

IMPLEMENTING THE PORTFOLIO AS A TOOL TO FOSTER WRITING SKILL A1
LEVEL THROUGH TASK BASED LEARNING APPROACH: AN ACTION RESEARCH
AT BICENTENARIO'S SCHOOL

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Teaching Practicum

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General Introduction

Writing is the most important role in second language education. Therefore, new ways of assessment have been developed to demonstrate what students learn and what they can do with their own knowledge. These new ways of assessment are called authentic measures. Among all the techniques of alternative assessment, portfolio has become a popular procedure; Portfolios show students' progress, achievement and self-reflection in one or more areas (Paulson & Paulson, 1991). Portfolio assessment is an ongoing process. It does not evaluate progress and performance of the learners through an impromptu paper and pencil test or enable instructors evaluating their student's performances within a very short and limited period of time. According to Gosselin (1998) 'an ongoing assessment is a learning process that examines and documents learner progress at certain intervals. The main goals of portfolio assessment are encouraging learners to become more autonomous, take the control of their learning, make decisions, participate in the evaluation of their own work and solve the problem they may face, individually'.

Although students' active participation is vital during the portfolio assessment process, the teacher is the key to the successful use of this strategy (Neimon, 1999). According to Epstein (2005) portfolio assessment transforms the role of the teacher away from generating comparative rankings of achievement toward improving student achievement through evaluation feedback and self-reflection.

Writing in English is one of the most difficult aspects in language teaching and learning. As previous studies have shown, a portfolio is a helpful tool to encourage this ability and achieve accuracy, complexity, fluency and coherence. “Portfolio is considered as a compilation of students’ work, which documents their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio” (Yang 2003). In other words, portfolio is a tool in which students are involved during a year is seen in a significant way and give both the teacher and students a chance to evaluate how much the student’s writing skills have evolved (Sierra, 2012).

The Portfolio was selected as a learning strategy in order to develop the writing skill, taken interest and practice in the knowledge acquired during the lessons. The most important point here is that students can write at least one word in a correct way, and it is focused on Spelling.

Within the communicative framework of language teaching, the skill of writing has special status. There is no doubt that writing is the most challenging skill for EFL learners to master. With so many conflicting theories concerning writing, the teaching of writing has undergone a great change in the past quarter century. The paradigm shift in writing theory from a focus on writing products to that of writing processes has also resulted in the popularity of portfolios among the educators as an alternative approach both in EFL and in ESL contexts as an instructional tool. Due to the fact that the skills involved in writing are highly complex; students have to pay much attention to higher level skills such as planning, organization as well as lower level skills such as spelling, punctuation , word choice, and so on. The process of

generating ideas, drafting, redrafting and editing are vital elements of writing and these important dimensions are not sufficiently assessed in a one-shot attempt of traditional testing.

According to Douglas (2000), portfolio assessment is particularly applicable to foreign-language assessment because students benefit the most when they receive feedback while they are still working on a paper rather than after the paper has been graded. Perfect writing can be possible only when students with feedbacks, which are gained from teacher, have control of writing system, mechanics of writing (punctuation, capitalization, abbreviation, numbering, and spelling) and grammar to solve the problem in writing effective compositions.

Focusing on writing as a process and using portfolio as a method of assessment of writing give the students the confidence to continue writing and continue to develop their skills and overcome their writing 'problems'. In this study, it has been decided to implement the Portfolio as an assessment tool for enhancing the writing skill, especially in describing in order to allow students to saved their writing learning achievements and their experience of learning.

Statement of the Problem

After conducting classroom observations among 9th grade students, at Bicentenario high School, I identified the low writing level students have, and more importantly the lack of interest in this essential part of the learning a new language process. Most of the time students did not show interest when the teacher asked them to open the notebook to work or to check their homework, and mainly, it was the teacher the one who talked in English during the whole class and they only take part when they were asked to, but they were not able to produce their own speech. Another important aspect was that classes' time were only fifty minutes and we as learners know that fifty minutes are not enough time to learn a new language specially when working with teenagers because most of the time they are distracted.

General Justification

Actually, it is indispensable to be able to communicate in a second language and that is why learning and teaching a foreign language has become one of the main purposes of the educational contexts. Consequently, teachers' main role is to create environments in which students are able to develop their competences in foreign language and where they can apply the language in any situation.

Furthermore, one of the most noticeable problems that affect the students' learning process was the lack of motivation towards the English class, which clearly affects the progress. In order to face up this problematic situation, it has been decided to increase the communicative competences by including the writing production through the implementation of the Portfolio as an assessment tool in which students record their works in a writing way and they can enhance the writing skill which is one of the major problems of the students from 9th grade of the Bicentenario High School. Moreover, it was proposed the implementation of Task Based Learning because it is a different approach to be used inside the classroom in order to work writing production in a pedagogic and stimulating way. In addition, this approach allows students to develop a series of activities to reach a final product in which the knowledge acquired in learning is evaluated step by step and students can demonstrate their imagination.

This paper is divided into four (IV) Chapters: the pedagogic component (chapter I), the research component (chapter II), the out-reach component (chapter III), and the administrative component (chapter IV). Every part is explained in detail in every chapter presenting its introduction, justification, objectives general and specifics and explanation of theories or description of activities.

General Objective

To foster writing skill A1 level through portfolio as a teaching, learning and assessing tool on ninth graders students writing performance.

Specific Objectives

- To identify the student's writing needs in classroom.
- To explain students the different components of the portfolio.
- To implement specific activities concerning to the component of the portfolio based on TBL.
- To monitor students' English writing process inside of the classroom, through the use of portfolio.
- To assess portfolio on ninth students writing performance.

Institutional Observation

The Bicentenario School is a public educative institution with mixed-gender nature located in Antonia Santos Neighborhood, Cucuta N.D.S. The Bicentenario school (previously San Gabriel) was created in 2008, as a result of a project formulated by the University of Pamplona in 2007, before a call for the MEN to organize, as mega college, an institution that could attend with quality, from pre-school to secondary education, and in order to help people to the displaced population to the city of Cúcuta, capital of the department of Norte de Santander. Moreover, there are many routes of public transportation that they can take next to or in front of the school.

Identification School Authorities

The chart below shows the institutional government.

OCUPATION	NAME
PRINCIPAL	LEYDI LORENA VASQUEZ
ACADEMIC COORDINATOR	NUVIA LETTY RIVERA
DISCIPLINE COORDINATOR	MAURICIO RIOS

Table N° 1: Identification of the Education Authorities

Those people are who work together in order to enhance the quality and performance of the institution. The rest of the community of the institution is composed by: the students enrolled in the institution, the teachers associated to the institution, the head teachers and administrators, the general staff that offer their services to the institution, the parents or the people in charge of the students and lastly, the former students graduated from the institution who are organized to participate in the school events.

Mission

At Bicentenario school, the formation of boys, girls, and youngsters is delivered, from preschool to college degree, with critical, productive, sensitive and solidary spirit.

Vision

By 2025 the institution will be providing active 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 learning community in warmth humanity scenarios, and in coordination with higher education, parents, productive actors and the community in general.

Physical Facilities

This institution is divided into 4 zones: the administrative building, the preschool classrooms, the leisure and sportive spaces, the laboratories building, the elementary-level building and the high school-level building. Here can be found the classrooms distributed all around the floors (2) but in 3 blocks and the teachers' lounge, a library, two computer rooms, one auditorium with audio-visual and educative aids, two cafeterias and the bathrooms for girls, boys and teachers. The school also has the following physical resources: two multifunctional field in which students can play soccer, basketball and volleyball. A parking lot and green zones.

Key aspects of IEP

The IEP supports in the pedagogical approach Training for Productive Learning (TPL), for the reason that the educational work completed with children and young people who have need of appropriate training for entrepreneurship and enablement of life project that facilitate them to move from their status as economic poverty towards better life circumstances.

The TPL focus allows the learner training located in its reality and at the same time to feel involved and recognized as characters of their own development. For this reason the IEP ensures that the learner learns productively in their condition of being knowledgeable, social,

sensitive, and cultural, from their own reality. In addition to this, another relevant aspect is the active presence of the University of Pamplona implementing this IEP, because the school is the product of a concession agreement between the MEN, the municipality of Cucuta and the University.

Educational proposal philosophy

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 argue the proceedings, dreams, ideals and knowledge needs of the human being, among other things.

Teaching approach

Currently the learning processes require that teachers are referenced in paradigms and educational systems that focus on learning processes in context and that children, young people and adults are formed as actors in their own development and of his locality. This implies a pedagogy that can articulate school knowledge (classroom and blended) with the demands of the world of life and therefore a greater chance of developing competencies and feelings that dignify human beings will be taken.

Institutional educative model

The particular school educational model is called "Learning Productively", consistent with the Pedagogical Approach Training for Productive Learning within the regulatory framework.

This model is characterized by the following:

- ✓ The training proposal is located in the XXI century with prospective vision
- ✓ The curriculum is flexible so that it flows in the training demands of learners, on its merits, needs, interests, desires and experiences.
- ✓ It gives preference to the pedagogical work cycles Logic Learning and Training - CLAF- and educational projects that seek to develop in students a critical, planner and productive mindset.

Institutional organization

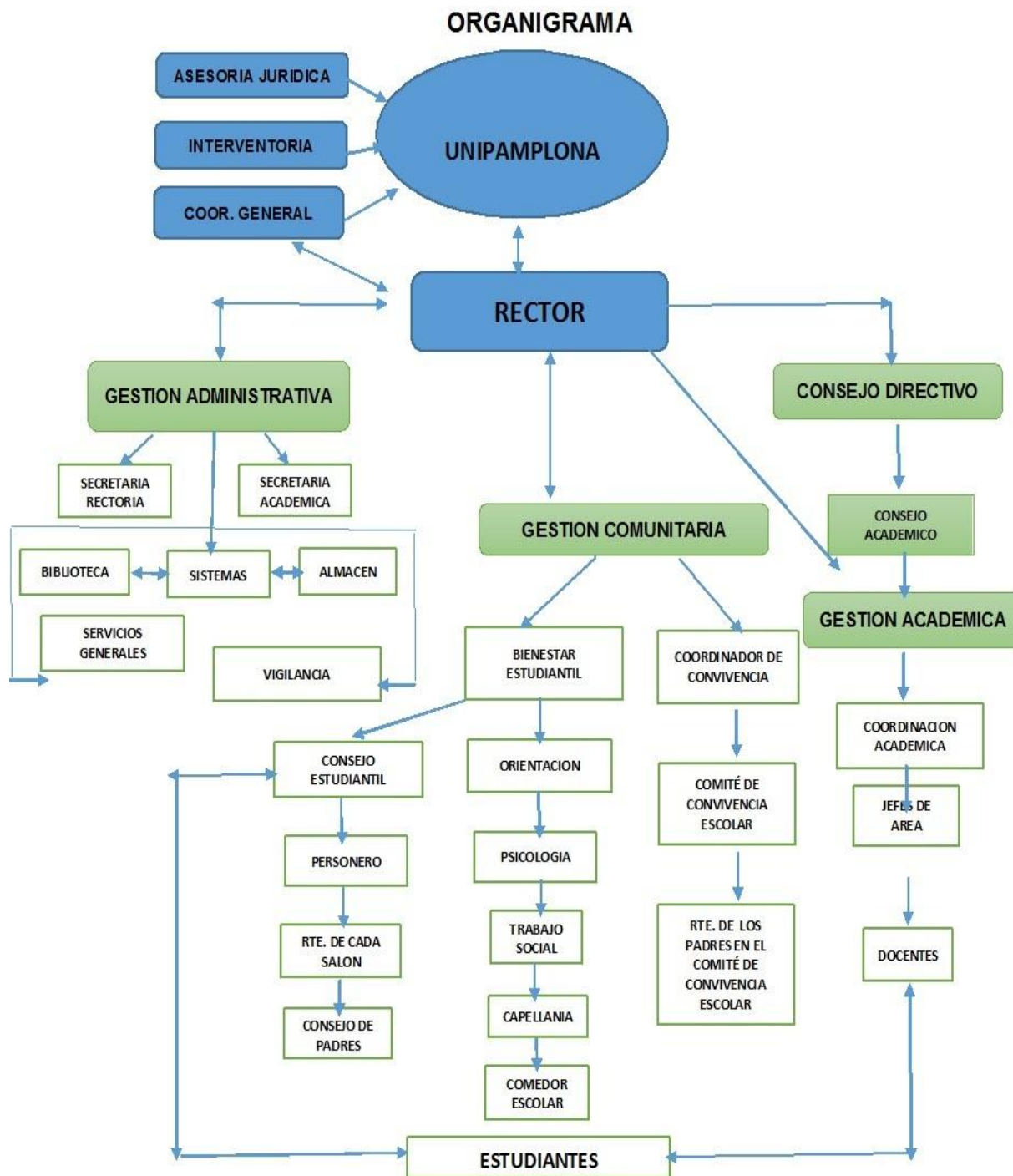


Figure N° 1: Institutional Organization

Weekly Timetable

Schedule Teacher: Olga Lucia Sanchez

The teacher has a schedule according to the high school main calendar in 902, 903 grades. However, she also works as a primary coordinator. Therefore, she does not work in grade 901; Catherine Peña is the teacher because of the time she has to fulfill.

TIME	1	2	I-BREAK	3	4	II-BREAK	5	6	7
	6:10 - 7:05	7:05 - 8:00	8:00 - 8:20	8:20 - 9:15	9:15 - 10:10	10:10 - 10:30	10:30 - 11:25	11:25 - 12:20	12:20 - 1:15PM
MONDAY		901						903	
TUESDAY		902							
WEDNESDAY					903				
THURSDAY		902			901				
FRIDAY									

Table N° 2: Schedule Teacher Olga Lucia Sanchez

CHAPTER I

PEDAGOGICAL COMPONENT

IMPLEMENTING THE PORTFOLIO AS A TOOL TO FOSTER WRITING SKILL A1 LEVEL THROUGH TASK BASED LEARNING APPROACH: AN ACTION RESEARCH AT BICENTENARIO'S SCHOOL.

1.1 Introduction to the Pedagogical Component

Nowadays is very important to know a foreign language, specially English, and that is why it is necessary to set strategies, techniques and methodologies which mediate between students and the target language in order to facilitate the learning process.

According to National Education Ministry (MEN) English is a mandatory subject schools have to include in their Institutional Academic Projects (PEI) as a medium to make students understand other cultures. This is the reason why MEN (2006) launched a bilingualism plan whereby Foreign Languages teachers are able to find common guidelines to follow in their teaching experiences.

Bearing this in mind, this study aims at implementing a portfolio to teach English in a Colombian public school. Furthermore, this project recognize students' needs to go beyond

the language, it means, the communication itself. Thus, this chapter presents the theory that supports the methodology, approach and resources that will be used when developing tasks in the classroom and to demonstrate the results that they had and the results that the researcher obtained when he finished this project.

1.2 Justification of the Pedagogic Component

The present project focuses on the European language portfolio as a learning strategy to teach a foreign language in order to improve the writing skill among 9th grade at Bicentenario High school. The portfolio is an important tool to evaluate the students' writing process, because students have the opportunity to expand their inspiration and motivation in the different activities related with the real life, besides, portfolio is a great tool as it encourages students' autonomy. Moreover, Task-Based Approach was proposed in this study to increase the English writing production inside the classroom mainly for one specific reason. The fact was that students are not interested in the subject, learners did not pay attention to classes and by default, and they are not able to write a single word to communicate in English. During the non-participant observations the researcher could realized that students sometimes worked with the teacher mainly on the board just writing and writing because that is the way in which they are assessed.

The selected sample was Ninth (903) grade students, in which, there are forty-two (42) students; Twenty one (21) female and twenty one (21) male students at Bicentenario School in Cucuta (Colombia). This group was selected in order to apply the pedagogic component. Additionally, English classes were developed using different classrooms and materials like T.V., microphone and speakers, video beam, as usual the board where the images where projected in order that students work during the class.

1.3 Objectives of the Pedagogic Component

1.3.1. General Objective

- To foster 9th grade students' writing skill through the use of portfolio.

1.3.2. Specific Objectives

- To promote the use of portfolio for writing activities.
- To implement activities where students are able to evaluate themselves.
- To increase the level of the students through descriptions and giving opinions.
- To increase students vocabulary through these activities.

1.4 Theoretical Framework of the Pedagogic Component

1.4.1. Task Based Learning.

This approach centers the application of tasks at the core of the language teaching. However, it is relevant to mention that there are diverse definitions of task. By gate, Skehan and Swain (2001, as cited by Brown, 2007) define a task depending in some way on the purposes to which it is used. They say that a task requires learners to use the language emphasizing the meaning to attain an objective. Ellis (2003) says that a task is a work plan that requires learners to process the language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. Another definition of task, Long (1985) argues that a task is:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, shorting letters, making a hotel reservation, writing a check, finding a street destination and helping someone across the road. In other words, by “task is meant the hundred and one things people do in everyday life, at work, at play and in between.(p.85)

Thus, these principles have been selected to conduct an EFL teaching process, wherein the main concern was to articulate theory with practice for developing students' writing competence in the foreign language. Therefore, pre-service teacher determines this approach could be useful for present purposes.

1.4.2. Writing

It is the skill, which divided the human history, passing from parchments until computers; it has assumed an enormous importance in all fields. According to Widdomson (1997) writing “is the act of making up correct sentences and transmitting them through the visual medium as mark on paper”.

For *Oxford Dictionary*, writing is “a sequence of letters, words, or symbols marked on a surface”. Overall, this proposal took a less academic concept to guide the study: writing is when we express our feelings, ideas, beliefs, experiences; in other words, it is a means to sift and refine our perceptions of the world around us (Hughey, 1987).

1.4.3. The portfolio

The use of portfolio is not new, Portfolios have been common in the fine and performing arts for years, seeking support for one's work, to document change or improvement in style and performance” also Smith & Tilema (1998) cited by Tilema (2001) established that “Portfolio is one of the most prominent instrument that can be used as a

learning tool for competence development because they provide opportunities to monitor and appraise changes in performance”.

1.4.3.1. The European Language portfolio

The Common European Framework of Reference (CEFR) “Established that the introduction of the EFL with international currency is now under consideration. “ The Portfolio would make it possible for learners to document their progress toward plurilingualism competences by recording learning experiences of all kind over a wide range of languages, much of which would otherwise be unattested and unrecognized. It is intended that the portfolio will encourage learners to include a regularly updated statement of their self-assessed proficiency in each language” (CEFR, p.20). The principles and guidelines approved by the Council of Europe define the three components of the ELP as follows:

1.4.3.2. The language passport:

This section provides an overview of the individual proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework of Reference. According to the European Language Portfolio ELP the self-assessment grid in the language passport summarizes language proficiency at these six levels in relation to the four skills: listening, reading, writing and speaking.

1.4.3.3. The Language Biography:

Facilitates the learners involvement in planning, reflecting upon and assessing his or her learning process and progress; encourages the learner to state what he or she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts; it is organized to promote pluri-lingualism, i.e. the development of competences in a number of languages.

1.4.3.4. The Dossier

Offers to the learners the opportunity to select materials, document and illustrate achievements or experiences recorded in the Language Biography or Passport. Dossier keeps evidences of the students' work like worksheets done in class, pictures that students have drawn lists of their new words. Students can use the Dossier to show teachers and parents what the students have learnt and worked.

1.5. Portfolio Assessment

Yang (2003) defined portfolio as a compilation of students' work, which documents their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio. Crosby (1997) indicates that the primary purpose of portfolios in EFL context is to increase the level of students' motivation and to give them a sense autonomous learning. The portfolio as a self-reflection assessment has appeal because it

changes the way writing has been graded traditionally and institutes a grading system whereby the teacher shares control and works collaboratively with students (Berlin 1994). Portfolio assessment is used as an evaluation tool for reviewing the status of student progress and development. The components of the portfolio are decided by the teachers, the students, or through an agreement between teachers and students.

Portfolio-based writing assessment has attracted a considerable amount of interest in colleges and universities because they link teaching, learning, and assessment within the discipline and across disciplines in the college curriculum. Hamp-Lyons & Condon (2000) argue that the “greatest theoretical and practical strength of a portfolio, used as an assessment instrument, is the way it reveals and informs teaching and learning” (p.4). Lee (2001) points out that portfolio assessment prioritized student-centered over conventional concept of teaching. Although portfolio assessment of writing promised potential benefits for writing skill development in ESL and EFL context, the traditional psychometric opponents criticize its principles and practice. They voiced their frustration over the issues of design decision, logistics and interpretation. They also challenged the portfolio assessment's time-consuming nature, and the issues of reliability and validity (Brown & Hudson 1998).

Hamp-Lyons and Condon (2000) believe that in portfolio assessment both reliability and validity are necessary and must be addressed. Williams (1998, 2000) argues that without standards for implementation and outcomes, portfolio assessment will become unfair because

"it increases the subjectivity teachers bring to evaluation"(2000, p.136). This unreliability will threaten portfolio assessment benefits because portfolio assessment was supposed to, "developed with the goal of making the evaluation of classroom writing more objective, more fair, and more realistic" (2000, p. 147) . Reliability needs to be based on performance instead of idiosyncratic scores that have no preset criteria (O'Malley and Pierce, 1996). One of the main problems of reliability in L2 portfolio assessment is inter-rater reliability, consistency of scores because teacher are not used to this new concept of assessment. The psychometric view of reliability is too narrow to take into account the "less standard forms of assessment" such as the portfolio.

Portfolio assessment requires that readers be trained to agree and to score papers based on a common rubric that describes numerical points. Rubrics should include development and organization, fluency of idea (problem) description, and mechanics (O'Malley and Pierce, 1996).If readers agree, there is a reliable rate of agreement. If readers do not agree, there is low inter-rater reliability. Without a sufficiently high rate of reliability, scores cannot be considered valid. Portfolios can be used to support or even determine a grade when as well-defined scoring guide or rubric is developed by both the teacher and the learner (Defina 1992, p.37).

O'Malley and Chamot (1990) indicated that a key element of portfolios is student self-assessment; without self-assessment and reflection on the part of the student, a portfolio is not

a portfolio. According to these researchers, the self-assessment called for by portfolios can have several outcomes for the student: students take responsibility for knowing where they are with regard to learning goals; students broaden their view of what is being learned; and students begin to see language learning as a process. This study is also addresses the use of portfolios in writing assessment for self-assessment in an EFL context.

Some researchers such as Harmer (2007) stated that, “when students are writing for writing, we will want to involve them in the process of writing in the real world, this typically involves planning what we are going to write. “Drafting, reviewing and editing”

1.5.1. Drafting: students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an agreement.

1.5.2. Reviewing: students review, modify and reorganize their work by rearranging, adding or deleting content by making the appropriate tone, style for the intended audience. The goal of this phase of writing process is to improve the draft.

1.5.3. Editing: in this part, writers correct errors in mechanic and grammar, edit to improve style and clarity. To have other writers’ feedback in this stage is helpful.

1.6. Methodology

Being an English teacher involves a variety of commitments as well as playing different roles; English teachers have to be advisers, consultants, facilitators, and classroom managers, among others. It is not just giving classes; it also encompasses looking for instructions to apply in the classroom, lessons plan, analysis of classroom materials and classroom interactions, learning from everyday class in order to take into account the students' needs. During the classroom observations it was evidenced that all those students who had learning difficulties, especially those that failed quizzes, had to sign an agreement in which it was specify that they would commit themselves to study and improve their grades. The development of this project will take ten weeks, with a weekly 12-hour direct contact with the students, working on the four skills but emphasizing on the writing skill through the implementation of the Portfolio. Tasks were planned taking into account the models proposed by the Council of Europe and European Commission (2000) and Willis (1996). Willis claims that the Task Based Learning has three phases: a pre-task, a task cycle and post-taks.

In the first phase, the pre-task, students get acquainted with the language they will use later on. It means that the pre-tasks are the sequences when learners are introduced to the language needed for the task performance.

In the second phase, task cycle, the students present their first trials as a result of the observations to the way the elements previously presented in the pre-task stage work in contextualized tasks. The learners manipulate the language and engage the fulfillment of the goals of the task.

The final phase, Post-task, takes care of refining what has been learned. Taking into account that students may pay too much attention to fluency in the performance of the task, this stage emphasizes on accuracy or restructuring the language that has been used. It evaluates what has been done and how it has been done during the implementation of tasks (Sánchez, 2004).

The researcher started to implement the Portfolio on April 24th. Nevertheless, students were already told about the use of the Portfolio and their first reactions were with bad faces showing their dislike toward the proposal, because they think it is going to be just a waste of money and time. But of course I would try to make it funny in order to motivate them and to make them realize about the importance of writing and the use of the Portfolio.

The researcher observed that it is necessary to have in mind that all the students are not going to have the possibility to buy a beautiful folder and he have been clear with them when telling that the most important aspect in the writing process is its content and in order to avoid difficulties with this aspect I have suggested to all of them to buy a brown folder

because the researcher also want to see their creativity so they will be free to decorate it, it is expected that next Wednesday (3rd May) they bring the folder in order to start with the Portfolio.

1.6.1. Planning of the task

This is the format planning that is used to develop each English lesson plan

GROUP :	LEVEL:	LESSON N°	DATE:		
OBJECTIVE:					
STAGE	DESCRIPTION OF THE ACTIVITY (METHODOLOGY)	TIME	SKILLS	CONTENT	MATERIALS

Table N° 6: Format Planning task

1.6.2. Development of the tasks

During the development of the project, three tasks were applied. They were planned taking into account the models proposed by the Council of Europe and European Commission (2000) and Ellis (2003). The three tasks were entitled (My Favorite famous person, The Movie and My Friends' Actions) were applied only with the groups of learners under study.

1.6.2.1 'My Favorite famous person' Activity N°1

In this task students had to present a poster in a written way describing their favorite famous person. The main idea is that students produce simple grammar sentences using comparatives and superlatives adjectives in present simple.

➤ Pre task

To begin this stage, teacher started presenting to students the objectives that the project has, and he explained them that they had to do a poster at the end of the process and it is going to be presented to the whole group in order to achieve the final product. Then, teacher began class as usual developing the reflection that is based on a motivational phrase in which the teacher focuses his ideas to create raise awareness in students. In the second part of the class the teacher is going to give to the students the vocabulary about comparatives

adjectives showing some slides with different examples. Moreover, he also implement a worksheet with some examples proposed during the activity. For accomplish the task the teacher will provide new vocabulary like: Grammar structure, vocabulary and real material.

Furthermore, the teacher is going to explain with a picture in which the two teachers appear (practitioner and Lucia's teacher) in order to demonstrate them how to make comparisons. Example: 'Manuel is fatter than Lucia' 'Lucia is more beautiful than Manuel'. Now, they are going to choose a friend and they are going to compare themselves using the vocabulary given by the teacher and the grammar structure. They have to make 10 comparisons. The teacher provides them feedback and necessary corrections for each group of student.

➤ Task Cycle

In the second stage, the teacher is going to show students the superlatives adjectives through slides and a video in which the rules and the grammar structure are demonstrated. He also is going to give them the material for practicing in classroom with some examples. To accomplish this activity the teacher is going to show a picture of '*Messi soccer player*' the teacher is going to give his opinion about why he considers '***he is the best soccer player of the world***' using the superlatives adjectives to demonstrate his superiority but at the same time comparing with others. Students are going to select a famous person or whom they consider has some superlatives adjectives.

➤ **Post-Task**

In the final stage, students are going to choose a picture, photos or they can draw the picture about a famous person they like and bring it for the English class. In this activity, students are going to use comparatives and superlatives adjectives and the vocabulary and grammar structure learned from the previous classes. The teacher is going to give some examples with his famous person. For example: *'Messi is faster than Cristiano Ronaldo. He is the best soccer player in the world'* everyone is going to describe the person who appears into the picture in a written way. This activity has to be at least 15 lines. Teacher will be attentive to each of sentences or grammar mistakes made by the students and make corrections for each student. The teacher gives feedback and students finally have to present the Poster for the next class.

1.6.2.2 'The Movie' Activity N°2

This task based learning consists of students performing a short paragraph about what they consider that is going to happen in the movie. The main idea is that students produce using future simple grammar sentences with GOING TO in order to express their ideas about the movie. Their opinions should include at least 30 words using future simple with GOING TO.

➤ **Pre task**

First of all, teacher is going to ask students about what kind of movies or they like and what they do not like to watch, the teacher will show a video for teenagers with the use of ‘future simple with GOING TO’ in affirmative form, he also implement a worksheet with some examples of activities. For accomplish the task the teacher will provide new vocabulary like: Grammar structure, actions verbs and vocabulary concerning to the videos or movies. Now, teacher is going to project a video giving some example about what is going to happen in a video entitled: ‘Hay alguien allí’ the teacher explains in some scenes what he considers that is going to happen in a scene from one video using the vocabulary learned in class in order that students realize how to do it. For example: ‘He is going to kill the girl or she is going to escape from him’. Moreover, students also are going to write at least 10 possibilities they believe are going to happen. They also practice pronunciation in class and the teacher provides them feedback and necessary corrections for each student.

➤ **Task Cycle**

In the second stage, the teacher is going to teach students the future going to in negative and interrogative forms. Besides, students have the opportunity to choose the kind of movie they want to watch. This is entitled ‘**focus**’ He is going to project it in order they develop the activity which consist of giving their opinions about what is going to happen

during the movie scene when the teacher stop the movie. In this case, they are going to write in affirmative, negative and interrogative possibilities they consider is going to happen. They must write at least 15 sentences using future going to. The teacher provides them feedback and necessary corrections for each student.

➤ **Post-Task**

The final stage in this activity consists of watching the whole movie until the final part giving students the opportunity to create in their minds some ideas or thoughts about what they consider is going to happen at the end of the movie but in a writing way. In the final task, students are going to write an essay from the movie using at least 30 or more words in future 'going to' to predict what is going to happen in the final chapter of the movie.

1.6.2.3 'Our Poster'. Activity N°3

This task based learning consists of students performing a poster with real pictures taken from them doing any activity, those pictures were posted on the board and they have to write a paragraph about what they consider everyone is doing in each picture. The main idea is that students produce using present continuous tense with 'ING'. Their opinions should include at least 30 words using present continuous tense.

➤ **Pre Task**

First, teacher is going to show students the new topic and how it is linked with the last one. The teacher presents the vocabulary that they are going to work with through slides in which there are several examples that students have to develop in order to understand the topic. Secondly, the teacher explain the grammar structure that is necessary to take into account when learning present continuous forms and the rules they have to learn. Later, the teacher presents some picture in which there are some people doing some actions and according to those images students are going to write down what they think people is doing. Moreover, the teacher provides them feedback and necessary corrections for each student.

➤ **Task Cycle**

In the second stage, the teacher is going to present through slides one of the celebration in the school which is the Teacher's Day and he describes what he and other teachers and students are doing at this day with some examples and students have to develop this activity just writing the verb to be according to the pronoun and the verb in a correct way according to the rules taught.

Now they are going to choose one day they consider it was the best celebration they had and start writing as if it were happening at the moment taking into account the

example shown by the teacher where many people who are in the celebration are also participating in the activity. The teacher provides them feedback and necessary corrections for each student.

➤ **Post Task**

At the end of this activity, students must bring a picture in which they are doing any activity and everyone is going to be posted in front of the classroom, just on the board and according to the interpretation everyone has from different pictures they are going to write a paragraph about what they consider everyone is doing in each picture. The main idea is that students produce using present continuous tense with 'ING'. Their opinions should include at least 30 words using present continuous tense. The teacher provides them feedback and necessary corrections for each student.

Resources

In order to have a better understanding of the implementation of the Project. Writing is presented through works done in the classroom and that were duly saved, analyzed and evaluated through a rubric in each of the experiences that students have using authentic material such as: videobeam through slides, videos, pictures, T.V, Speakers and worksheets that represents to the student a great help in the moment of learning English.

CHAPTER II

Research Component

This component refers to the different techniques, the background, definition, steps and type of Action Research that were employed to verify whether the application of the pedagogic component with the development of different tasks in order to increase English writing production skill through the use of the portfolio in order to accomplish the objectives presented in the pedagogical component.

2.1 Introduction

The methodology used in this component was mix method because it is necessary as qualitative and quantitative for data collection. In accordance with that, action research design is applied in this research project. Thus, this study aims at employing a portfolio to enhance students' EFL writing skills. The instruments used to collect data are also described, showing their characteristics according to different authors and the way they were used in this research to gather data. Additionally, the methodology followed by the researcher to develop the steps of the action research including a description of the participants, the data analysis, the data collection and the results of this research project.

This new century needs trained individuals who are able to handle daily situations in order to make contributions for the society wherein they are immersed. Being able to effectively and efficiently communicate with others in the progressively globalized community might help accomplish this goal. According to the “Plan Nacional de Bilingüismo” (2006), English is widely spread as a strategic tool for communication. Thus, Colombia has applied it as the foreign language to be studied at schools, universities and institutes; therefore, analyzing this in detail, it is understood, nowadays, those English as Foreign languages’ (EFL) learners must be encouraged to meaningfully learn the language through real-world simulations and useful tasks stated in the writing production. Thus, this study aims at employing a portfolio to enhance students’ EFL writing skill.

Portfolios have been adopted and implemented by teachers and students since 1980s into EFL classrooms. Scholarly research and practitioners’ reports have documented the benefits of Portfolios and supported their use in EFL classroom (Padilla & Sung 1996; Dellet & Kevorkian 2001, as cited in Ya-Fen Lo, 2010). According to Dellet et al (2001), portfolios provide a *portrait* of what students know and what they can do, offers a multidimensional perspective of students’ progress over time, encourages students’ self-reflection and participation, link instruction and assessment.

The research component will be developed using the action research design as a way to enhance the writing learning process in the pedagogical practicum, through a constant and

rigorous process of application research, analysis, reflection and innovation inside the classroom.

Statement of the Problem

During the observation process, the pre-service teacher realized that Ninth grade students did not work on activities to write in English, in other words, they were not stimulated to produce neither written nor spoken speech because students continually persisted on the native language. This fact was evidenced due to their poor performance during English classes and on the results after checking their notebooks and tests. Most of the students have difficulties not only in producing written texts but also, a bad organization in their handwriting and spelling.

2.2 Justification of the Action Research

Taking into account the classroom observations in 9th grade at Bicentenario School, it was perceived that students have significant problems when writing even when completing a simple sentence. That is why, this action research attempted to give solutions to the students writing difficulties and to improve teachers' performances in the classroom. Likewise, this action research focused on enhancing writing skill through the implementation of the portfolio. Moreover, action research was conducted because it is the appropriate one to

perform in the classroom in order to find out the students' difficulties when writing in English.

2.3 Research Questions

2.3.1. General Question

How does the implementation of Portfolio help students to improve their writing skill?

2.3.2. Sub questions

- How do students react to TBL methodology?
- What are the advantages and disadvantages of using a portfolio within 9th grade students?
- Which are the advantages of TBL in the learning process of students?
- What is the students' perception towards the implementation of Portfolio?

2.4. Literature Review

In order to develop this research project, it was necessary to review six previous studies that showed the aspects related to the use of Portfolio and writing skill in teaching foreign language. The first study was “Short story student-writers: active roles in writing through the use of e-portfolio dossier” by Cuesta and Rincón (2010) they investigate the effects of using the genre-process approach and e-portfolio to improve short story writing among senior year from a state school in Bogotá. In this study, researchers developed stages in which students planned, drafted, and published final texts in an e-portfolio, stored at a social publishing platform called Webs. Findings showed that the combination of the two strategies; genre process approach and e-portfolio enabled students to understand, use and evaluate their story writing competence. One of the main findings of this study was that learners showed progressive improvement in their short story writing process.

Ariza & Viáfara (2004) describes the experience of two university teachers collecting data through material portfolio and interviews to get students’ perception of different kinds of learning materials collected in their portfolios, the participants involved were students from the English Degree Program at “Universidad Nacional de Colombia”, as results, students made emphasis on particular qualities of the aids contained in their portfolios, among them, the possibility to have fun while being challenged. Melgarejo (2009) carried out an action research focused on the analysis of children’s perception of writing in English as a Foreign Language

and was grounded in the theory of the process approach. The children who took part in the study were between 9 and 13 years old and belonged to an intermediate English level at a public institute in Bogotá. Data was collected through workshops, collaborative work and the portfolio. Findings showed that the use of portfolio helped students to realize when they made writing mistakes, which allowed self-correction since students had the opportunity to monitor their own progress.

A study related to writing skill, Diaz (2010) conducted a research project focus on peer editing as pedagogical tool to promote collaborative assessment in the EFL writing process. Participants were ninth grade students in an EFL classroom at a public school in Bogotá, data were collected through field notes, video recordings, and students' artifacts. The results revealed that when students were engaged in peer editing sessions they created zones of proximal development in which high achiever students provided linguistic scaffolding and empower low achievers. It was also found that students used thinking strategies such as noticing and explaining when they identified errors related to the formal aspects of the language.

Also, Sierra (2012) carried out a research aiming to understand the perception and experiences of four first semesters through the use of portfolios as a way to improve their writing skills. Data were gathered through participants' portfolios, interviews and one participant observation. Findings showed that Portfolios helped learners to improve their

writing skills since they provide the learners and the teacher with different activities and strategies to improve their writing.

Finally, Niño (2014) conducted a study in which it was evidenced that the majority of the students improved in aspects such as; the use of capital letters, the full stop and the question mark, which were the observed weaknesses in the classroom observations. Also, they wrote more clearly after the use of the Portfolio, because at the beginning they had a bad script. Therefore, students were asked to continue with the writing habits, taking into account the acquired bases with the Portfolio.

All these studies pointed out that portfolio are ideal in students' writing process because they document stages that students go through. In addition, it indicates a link between feedback and quality of learning. However, there are different ways to administrate portfolios in an educational context. We have to highlight that the major studies overviewed have been conducted in a University context, for that reason this proposal aimed to implement ELP's dossier in order to enhance not only students' writing skill but also to create a pleasant environment through the portfolio in which learners became interested in their own classroom work and outside educational context.

2.5 Methodology

2.5.1 Type of Research

The present study adopted the action research method due to the teacher-researcher role inside the classroom. Action research permits the researcher to become part of the group of study. As a qualitative and quantitative research design is a means for discovering and understanding the meaning individuals, groups ascribe to a social, or human problem. This type of research is carried out in a natural setting using several methods to collect data. This research approach is properly used in social research. To sum up, it is recognized in the context of education because of its nature to treat with people's feelings, perceptions, behaviors and attitudes.

In order to have a better understanding of what action research, Bailey (2001) states that it is the reflexive process by which educators systematically study their problems in order to guide, correct and evaluate their decisions and actions regarding the improvement of teaching and learning in their individual professional context.

2.5.2 Population and Research Context

The Bicentenario School is from Cucuta, Colombia. This is a public primary and high school in Colombia, its main headquarters from mega-schools in Colombia and it is located in Av. 47 Street 15 Antonia Santos neighborhood (Cucuta, Norte de Santander).

2.5.3. Participants

This action research involved 21 female and 21 male students who were enrolled in an EFL classroom (A1 level) where students were scheduled to study English 4 hours per week. The subject is characterized by a teacher-centered methodology, touching mostly grammar rules and vocabulary.

2.5.4. Sampling technique

Sampling is concerned with choosing a subset of individuals from a statistical population to estimate characteristics of a whole population. A Simple Random sample is applied in this research project. In this technique, each member of the population has an equal chance of being selected as subject in the population. Moreover, all students were written in a list and putting in a bag. Then 15 of them were selected in a random way, which will serve as a sample.

2.6. Instruments to Collect Data

2.6.1. Data collection

Yin (2003) has recommended six types of instruments to collect data, such as documents, archival records, interviews, direct- observations, participant observations and physical artifacts. For the present study, the researcher is going to use observations, one interview, and one questionnaire. Moreover, students' compositions (Portfolio) what can provide broad information about the phenomenon.

2.6.2 Observation

According to Johnson and Christensen (2000: 147), observation is defined as the unobtrusive watching of behavioral patterns of people in certain situations to obtain information about phenomena of interest. Besides, observation is a method to collect descriptive information in which the researcher carefully observes one or more subjects in a determinate context without altering the environment. In addition, action research should take place in the natural setting of the case, creating the opportunity for direct observations. Assuming that the phenomena of interest has some relevant behaviors or environmental conditions are available for observation. In the present study, observations is carry out by the researcher who was inside of the classroom during two weeks collecting relevant information.

2.6.3. Questionnaires

Questionnaire is a research tool for gathering relevant quantitative data from the participants such as, the features of their actions and responses information of knowledge of the criterions in the questionnaires of the topic and the data details of the objectives with respect to the subject under study (Bulmer, 2004). In this section of the research, the questionnaire is applied in order to know how was the implementation of the portfolio and how it was faced by students in the development of activities. The data collected through this instrument is important because of the students' answers.

2.6.4. Interview

According to Cohen and Manion, (1994) this tool is considered by being the respondent who is responsible for initiating and directing the course of the encounter and for the attitudes expressed in it. Moreover, Kvale, (1996) states that the qualitative research interview seeks to describe the meanings of central themes of the life world of the subjects. Thus, the main task in interviewing is to understand the meaning of what the interviewees say. Through focus groups it is possible to know people's attitudes and opinions about an issue, concept or ideas by asking questions on the topic. Thus, the focus groups were originally called focused interviews or group depth interviews (Marczak & Sewell, 2005). For that reason, this tool becomes a particular valuable technique that allows the investigators to

get the story behind a participant's experiences and to know people's attitudes, opinions and perceptions about an issue, concept or idea by asking questions on the topic.

Finally, the researcher conducted just one interview, which is the teacher's interview in order to evaluate the process from the beginning and at the end to confirm if there are changes in the development of the writing skill.

2.6.5. The Portfolio

The portfolio is the most important instrument to collect data in this study because the most relevant information and the experiences presented by students. Moreover, those experiences can be saved into the portfolio and that makes easy to understand and will help the student improve his writing skills because during the process they can write drafts, review that information and edit it if it is necessary and it serves as a review for the subjects seen in class for the exams. In addition, those works were evaluated through a rubric in order to have better

2.7. Data Analysis

Data analysis is one of the most important and relevant stages at the moment to talk about all what concerns to a research project. It can be qualitative or quantitative. In this opportunity, this research project belongs both qualitative and quantitative types and an action research design, in order to implement the TBL to increase English writing production among students from Bicentenario School.

2.7.1 Qualitative Data Analysis

Patton (2002) states that qualitative data analysis information collected is not considered as true or false, it is interpreted according to different source of information collected. The different procedures documented which accurate results and that are implemented in this project to analyze data are documentation, coding, transcription and conceptualization are the techniques used by the researcher and they are going to be explain in the same order shown.

Diamond (1992) states that ‘basic data are these observations and conversations, the actual words of people reproduced to the best of my ability from the field notes’. That is to say documentation in the qualitative research due to the need of keeping a track of what has

been said in order to find detailed information which can be the key for a successful research project.

In qualitative data documentation are observations and interviews collected from the sample. Then, the researcher has to organize and transcribe them in order to analyze the results. First, observations are organized in a matrix with the main objectives of the research project with the numbers of observations conducted. Secondly, the researcher has to report patterns or iterative, differences or connections between observations. In this way, the researcher can compare, analyze and give specific results about qualitative data (see appendices).

According to Bourque (2004), Coding information is also a very important part of a research, the record or the information written just to set a description of the particular problem and coding is a process transformed in categories after analyzing the data collection in order to give some commons patterns between participants.

According to Biber (1995), ‘conceptualization is a model of measurable to prove a process, it means that conceptualizing is the result of what is being observed giving an opinion of what could cause or originate’.

Roedder (1998) states that: ‘Categorization examines the benefits and the importance in the process to understand each part of it. Categorizing is giving a priority according to the

level of complexity of the situation presented and here it is needed a written report in order to set the range of complexity of the situation given'

In this research project coding the text involves categorizing particular text segments. This is the foundation of much qualitative analysis. Researchers can make up codes as it goes through a document and assign codes that it has already developed to text segments such as: objectives in observations. The analysis focuses on reviewing cases or text segments with similar codes and examining relationships among different codes.

Examining relationship is an analytic process because when examining relevant information the researcher attempts to find items or relations among the main variables in the answers given by participants in order to create a chart or matrix in which all those relevant information will be analyzed and describe as much as possible in order to make researchers' frameworks clear (Miles & Huberman, 1994).

2.7.2 Quantitative Data Analysis

Quantitative approach is a methodology that helps to analyze and quantify the vital data collected. Additionally, this approach evaluates and gives statistical results of the data, in other words, it provides quantifiable information to understand the variety of results in a sample.

According to Martin (2011), quantitative data analysis means all methods and reasoning used to analyze standardized data, in other words; quantitative analysis produces of quantitative information as percentages, probability, numbers, ratios, and classifications. Furthermore, this study implement statistical tools featured as the bar chart and pie chart in order to analyze the results obtained from the application of a questionnaire in Bicentenario's School (903) grade in Cucuta.

Martin (2011) mentions that the bar chart is used to represent the distribution of values of a discrete variable. Thus, each value of the variable has a height proportional to the frequency of this value. According to Harris (1996), the pie chart is a graph showing relative sizes of a component or partially complete. In regard to this study, pie charts are used to represent the results of those questionnaires implemented by the researcher.

2.8 Results of the Study

2.8.1. Results of the Observations

During the two observational weeks, there were five opportunities to be in the classroom and it was very important to know what kind of difficulties students have and how the teacher is facing all those kind of issues. Firstly, the teacher greets the students as she always does; the next point begins with the activity she brings according to the topic that was the simple present tense they were seeing in the schedule of the school. The teacher had already explained the subject and the students had to do some sentences in the affirmative forms but they were lost and confused because of the rules, they still had not learned them and they did not know the vocabulary to make a sentence. They had many deficiencies when writing in English. The three (3) groups were observed during the first week, that is the reason why the group (903) was selected for applying the action research project. The researcher found different issues that needs to be solved.

The first observation was conducted on February (8th) 2017 at 8:20 am to 10:10 am and the specifics objectives are: To analyze what types of writing activities are applied during class; To identify what a type of strategy is used by the teacher to check vocabulary or grammar structure in class. As well as, the teacher made some examples on the board and students have to write the work on their notebooks.

The second observation was conducted on February (13th) 2017 at 10:30am to 12:20am. It is important to analyze the types of writing activities that are developed during the whole class. The English class started with the present simple tense but in negative and interrogative forms using the auxiliary do-does, she project one slide in which there are some examples and told the students to apply what they have already learned. However, before starting doing the exercises the teacher recognizes that they have many problems to write some words in a sentence, also they are not able to identify the structure of the phrase, it means, they do not know which the verb, the pronoun, adjective or complement. In contrast, there were some students who know how to answers the sentences. She did not give them feedback. Finally, some of them could not do sentences, they were confused and the teacher argued that she explained this topic last year and they are still making the same mistakes.

During the third observation was conducted on February (15th) 2017 at 08:20 am to 10:10 am, the researcher is taking notes about what is happening during the class. Moreover, the researcher made the fourth and fifth observations during the second week in which the researcher complements the information he considers is necessary to gather.

2.8.2. Results of the Questionnaires

The purpose of this questionnaire is to know how the use of the Portfolio can improve the students writing ability when communicating in English as a foreign language. This questionnaire has 10 questions, which are divided in: demographic questions, rating scale questions, yes-not questions and Likert Scale. The goal of this questionnaire is to find meaningful evidence about writing activities that students use to increase or overcome their weakness. In addition, the objectives of the project are to collect data and to compare information about the importance of writing in English. For this reason, the questionnaire will be examined and analyzed.

The demographic results demonstrates that one (1) student is thirteen (13) years old; ten (10) students are fourteen (14) years old; three (3) students are fifteen(15) and one student is sixteen (16) years old. Moreover, Thirteen (13) students of the sample are female and two (2) students are male; finally, all of the students are from Colombia and they are in Ninth (903) grade.

***Question number four (4):** What is the level of importance of writing in English? (1 being the smallest and 5 being the biggest)*

Interval: 1, 2, 3, 4, 5.

Table N°6 Level of importance of writing in English.

Items	
5	8
4	4
3	3
2	0
1	0

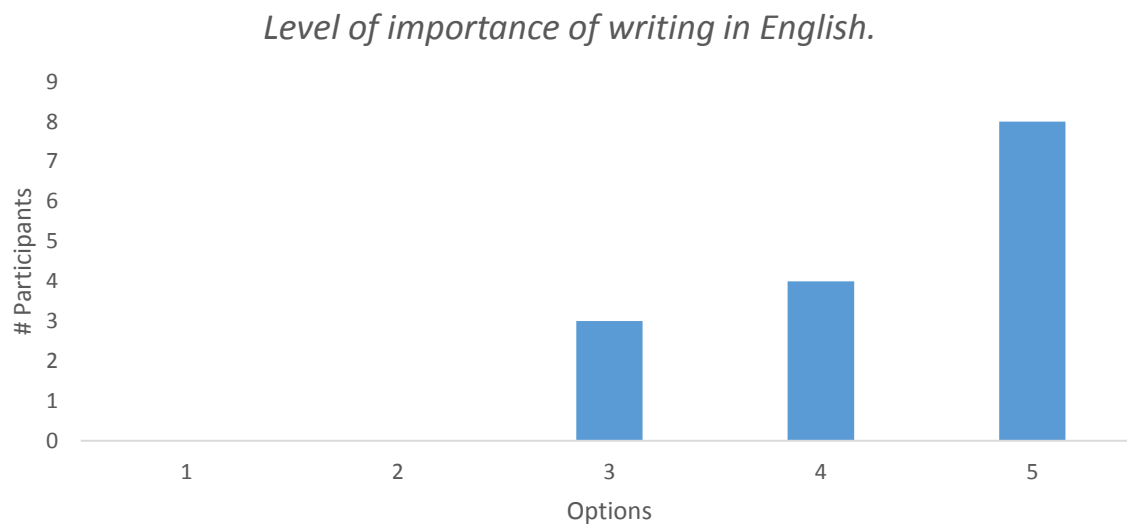


Figure N°6 level of importance of writing in English.

This figure explains the interest in English writing level from the students' sides. Moreover, eight participants consider that writing in English is very important. Additionally, there is not so much differences between scales three and four that means that is a total agreement regarding the importance of writing in English.

Question number five (5): *How did the Portfolio help you in your English writing process?*

Intervals: Nothing, little, Normal, Much.

Table N°7 Evolution in the writing process.

Items	
Nothing	0
little	0
Normal	5
Much	10

EVOLUTION IN THE WRITING PROCESS IN ENGLISH.

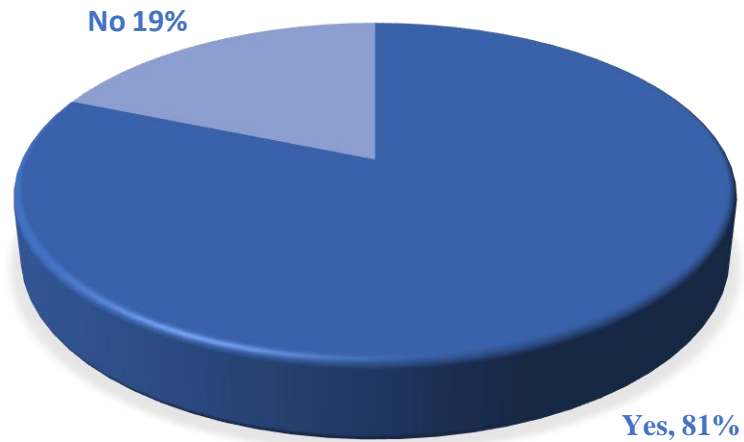


Figure N°7 Evolución en el proceso de escritura en inglés

According to the participants' responses, it was found that the use of the portfolio helps them in their writing skill because ten (10) students agree with 'mucho' and other five (5) consider 'normal' maybe because they just continuous writing in the same but those answers demonstrate that the implementation of the portfolio is positive.

Question number six and seven (6-7): *Would you like to continue working with the portfolio? Do you think the portfolio helps you reinforce topics seen in class?*

Intervals: Yes, No

Table N°8 portfolio's Process.

Items	
Yes	10
No	5

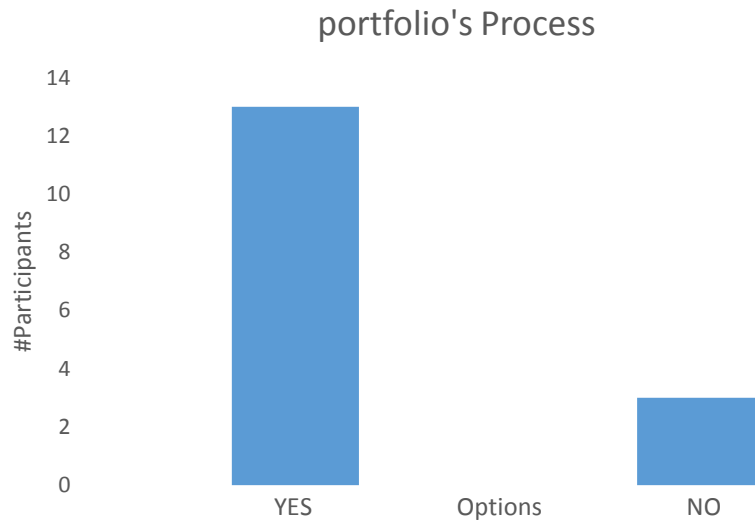


Figure N° Proceso del portafolio.

According to the participants' responses which are shown in the previous graphic, it is was found a total agreement between fourteen (14) participants; they answer 'Yes' they feel very comfortable and they want to continuous using the portfolio because they can correct their mistakes and they can review the topics for a test. In contrast, one participant considers that working with the portfolio is too much; he has to do so many works and to correct everything.

Question number eight and nine (8-9): Have you noticed any difference in your English writing skill since the portfolio was implemented in classes? How did the portfolio help you to improve your writing performance?

Intervals: Yes, No

Table N° 9 Differences during the process.

Items	
Yes	13
No	3

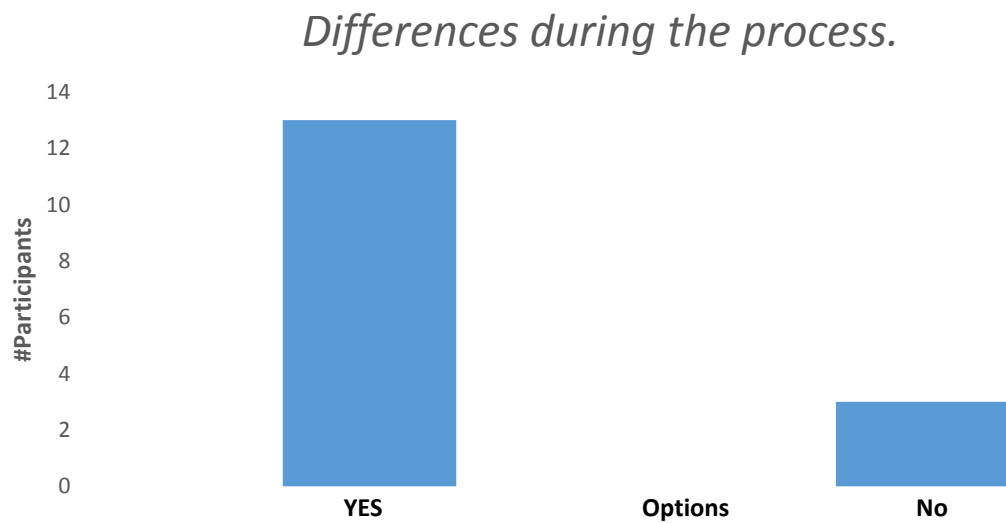


Figure N° Differences during the process.

In this question, it was found that thirteen (13) participants answered 'Yes' they have noticed differences from the beginning of the process because they have learned new vocabulary, new grammar structures, they can correct their mistakes and now they can improve their writing skill when the teacher asked them to work or to develop any activity. On the other hand, there are three (3) participants argued that they have not learned anything because they continuous working in the same topics like the last year. The only thing they consider they have learned is vocabulary

2.8.3. Results of the interview

The only person who was interview was the teacher because she was inside the classroom during the process. Moreover, her opinion is really important and very significance when the researcher started with the implementation of the portfolio. Another reason why she was the only person interviewed is that students maybe they will say good things because of the researcher is in front of them. During the interview, the teacher was asked about the evolution of the students and she answered: " They have advanced in the writing process. I would not say that much but... Yes, they have learned grammatical rules maybe by the practitioner's teaching method " According what the teacher said it was noticed that student's evolution have increased their level according to the perception of the teacher.

Another questions posted to the teacher was if would like to continue working with the portfolio... She argued that she wants to continue working because students are motivated and she is going to take this opportunity for teaching new topics.

2.9. Conclusions and Suggestions for Further Studies

2.9.1 Conclusions

When students were told about the importance of writing and the use of Portfolio, they made bad faces, because they thought that it was going to be just a waste of money and time. However, they were motivated when thinking in the final products, they will show to their parents and because they realize that this will be a way to have everything in order.

Nevertheless, the first time the students had to hand out their Portfolios, they did not do all the activities correctly as the teacher asked them to, but after giving them some suggestions to improve the use of the Portfolio, they took them into account and start working appropriately. As a result, one of the sections of the Portfolio that students liked the most was the reflection part of each lesson. In this part students had to work hard, because they had to tell what they had learnt during the process and their grammar bases were not good enough to write, but they deeply try and it was what the researcher value the most.

Finally, it was evidenced that the majority of the students improved in aspects such as; the use of capital letters, the full stop and the question mark, which were the observed weaknesses in the classroom observations and the vocabulary learned in class. In addition, they wrote more clearly after the use of the Portfolio, because at the beginning they had a bad

script. Therefore, students were asked to continue with the writing habits, taking into account the acquired bases with the Portfolio.

Recommendations for further Studies

It is necessary to have in mind that not all the students are going to have the possibility to buy a beautiful folder. Therefore, we have to tell them that the most important aspect in the writing process is its content and that they are able to decorate whatever kind of folder. It is important also to take into account the context of the population, to give them the opportunity to choose what they want to write about and what they like the most. It is relevant to grade each one of the sections of the Portfolio, to monitor the students' work as some do not work as expected. To conclude, it is a need that the teacher in charge of those students and the English course to continuous working in the portfolio and follow the sequence with the students to avoid that their writing level decreases, making them suggestion and guiding their written compositions because there are students whom are still committing mistakes after the feedback. The students were happy because they realized that their writing skill increased.

CHAPTER III

Out-Reach component

3.1 Introduction

It is well known that teachers must fix the circumstances in which they are involved, assuming this, their role cannot be limited by a school, but this has to go further in order to give knowledge and experience to the society. In addition, they need to realize about the events their students go through daily as a means to create a desirable environment for learning.

Given this, the present proposal attempts to give to the teachers from the Bicentenario's school some clues in order to help them with their preparation to present their classes but using commands and some expression during the class. The outreach component was suggested by the principal of the institution who established that teacher have to learn English in order to use it during their different subjects, these classes took place in the afternoon journey for preparing the teacher with vocabulary, expressions and some simulations that will benefit them, because the pre-service teacher was asked to help teachers to overcome some difficulties they had related to English grammar in order to use the english language during their classes in different subjects.

3.2 Justification

After conducting an observation suggested by the advisor of the institution and in order to realize and notify him about what I consider are the strengths and weaknesses of the teachers specially taking into account their English level, it was noticeable that teachers have to reinforce their Speaking and English grammar level. Moreover, I realized that they deeply need to solve some doubts or review grammar explanations they could forget in order to support their interest and their previous knowledge.

3.3 Objectives

3.3.1. General objective

To immerse teachers in an outclass environment to help them with grammar difficulties in English.

3.3.2. Specific Objectives

- To organize afternoon classes.
- To employ English language during the class.
- To reinforce teacher's vocabulary and speaking during the classes.

3.4 Methodology

This little course will be on Thursday's afternoons with all the teachers of the institution. Each Thursday, the pre-service teacher will bring material to simulate them in order to work on it and provide students with a different perspective of each subject and keys about how to ask and answer correctly the greetings. The only thing pupils will be asked to bring is interest in learning each subject.

Finally, it is worth mentioning that even if each meeting will be assigned for one specific topic, pre-service teacher is open to any doubt, question or suggestion teachers want to know in their areas.

3.5. Schedule of the Activities.

March 2017						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
27	28	1	2	3	4	5 [●]
6	7	8	9	10	11	12 [○]
13	14	15	16	17	18	19
20 [○]	21	22	23	24	25	26
27	28 [●]	29	30	31	1	2
3	4 [○]	5	6	7	8	9

CHAPTER IV

Administrative Component

This chapter is focused in the administrative aspects about the Bicentenario School and the pre-service teacher relationship with the institution during the internship period. In addition, the present component was related to different activities held by the institution in its regular operation. Those activities were useful for the student-teacher in order to understand the administrative procedures in any educational establishment.

4.1 Introduction

Being part of a public institution implies to participate actively in academic, cultural and administrative events organized during the internship period. Hence, the pre-service teacher needs to identify the tasks for being involved in those activities. Examples of these tasks will be at supervising students' discipline when presenting the global exams, or any Inter-institutional program.

4.2 Justification

Knowing that, this is an integral teaching experience, the pre-service teacher has to adapt himself to the variety of scholar components, facts and situations. Thus, participating in an administrative activity as organizing a language's day, decoration of the classroom, parents meetings or attending institutional meetings that may help the teacher to clearly understand how the educational system is organized and it is important to mention that is relevant to gather this information for the application of this research project.

4.3 General Objective

To get involved in the administrative procedures of the institution.

4.3.1 Specific Objectives

- To distinguish the occupations of the administrative authorities of Bicentenario school.
- To take part actively in the different processes carried out in the institution during the internship period.
- To be participative and attentive to any required help in administrative events.
- To control students' discipline during these events.

4.4. Institutional Diagnosis

The institutional diagnosis allows the practicing teacher to recognize the development of the educative public high school during the year in the Bicentenario School, Licencia de Funcionamiento Resolución 000577 de 5 de mayo de 2010 Código DANE N° 354001012025.



Figure. Bicentenario School Representative Shield.

4.5 Methodology

As the supervisor indicated which activities could be guided by the practitioner and specify what would be the role of the pre-service teacher that mainly includes taking a serious and responsible part of the activities that allowed him to get immersed in the educational community. Accordingly, this is an opportunity for the teachers to get involved in activities like:

4.5.1 The English teacher meetings

They were established on Tuesdays from 12:30pm to 01:15 pm, where we talked about activities to teach English and students' observations, design the students' exams and organized activities of English.

4.5.2 Flag Raising Ceremony

There is a flag raising ceremony every single month with a different grade in charge. National, local and institutional anthems are sung, best students are publicly honored by giving them insignias and cultural observances are hold. The school did a small ceremony with all the students and teachers, later the principal and the Physical education teacher gave the students the flag raising for the best students according to the grade. We had the

opportunity to work with some other teachers, organizing the place to carry out the ceremony and at the end we accompanied the students during the activity.

4.5.3. Language's Day

It was celebrated on April 23rd , The pre-service teachers took an important pillar in the decoration and the organization of the event because they were in charge of it, there were activities in both languages such Spanish and English in which the greatest exponents such as: Miguel de Cervantes Saavedra and Shakespeare excelled in the activities for their masterpieces.

Some students disguised themselves to appropriate the character; there short performances, works, books, poster and videos that showed some characteristics of those times. In addition, the practitioners were in charge of the order so that the development of the activity was a success.

4.5.4. Parents' meetings

They were stated at the end of each academic period in which they received the grades of the students, also, they had the opportunity to converse with the teachers with probably their children had disciplinary or academic problems. In those meetings, the parents were

informed about the activities that are planned by the school and they needed to be presented or to collaborate.

4.5.5. Teacher's Day

It was celebrated on May 15th 2012 where teachers received some gifts by students and at the same time, we celebrated with our colleagues, in which we exchanged some presents, chocolates, kisses and hugs. We had the opportunity to share this special day but at the same time, we supervised some places and students at the school. Therefore, we were aware of the students and of any event that might arise.

4.5.6. Holly Masses

They were celebrated in special like 'Ash Wednesday' a week before the holyweek from at 6:00 am to 7:30 am. We were in three of them. They were organized by teacher Cesar who the person in charge in those celebrations, and the pre-service teacher were aware of the order and the activity was done in respect.

4.5.7. SCHEDULE OF THE ACTIVITIES

THE ENGLISH TEACHER MEETINGS: On Tuesday after the Classes at 12:45pm
FLAG RAISING CEREMONY: March 2nd
LANGUAGE'S DAY: February 14th
PARENTS' MEETINGS: March 15th
TEACHER'S DAY: May 15th
HOLLY MASSES: March 2nd

Table N° 10 Schedule programmed to work during the integral practice.

CALENDARIO ACADÉMICO 2017

ACUERDO No. 005

EL CONSEJO DIRECTIVO DEL COLEGIO BICENTENARIO EN USO DE SUS ATRIBUCIONES Y,

CÓNSIDERANDO

Que es función del CONSEJO Directivo aprobar el calendario Académico del Colegio Bicentenario.

ACUERDA

ARTÍCULO ÚNICO: Aprobar el presente calendario académico para el año 2017 para el Colegio Bicentenario:

ACTIVIDADES	FECHA
PRIMER PERÍODO ACADÉMICO	
INICIO PRIMER PERÍODO	18 DE ENERO 2017
JORNADA DE INDUCCIÓN DOCENTES	18 AL 20 DE ENERO 2017
BIENVENIDA A LOS ESTUDIANTES E INICIO DE CALENDARIO ACADÉMICO	23 DE ENERO 2017
REUNIÓN CONSEJO ACADÉMICO	27 DE ENERO 2017
ASAMBLEA GENERAL PADRES DE FAMILIA (ELECCIÓN DE DELEGADOS)	2 DE FEBRERO DE 2017
REUNIÓN COMITÉ DE CONVIVENCIA	9 DE FEBRERO DE 2017
SAINT VALENTINE'S DAY	14 DE FEBRERO
REUNIÓN DE DELEGADOS CONSEJO DE PADRES	24 DE FEBRERO DE 2017
REUNIÓN CONSEJO ACADÉMICO HORARIO B	28 DE FEBRERO 2017
CELEBRACIÓN DÍA DE LA DEMOCRACIA, ELECCIÓN DEL PERSONERO Y CONSEJO ESTUDIANTIL	28 DE FEBRERO DE 2017
IZADA DE BANDERA HOMENAJE A LA BATALLA DE CÚCUTA Y POSESIÓN DEL PERSONERO HORARIO B	2 DE MARZO DE 2017
REUNIÓN CONSEJO ESTUDIANTIL	3 DE MARZO DE 2017

REUNIÓN CONSEJO DIRECTIVO (POSESIÓN DEL CONSEJO DIRECTIVO)	7 DE MARZO DE 2017
COLEGIO ABIERTO	15 DE MARZO DE 2017 6:00 a.m. a 8:00 a.m.
DÍA INTERNACIONAL DE LA MUJER HORARIO B	08 DE MARZO DE 2017
REUNIÓN COMITÉ DE CONVIVENCIA	28 DE MARZO DE 2017
REUNIÓN CONSEJO ACADÉMICO HORARIO B	30 DE MARZO 2017
REUNIÓN DE DELEGADOS CONSEJO DE PADRES	30 DE MARZO DE 2017
CIERRE PRIMER PERÍODO ACADÉMICO	31 DE MARZO DE 2017

SEGUNDO PERÍODO ACADÉMICO	
INICIO SEGUNDO PERÍODO	3 DE ABRIL DE 2017
COMISIÓN DE EVALUACIÓN Y PROMOCIÓN DE CONVIVENCIA I PERÍODO	5 DE ABRIL DE 2017
RECESO ESTUDIANTIL (SEMANA SANTA)	DESDE EL 10 DE ABRIL AL 14 DE ABRIL DE 2017
ENTREGA DE INFORMES DEL PRIMER PERÍODO ACADÉMICO	20 DE ABRIL DE 2017
REUNIÓN CONSEJO ESTUDIANTIL	21 DE ABRIL DE 2017
NIVELACIONES I PERIODO HORARIO B	24 DE ABRIL A 8 DE MAYO

ACTO CULTURAL DÍA DEL IDIOMA (Día de la Tierra)	24 DE ABRIL DE 2017
DÍA DE LA SECRETARIA	26 DE ABRIL DE 2017
REUNIÓN DE CONSEJO ACADÉMICO HORARIO B	26 DE ABRIL 2017
CELEBRACIÓN DÍA DE LOS NIÑOS Y NIÑAS HORARIO B	28 DE ABRIL DE 2017
DÍA DEL TRABAJO	01 DE MAYO DE 2017
REUNIÓN CONSEJO ESTUDIANTIL	11 DE MAYO DE 2017
DÍA DE LA ENFERMERA	12 DE MAYO DE 2017
DÍA DEL MAESTRO	15 DE MAYO DE 2017
REUNIÓN CONSEJO DIRECTIVO	18 DE MAYO DE 2017
COLEGIO ABIERTO	24 DE MAYO DE 2017
REUNIÓN DE DELEGADOS CONSEJO DE PADRES	01 DE JUNIO DE 2017
REUNIÓN COMITÉ DE CONVIVENCIA	2 DE JUNIO DE 2017
REUNIÓN CONSEJO ESTUDIANTIL	8 DE JUNIO DE 2017
REUNIÓN DE CONSEJO ACADÉMICO HORARIO B	13 DE JUNIO 2017
COMISIÓN DE EVALUACIÓN Y PROMOCIÓN DE CONVIVENCIA - PRIMARA	15 DE JUNIO DE 2017
INAUGURACION JUEGOS INTERCLASES	16 DE JUNIO DE 2017

COMISIÓN DE EVALUACIÓN Y PROMOCIÓN DE CONVIVENCIA – SECUNDARIA	16 DE JUNIO DE 2017
CIERRE SEGUNDO PERÍODO ACADÉMICO	16 DE JUNIO DE 2017
RECESO ESTUDIANTL	DESDE EL 17 DE JUNIO AL 9 DE JULIO DE 2017

Conclusions

Getting involve in school activities was a great experience in this administrative component it was achieved all the proposed goals, such as being actively and dynamically engaged in all the administrative, educational activities of the institution, taking part in organization, training students who performed in those activities such as: shows, religious retreats, assemblies, Language Day, woman’s day, raising flag, spelling bee, etc.

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APPENDICES