro	4

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Figure 10. The written skill strength

According with the graphic, it can be deduced that written skill strength the use of new vocabulary, as it is showed in the graphic the total of the participants agreed with this statement. Besides, students select this item yet in the activities they need to add details of their experiences for that reason they need to use dictionaries or mobile cell phones in order to find the meaning. Students also agreed with the statement that written strength spelling and grammar due to the topics that they saw during their classes were applied in this project.

8. Cual de los siguientes factores considera usted que afecta el proceso de escritura narrative durante las clases (selecciona tres factores).

Intervals: el ruido, el clima, no saber conectar las oraciones, el trabajo no es colaborativo, el limite de tiempo.

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Table 12 factors that affects the process of writing

el ruido	12
el clima	1
no saber conectar las oraciones	10
el trabajo no es cooperativo	6
el límite de tiempo	10

Figure 11. Factors that affect the process of writing

This graphic illustrate some aspects that affects negatively the process of writing during the class, for this questions the majority of the students selected “the noise” as a main factor that does not allow students to do a good performance during the activities, in this school the classrooms have two open window without acoustic. Limit time and lack of connectors are placed as a second factors that affect the process of writing with a total of 10 participants these statements share an equal agreement.

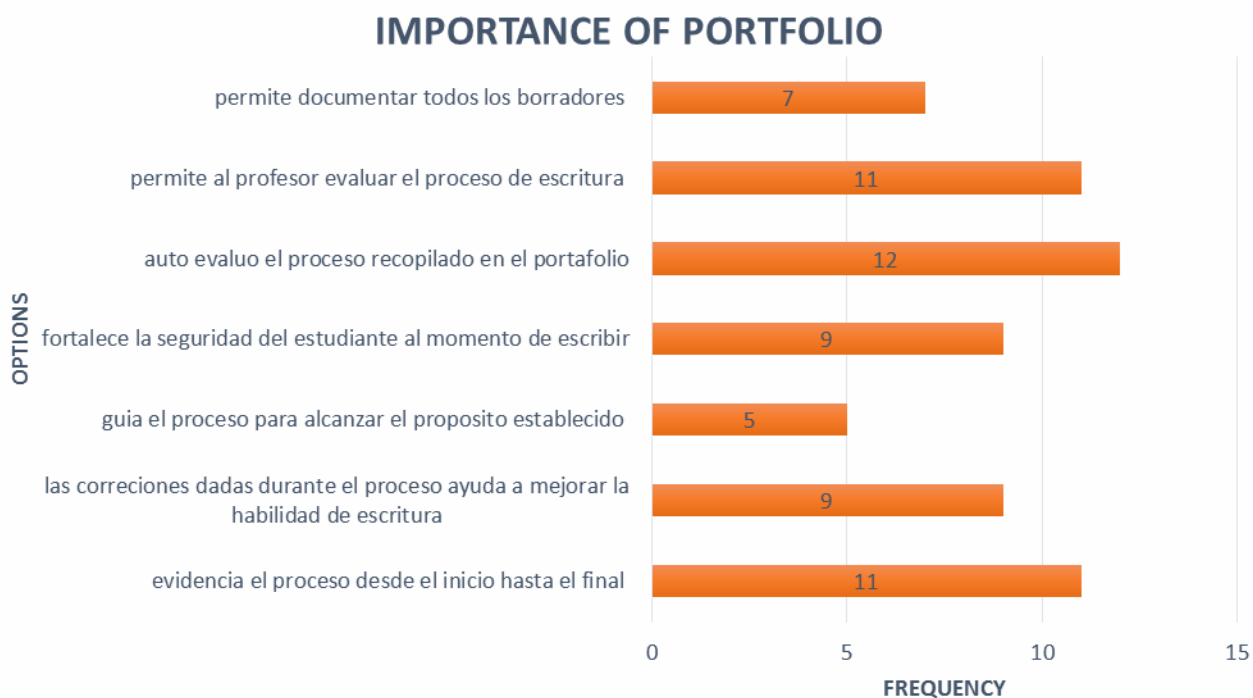
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9. Por favor clasificar en orden de importancia el uso del portafolio durante el proceso de escritura. Siendo 1 el mas importante y 5 el menos importante.

Intervals: evidencia el proceso desde el inicio hasta el final, las correcciones dadas durante el proceso ayuda a mejorar la habilidad de escritura, guía el proceso para alcanzar el propósito establecido, fortalece la seguridad del estudiante al momento de escribir, auto evaluo el proceso recopilado en el portafolio, permite al profesor evaluar el proceso de escritura, permite documentar todos los borradores.

Table 13 Use of portfolio

evidencia el proceso desde el inicio hasta el final	11
las correcciones dadas durante el proceso ayuda a mejorar la habilidad de escritura	9
guía el proceso para alcanzar el propósito establecido	5
fortalece la seguridad del estudiante al momento de escribir	9
auto evaluó el proceso recopilado en el portafolio	12
permite al profesor evaluar el proceso de escritura	11
permite documentar todos los borradores	7

Figure 12. Importance of using of portfolio

This graphic highlight the importance of using portfolio during the process of writing narrative activities. According with the answers provided by the participants self – assessment is the most significance aspect that students can obtain from the use of portfolios. However, the participants selected as the less important “guia el proceso para alcanzar el proposito establecido”. That is to say that students work on scores yet the second important factor is that allows the teacher to asses the process of writing followed by evidence the final result.

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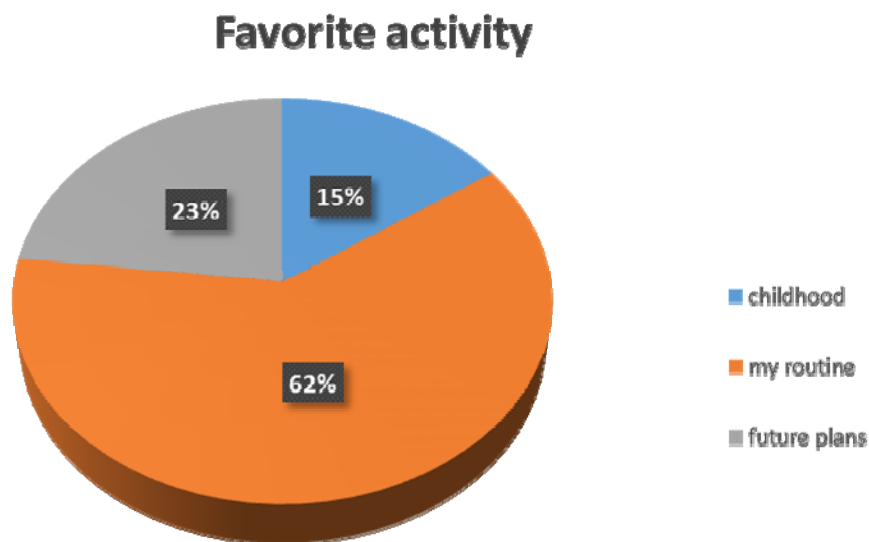
10. Cuál de las siguientes actividades considera usted que tuvo mayor desempeño.

Intervals: childhood, my routine, my future plans.

Table 14 Favorite writing activity

childhood	2
my routine	8
future plans	3

Figure 13. Favorite writing activity



This graphic demonstrate that the favorite activity developed with the participants was my routine with a total of 8 students and 62%, my routine is placed in the main important activity. In this activity they use vocabulary of their daily routine since they wake up until they go sleep. The second favorite activity corresponds to future plans, in which students were able to plan their future in a personal and professional field, with a total of 3 students and 23%.

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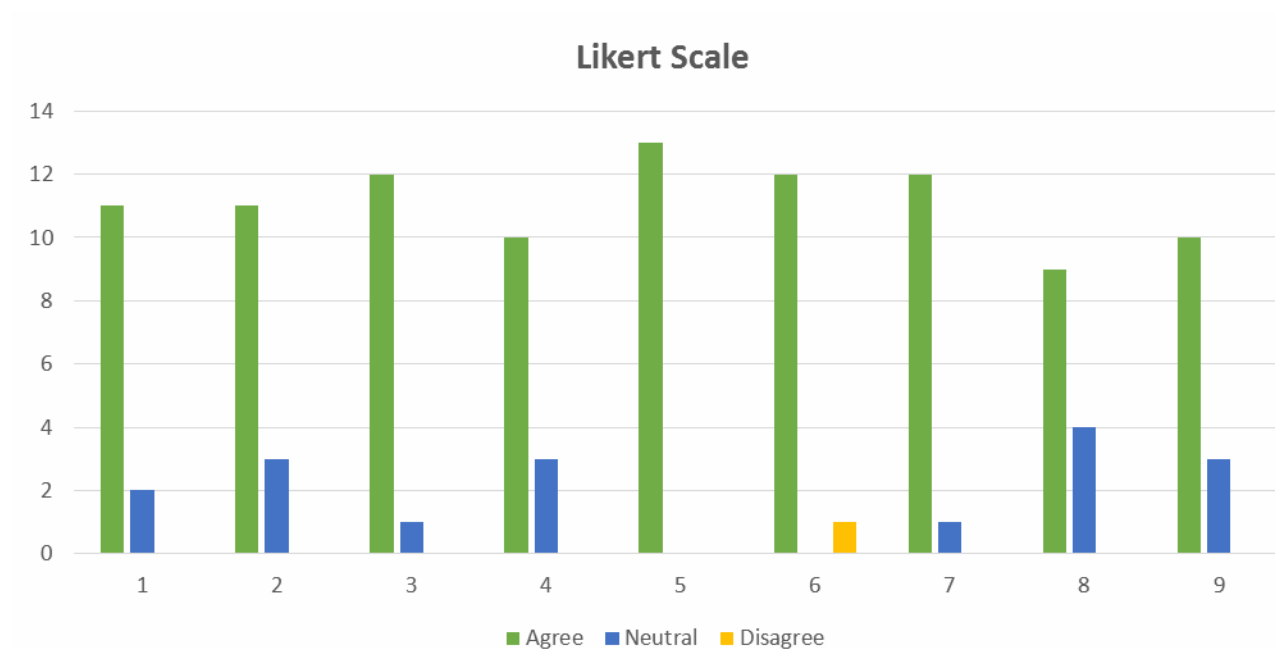
However, the less favorite was childhood activity with a 15% and only 2 students were agreed with this statement.

2.9.3. Likert Scale

The Likert scale was applied to same sample the 13 participants, this Likert scale is composed by nine statements related with the variables studied and three options which are agreed, neutral and disagree. The following table shows the data collected by applying this instrument.

Table 15 Results of the Likert Scale

Statement	Options		
	Agree	Neutral	Disagree
1	11	2	
2	10	3	
3	12	1	
4	10	3	
5	13		
6	12		1
7	12	1	
8	9	4	
9	10	3	

Figure 14. Results of the Likert scale

The statement analyzed in this likert scale are the following: 1) considero que el trabajo cooperativo ayuda a resolver problemas y a completar las actividades 2) pienso que trabajar en grupo motiva al estudiante a expresar sus emociones 3) Creo que realizar actividades de escritura ayuda a aprender más vocabulario 4) Considero que el portafolio ayuda a organizar los escritos e identificar los errores 5) Pienso que cuando corrijo los errores cometidos en el borrador aprendo mas 6) Considero que las actividades se realizan con su debido proceso paso por paso 7) Creo que la escritura narrativa fortaleció la gramática aprendida durante las clases 8) Pienso que las experiencias personales estimularon el habilidad de escribir 9) Considero que el portafolio me permite auto evaluar mi proceso durante las actividades realizadas.

Statement 1:

The result from this first statement that is “considero que el trabajo cooperativo ayuda a resolver problemas y a completar las actividades”, it is possible to say that the majority of the

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participants showed an agreement with this statement considering that the cooperative learning helps to solve problems and complete the activities proposed. However, two students show its impartiality in this statement.

Statement 2:

Based on the result of this statement that is “pienso que trabajar en grupo motiva al estudiante a expresar sus emociones”, this graphic demonstrates that 10 participants showed their agreement with this statement considering that when they work in groups they can express their emotions. In contrast, 3 of the participants consider that this statement does not affect the process, their answer is neutral that means impartial in this statement.

Statement 3:

Taking into account the information collected in this statement “Creo que realizar actividades de escritura ayuda a aprender más vocabulario”, it is possible to deduce that 12 of the participants think that written activities help them to learn vocabulary, in this way students increase their knowledge through the activities developed in class. In contrast, only one student do not think the same and consider its point of view as neutral.

Statement 4:

Analyzing the results from this statement that is “considero que el portafolio ayuda a organizar los escritos e identificar los errores”, the majority of the participants showed an agreement with this statement establishing that portfolios helps to organize the written and identify the mistakes. This is a good sight about this project, due to the fact that students

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recognize the use of the portfolios. However, three students do not show their opinion marking the neutral square.

Statement 5:

Based on the results of this statement that is “Pienso que cuando corrijo los errores cometidos en el borrador aprendo mas” all the 13 participants showed a total agreement of this statement, pointing out that when they correct the mistakes writing in another paper, they learn more. This results is a support in order the answer the research question established before, so the researcher can deduce that the process of writing was suitable in order to achieve the main goal.

Statement 6:

The result of this statement that is “Considero que las actividades se realizan con su debido proceso paso por paso”, 12 students agree that the process of writing was the develop step by step guided by the practitioner, however one student showed its disagreement with this statement, in some cases students that not come to class tends to lose the process of learning and in addition this was the only statement that showed a disagreement answer. The researcher can assume that the methodology and process required to this project were well organized.

Statement 7:

The result of this statement that is “Creo que la escritura narrativa fortaleció la gramática aprendida durante las clases”, the majority of the participants express their agreement with this statement highlighting the idea that narrative written strengthen the grammar topics seen in class. That is to say, students practice and use their previous knowledge in these activities. However, one student showed its impartiality face to this statement.

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Statement 8:

Based on the results of this statement that is “Pienso que las experiencias personales estimularon la habilidad de escribir”, 8 students indicated that they agree with the idea that their personal experiences encourage the ability of writing. However, 4 of them do not express their point of view and they declared face to this statement neutral.

Statement 9:

The results of this last statement that is “considero que el portafolio me permite auto evaluar mi proceso durante las actividades realizadas”, demonstrates that 10 students self – assess their written activities developed during the English class, that is to say 10 students take advantage of using the portfolio in the right way. These students understood the process and the purpose of the portfolio. Probably, the application of this project reinforce and foster the written skill of these participants.

2.9.4. Results of the Interview

This interview is composed by four questions and it is applied to 4 participant’s different form the questionnaire. The application of this instrument took place on Thursday 25 of May at 7:10 a.m. in the classroom. Each interview last approximately 2 to 3 minutes. The objective of this interview is to complement information related with the questionnaire, although the perceptions are more personal. It was necessary to apply this interview in Spanish for a full understanding of the question and also to make feel the participants confident at the moment of answering.

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First question: Do you think that work cooperative benefits or not your learning experience?

In this question, the four students agreed saying that work cooperative benefits the process of learning indicating that they seek support from each member of the group, also they can create an environment of mutual learning and the most important aspect that was an activity in which competence was not important but the group in group.

Second question: Which activity liked you the most and why?

In this questions there are several points of view, two of them agree expressing that their favorite activity was future plans because this activity allow them to think about when get graduated from school in fact it is really soon. The other interviewers stated childhood because it allows to remember the past and the other one says that all the activities were important.

Third question: Do you believe that through the implementation of the activities you have improved your writing skills?

All the four interviewers highlighted the importance of the grammar during the implementation of this activities, yet the grammar topics were reinforce in order to achieve the main purpose of the project, that was fostering the written production. In addition, the participants emphasized the use of linked words as an interest topic in which the use it in their written. Finally, the new vocabulary acquired during the development of the activities.

Fourth question: Do you think the use of portfolio help to improve the process of learning English?

The fourth participants showed a positive response faced to this questions saying that: “Because through the Portfolio we were able to keep a record of our failures and achievements, and also

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because each student kept everything from the drafts to every activity we had done”, their answer show the interest and positive reception of the project applied. In addition, they categorize this project as an innovation in which allow them to dive in a continuous process of learning. Other student argument this questions saying that: “Definitely! It helps a lot to improve our English literacy skills, because it push us to keep improving a draft until we get the best project or assessment possible”, according with this is notice that when you have clear an objective and is organized with the suitable instruments, methodology and approaches it can be achieve it.

2.10. Conclusions and suggestions for further studies

The main purpose of this study was to foster the narrative written production through the implementation of Bicentenario journal, according with the information collected all the questions were satisfactory understood and answered by the participants.

The information was collected in order to answer to the research question and sub questions, concluding that the journal influence the written skills in aspects such vocabulary, grammar, the use of linked words and organization of ideas.

It is necessary to mention that is remarkable how students enjoy doing activities by small group in which each of them support themselves, share ideas, express feelings and learn from each other. In addition, the activities chosen by the researcher helped the participants to feel motivate and write about their personal experiences.

Furthermore, it is possible to say that student’s perceptions which was gathered from the data collection instruments help to conclude that the students find enriching this type of activities for their learning process.

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For further researches it is recommended to apply more activities related with their level, due to it will be possible for the students to be more creative and do not be forced to write about something in special, let the student write about what they want, it will make the activity more meaningful.

CHAPTER 3: OUT – REACH COMPONENT

The third component explains the extra activities carried out at the public at Bicentenario School.

3.1. Introduction to the out – reach component

This component makes references to the activities carried out in an extra schedule where the practitioner is able to participate in extracurricular activities where the educative community it is involved. In this way, the activities correspond to “karaoke” and english music in the break time only on Fridays.

This component it is applied with the purpose of including the practitioner with the rest of the school population, in this case the practitioner applied activities in which they are related with English but no with academic activities.

The practitioner guide the development of this activities, setting the speakers and coordinating the karaoke activity at the library in the break time only on Fridays. In this activity all the students can participate, however the attendance is done by the 10 grade students.

3.2. Justification of out – reach component

“Karaoke” is an activity that seeks to reinforce pronunciation on students of any grade and level from Bicentenario school. According to Maley and Murphey (1992) states that music is highly

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memorable. He explains that music creates a state of relaxed receptivity due to basic body rhythm or emotional notes. He concludes by saying that whatever the reason is, music ‘sticks’ in our heads and the most important is that student get involve and the activity because karaoke get their attention.

karaoke seems to be an aid for attracting students, and to achieve the great goal of helping them improve their pronunciation while at the same time having a good experience. Murphey (1992) concludes that songs are fun; they encourage harmony within oneself and within a group. He said that songs are tools used in sustaining cultures, religions and even revolutions. That is why the researcher believes in the importance of music and the use of karaoke to improve a skill in Bicentenario students.

Other activity carried out is English music during the break time on Fridays, due to is Friday the last day at school, the practitioners aims to familiarize the whole educative community with classical and new English music.

3.3. Objectives of the out – reach component

3.3.1. General Objective

To improve pronunciation through the use of Karaoke during break time on Fridays

3.3.2. Specific objectives

To involve the whole community to participate in the karaoke activity

To make students enjoy the activity by singing their favorite songs

To reinforce the phonetic symbols learned in linguistic

To develop pronunciation skill

3.4 Methodology

The methodology of this out- reach was to ask the students two day before the event that is on Friday, the songs that they would like to sing in English, so in this way the researcher can find the song and download it to be singed. The participation in the event was free, however the invitation was directed to the course that the practitioner was in charge in this case 10th students.

The activity was named English Karaoke 2017, and the attendants were students of 10th grade. It was necessary the use of video beam, laptop, microphone and speaker. Some of this tools were provided by the institution and some others by the practitioner. The place choose to develop this activity was the library due to the place is closed and there is acoustic on it. The participation of the students were very active and enthusiastic, some of them felt shy to sing but others have talent to sing and they did a good performance. In this activity the practitioner did not allow competition, the idea was to have fun and enjoy the karaoke meanwhile the other students listened to their classmates and support the singers of each group clapping.

3.5 Reinforcing pronunciation

This activity was develop on May 5th, 12th and 19th of May. During the break time on Friday, activity by activity were increasing the attendants at the library and most of the students enjoyed the activity (see appendix P). The majority of the students showed a positive response to this activity 10th grade were mixed and some of them singed because they had good skills as a singers and some other just for fun. It could be seen that their pronunciation is relative to their level A1.

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Chapter 4: Administrative Component

4.1 Introduction

As mentioned in the previous components, this present research project was applied at Bicentenario school. This component concentrates on the school ideology, disciplinary and bases, the rules stipulated that direct the institution and their administrative.

During the integral practice in which this project has been implemented, it was necessary to recognize the mission, vision, philosophy, historical outline, symbols, and hymn of the school which are part of the values that provide students the bases to form an integral people.

Also, it was necessary to take into account the institution bases, its action and its rationale in the arguments raised by the Critical Theory of Science and Complex Thought. The PEI “Proyecto Educativo Institucional” is consistent with these theories and their practice aims to contribute to the training of future generations to be able to see, think and act in life daily proactively, entrepreneurial and aware.

In addition , the practitioner participated in event such “pausa activa” it was on Friday from 6:00 am to 6:45 am. It consist on do sports activity with all the educative community, some of this activity were leader by the sports teachers of the school. Also, the practitioner participate in the event “children day” supervising and helping with the organization of the students. The practitioner also participate in the “language day” preparing some students speeches in English about important books that have been very famous around the world. Finally, the practitioner helped to leader the decoration of the class room about the class expression in some materials, in this decoration students of 10th grade were included as well.

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Objectives of the Administrative component

4.1.1. General Objective

To analyze the organization and the main aspects related to the PEI at Bicentenario school.

4.1.2. Specific Objectives

To know the academic calendar of the institution A, B, C.

To describe the facilities of the institution through a detail observation

To recognize the internal organization of the authorities of the institution

To participate in the institution activities in order to integrate the students and the community of the institution

4.2 Institutional Observation

4.2.1 Topographic location of the school

The public institution named Colegio Bicentenario is located in the 13th street and avenue 47th in the neighborhood of “Antonia Santos”, Cucuta Colombia. The neighborhood is located in the highway from Cucuta to el Zulia, and the principal route of public transport is located 10 streets to the main gate entrance of the school. Therefore, the population social status around the institute is lower than 3.

The school operates from six (6) am to 1:15 pm. There are two (2) main basket fields, in which students develop their sport classes (1) big field of formation The school has two (2) computer rooms, one (1) library with a television and Video beam, (1) physics laboratory and

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(1) Chemistry laboratory (1) Coordination office (1) teachers room with T.V. (1) Room for general service (1) system office (1) principal office (36) rooms for students.

4.2.2. Identification of the authorities

The institution has two main academic coordinators Nuvia Letty Rivera Granados and Miguel Roberto Bastos.

The authorities of the institution are divided into six levels. First, the class teacher, who is responsible of the classes his schedule, second the permanent teacher of the class or the holder of the class, who is responsible in his classes and the discipline of the group; third, the coordinator of the institution; fourth, the principal of the school; fifth, directive council and sixth the University of Pamplona.

4.2.3 P E I

4.2.3.1. General purpose of the PEI

To develop educational work with the pedagogical approach Training for Productive Learning and school organization seeks to ensure that its training of children and youth with ways of thinking, feeling, willing, communicate and act from the perspective of critical thinking, planning and productive.

4.2.3.2. Specific purpose of the PEI

-To educate the student population in its area of influence from kindergarten to high school.

-To organize academic work in the cultural dialogue with the community it serves, within the framework of the basic standards of competence MEN.

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-To develop a directional and pedagogical management to make the institutional work efficient and relevant.

-To orient correctly, depending on the fulfillment of the institutional mission and vision, the development of human talent and execution of financial resources, to provide quality and relevant education.

4.2.3.3. Mission of the institution

In the School it serves the formation of children and young people, from pre-school to high School, with critical, productive, sensible and supportive spirit

4.2.3.4 Vision of the Institution

In 2025 our institution is providing actors for the consolidation of a country at peace, solidarity and well educated; from a highly qualified teaching and management structure that works as a community of learning in scenarios of human warmth, and in coordination with higher education, parents, actors and productive community.

4.2.3.5. Philosophic framework of the institution

The institution bases its action and its purpose in the arguments raised by the Critical Theory of Science and complex thought. The PEI is consistent with these theories and practice aims to contribute to the training of future generations to be able to see, think and act in everyday life proactively, entrepreneurial and aware.

In the educational order and within the framework of our mission, critical thinking allows us to make sense of our action in the framework of the development of the country and therefore we are committed to training people with a foundation for understanding, comprehension and

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argue the proceedings, dreams, ideals and knowledge needs of the human being, among other things; Complex Thought and invites us to think and see the institution as a whole available to a training and comprehensive proposal and, moreover, to project the person as a natural, cognitive, social, cultural, environmental, emotional, spiritual being immersed in an articulated by visible and invisible strings world.

4.3.Bases of Education

MANUAL: It is conceived as a way of normalizing the daily come to live in harmony and joy, understanding and implementation will contribute significantly to the fulfillment of the mission and achieving institutional vision.

CONCEPT: Student Handbook. It is the basis for guiding the overall harmonious development of the educational community in accordance with the principles, philosophy, mission and vision outlined in the Institutional Educational Project.

TO SERVE: Allows you to direct the guidelines in the human formation of the students and the development of coexistence of all members of the Community. It is a facilitator of actions for achieving the purposes established in order for the Community to agree on the management of the different situations within the institution and facilitate a draft institutional life. In addition, enables integration between all members of the educational community to the Student Handbook is effective in achieving the goals and ideas.

Educational processes. They are the planned teaching and administrative activities interrelated to the integral formation of students in basic and competencies of the Institutional Educational Project that will allow them a chord personal, cultural, social and productive development projects of life and socio-dynamic projection its economic environment.

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DISCIPLINARY PROCEEDINGS: These are the steps or stages to follow when a rule in the Student Handbook and following due process is violated.

4.4. Legal situation

This Student Handbook is based on the following laws:

- The Constitution, which directs the life and actions of people.
- The Universal Declaration of Human Rights.
- Disciplinary Procedures Law 734
- Law 115 or General Education Act of 1994 and Regulatory Decrees Ongoing.
- Law 715 of December 21, 2001.
- Resolution 3055 December 12, 2002.
- Decree 1860 of 1994.
- Act January 12, 1991. 22 Conventions on the Rights of the Child.
- Decree 1108 of May 1994 in the 3rd chapter for educational purposes, prohibited in all educational institutions of the country the possession and consumption of narcotic drugs and psychotropic substances.
- New juvenile code.
- Decree 1278 of 2002.
- Decree 1850 of 2002.
- School and working hours are regulated

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- Decree 0230, 2002-evaluation and promotion of pupils

- Statements of the Honorable Cortes.

- Act 1620 of April 2013.

- Law 30 of 1992.

- Act 749, 2002

- Decree 2216 2003.

- Regulatory Decree 1965 law 1620

4.5. Distribution of the School

The School was created in 2008 as a result of a project developed by the University of Pamplona in 2007, to a prior announcement from the MEN to organize, as Mega School, an institution that could provide quality from preschool to high school, one of the displaced populations to the city of Cucuta, capital of Norte de Santander department.

While they were building the physical plant, school developed its activities at the headquarters of Our Lady of School. Since 2013 it is working in the physical plant itself, which has the right conditions to implement the educational model ensuring the full development of the educational proposal.

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4.6. Students Schedule**10-01**

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1 6:10 – 7:05	Math	Physics	Political science	Spanish	physics
2 7:05-8:00	Math	Physics	Political science	Spanish	Math
		First	Break		
3 8:20- 9:15	philosphy	English	Math	English	Chemistry
4 9:15-10:10	philosophy	English	Math	English	Chemistry
		Second	Break		
5 10:30-11:25	Arts	Education for peace	Physical education	Linguistics	Spanish
6 11:25-12:20	Technique	Spanish	Technique	Linguistics	Technology
7 12:20-1:15	Technique	Spanish	Technique	Environment	Technology

10-02

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1 6:10 – 7:05	Math	Physics	Political science	Spanish	physics
2 7:05-8:00	Math	Physics	Political science	Spanish	Math

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APPENDICES