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Improving A1 writing production through authentical visual aids material and cooperative learning approach: an Action Research among Eighth Grade Students at Bicentenario School

María Andreina Mojica Valbuena

University of Pamplona

Faculty of Education Foreign Languages Program

Integral Practice

Villa del Rosario

IMPROVING A1 WRITING PRODUCTION THROUGH CREATIVE

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"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela

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Introduction

This integral practice project is called improving A1 writing production through authentic visual aid materials and cooperative learning approach. This project is an action research centered on writing difficulties in students of eighth grade of a public school in Cucuta. The main point was a need analysis that revealed the lack of writing skills.

This research was carried out at Bicentenario Public School; it is located in Cúcuta, Colombia. Furthermore, it is presented to the Foreign Languages Program at Pamplona University.

This proposal implements the cooperative learning (CL) approach to encourage the use of English language and taking into account the methodology in the school, especially in the field of writing among eighth grade students.

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

The first chapter is the pedagogic component; it has a description of the approach implemented in this project, the methodology and the activities that are applied in the practice, including observation; the research component presents the answer to the research question proposed by the researcher; the out-reach component is demonstrated by extra interaction activities developed in the project and the administrative component has presented some relevant aspects about the administrative process in the school.

The focus in this proposal is to improve the writing production in eighth grade students using visual creative writing prompts, which can be demonstrated at the end of this project and also emphasize in the methodology that is suggested on working as a research According to Felder and Brent (n, d), explain the cooperative learning is an approach which

emphasizes in forming groups that reduce negative results and make the most of the learning results from the capability to work with groups. Reinforcing the knowledge acquired in previous activities developed using creative visual prompts to enhance the writing skills worked in groups. Creating peer correction as a resource.

Justification

The following proposal will be conducted at Bicentenario School in Cucuta, Colombia, and it is based on the perceived need; in which CL will be implemented in the teaching process of writing having authentic visual aids materials as a tool for eight grade students. By applying observations, the teacher can identify the grammar level and vocabulary that students have when doing a pedagogical activity in the classroom.

During the observation period, that was done for two weeks by the teacher-practitioner according to the integral practice schedule, it was decided the implementation of a writing tool which is based on the English class observation. During the observation weeks, the teacher-practitioner observed that the English level of the students was not the one that they should have, and it was discovered by this process that students have writing difficulties. It was necessary to discuss with the teacher in charge of the course the kind of proposal, the researcher should implement in the English class to try to improve the English level of the class, after a long conversation was decided to focus on the writing skill which is an important skill to develop during the English learning process. One of the reasons given by the teacher is that the minister of education evaluates students in a written way with a different kind of test along the academic year.

Based on the needs of the students it was decided to focus in the students writing process and then try to improve one of their skill in English.

"Writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process". (Brown, 2001). It means students think and express their own ideas in order to create final written products and with this process, it is possible to improve the learning English process.

General Objective

To analyze the use of authentic visual aids material in order to reinforce writing production through cooperative learning approach among 8:01 grade students from Bicentenario School.

Specific Objectives

➢ To analyze student weakness in the writing process based on a diagnosis test.

➢ To reinforce the writing production using authentic visual aids material.

➢ To implement a schedule plan with authentic visual writing aids material based on the students' needs and level.

➢ To establish the specific instruments to collect the pertinent date based on the topics studied.

➢ To identify the influence of authentic visual aids material and cooperative learning approach strategy with the students to improve written production.

CHAPTER 1. : PEDAGOGIC COMPONENT

IMPROVING A1 WRITING PRODUCTION THROUGH CREATIVE

IMPROVING A1 WRITING PRODUCTION THROUGH AUTHENTIC VISUAL AIDS

MATERIAL AND COOPERATIVE LEARNING APPROACH: AN ACTION

RESEARCH AMONG EIGHTH GRADE STUDENTS AT BICENTENARIO SCHOOL

This chapter has information about the approach, the methodology used to give a solution to the problem, the theories to support this proposal and the description of the process that is carried out in order to develop the implementation of this research.

1.1. Introduction of the pedagogic component

Consolidating a foreign language in a foster environment has become the main goal for the national education board, where different methodologies have been implemented through years in order to acquire the best results on students. The results obtained from this strategy were not the most encouraging ones, due to the lack of teacher´s training and the continues follow up in implementing the plans created by the education ministry. This has taken to a revolutionary methodology where countries like the United States, Canada, and Great Britain have given support sending native speakers to active participate in schools to consolidate a bilingualism program in Colombia.

This project has improved the English level in teachers and students, and it has promoted the cultural interchange among this countries, it can be seen on the latest results on the ICFES tests and the ECAES.

The Colombian government has set its aim on having a bilingual students community, with the abilities to communicate and to give a great opportunity to people to improve their education and professional level. Providing methodologies used in other countries where the result was outstanding despite this effort, the education ministry must

reinforce the basic skills of education: reading, writing, speaking and listening. ICFES evaluates students based on writing competences, for this reason, this project will be emphasized on writing production skill using authentic visual aids as a tool.

This pedagogical component is focused on describing in detail the two factors that are been studied, which are the variables that can affect negative or a positive way the student in English learning process. The first factor is the authentic visual aids as a tool in the writing process and the second factor is the written production.

1.2.   Justification to the pedagogical component

The observation process was developed in two weeks, where it was possible to identify the lack of written activities implemented during the English classes. Taking into account that writing skill is another way to reinforce the learning process in this second language. Another situation identified was the student´s behavior, their social context and people around the school. Bicentenario School is located in Antonia Santos neighborhood in San Jose de Cucuta, it is a mixed public school and offers education from pre-school, elementary, high school, and technical.

Eighth grade students in the Bicentenario School have a benefit due to the evaluation stage they are starting by the education board in Colombia, for this reason, they must already have basis in order to improve their written production in English.

Eighth grade students ages between 14 and 15 years old, grade 801, which is comprised by 40 students in the classroom. It is compound by 20 girls and 20 boys in the classroom. According to the Common European framework they should be in a B1 level.

It was recommended to apply an authentic visual aid activity to determine their English level according to the CEFR, it was a free writing activity related to a picture of an American television series, where they described the characters involved in it, and this activity is designed to be developed in 20 minutes within a range of 60 words.

This authentic visual activity was aimed to determine their English level according to the CEFR, where it was found that the students have difficulty to write a text within a minimum amount of words required by the researcher.

In this way, cooperative learning approach is based on the needs and strategies stated by the institution, this approach allows the students to work in team giving responsibilities to each one of the members of the group, this approach also allows the students develop the team work skill. In this case, the cooperative learning approach it is applied on the students to work in teams to use their previous knowledge in order to obtain written texts about specific themes and with this method, they have the opportunity to improve the ability to write in an easier way opening their intellect in a creative manner.

1.3. Pedagogical Objectives

This part is composed by one general objective and five specific objectives to develop in this process.

1.3.1. General Objective

- Reinforce English writing skills through authentic visual aids material and cooperative learning approach.

1.3.2. Specific Objectives

- To demonstrate the incorporation of authentic visual aids material as a tool to promote writing production in Eighth grade students.

- To select authentic visual aids material according to the topics in the curriculum.

- To guide eight grade students on how to write short paragraphs using authentic visual aids material following the writing process (Pre-writing, writing the first draft, editing, writing the final draft)

- To implement some principles of the Cooperative Learning approach.

- To design shortly written models of each activity to be followed by students in order to develop their own handwriting.

1.4. Theoretical Framework

In order to support this project and the process carried out, there are several theories to involve in it, for that reason in this chapter is necessary to explain information of each concept related in this study. The following aspects are related in this part: Bilingual National Plan: writing features, Authentic Visual Aids Material, the importance of using authentic materials, Writing Skill and Cooperative Learning Approach.

1.4.1 The Bilingual National Program: writing features.

In Colombia is implemented the Bilingual National program from 2004-2019 to improve the educational quality in the basic, intermediate and advance level and the principal objective is to have students able to communicate in English according to the international standards and in 2019 all students in eleventh grade have an intermediate level B1 based on the Basic Standards in English, MEN (2006).

According to the Basic Standards in English El Reto ministry of Education, (2006) the standards are organized in five groups, in the next table is established the levels.

Table 1 *Levels of standards (Adapted from El Reto "(2006,) p. 12MEN)*

GRADE	STANDARS	LEVEL
1st to 3rd Grade	Beginner	A1
4th to 5th Grade	Basic 1	A2.1
6th to 7th Grade	Basic 2	A2.2
8th to 9th Grade	Pre-intermediate 1	B1.1
10th to 11th Grade	Pre-intermediate 2	B1.2

El Reto, MEN, (2006) also have specific standards corresponding from comprehension skills (Listening, Reading) to production abilities (Writing, monologues and Conversation). It is important to highlight that they do not have a specific order to follow, they can be related in each one to encourage the significant learning (human dimension, integration and application) Fink´s (2003).

This project is focused to demonstrate writing features, the following chart clarifies some of the specific standards taken into account in the written process with the Eight grade students of Bicentenario School, where they are supposed to have the Pre-Intermediate 1 standard or B1.1 Level according to National Bilingual Program.

Table 2. *Specific Standard: Production skill: Writing*

Eight and Ninth Grade Writing skill: Intermediate 1 - B1.1
I write expositive texts about my interests topics, with and acceptable and

punctuation.

In my texts, use a precise vocabulary and grammar, but when the topics are unknown my ideas are complex and I make mistakes.

1.4.2 Authentic Materials

This project attempts to reinforce the student´s writing production having as a tool an authentic visual material aid, which is determined standard procedure nowadays in language pedagogy, Beacco (2007). In details, authentic material is implemented to prepare students for a real context such as communication to express their own situations in the second language. As a complement, the usage of authentic material is to replace English textbooks and change the alternative to be interested in the foreign teaching class.

According to Abe et al (1979) cited in Duda & Tyne (2010), give a definition of authentic Material, which is designed for native speakers and it, is not created for learning purposes. Little and Singleton (1991), other proposition referent of the Authentic Materials is that they have the advantage to be more interesting and stimulating than other material created, considering the abundance of the content in the material, one instance could be a newspaper cutting, a radio program, news broadcasts and posters. All the previous kind of authentic material obtained for the students 'attention due to the stimulation by the input of different information and making easier the language acquisition.

Therefore, the usage of authentic material in the Bicentenario school English classes has not been implemented and they have been taken into account the two observation

weeks, for this reason in this project the practitioner is going to put into practice this tool to reinforce the Eighth students grade writing ability.

1.4.2.1 Types of Authentic Materials

According to Gebhard (1996) cited in Hamed, Al- Rash (2014) divided authentic materials in three types.

1. Printed materials are utility bills, traffic tickets, order forms, web sites, street signs, greetings cards, report cards, tv guides, magazines and newspapers.

2. Auditory materials are phone messages, radio broadcasts, podcasts, movies, and television programs.

3. Visual materials are street signs, pictures, post cards, and some printed materials are taken such as visual ones.

Given that there are several types of authentic materials, it was important to choose one small group of them, thus the researcher used the visual material types such as pictures and greeting cards. The previous type was selected to improve the writing skills, in view of students 'attention is determined according to the visual activities developed along the class, for the simple reason that they have better concentration when the teacher shows the visual aids. In addition, this type of authentic material was developed according to school syllabus and it was adapted to students' level.

1.4.3 The importance of using authentic Materials

Along this project, it was described that the purpose is to reinforce the writing production using authentic visual aids materials and cooperative learning approach.

The importance of using authentic visual aid materials according to Brinton (1991) is that Authentic materials contribute the students' relationship between a second language and their real context outside of the classroom. This is a good way to give learners resources of a foreign language input and where they can demonstrate in a written form their advances.

As well as some scientist state that the usage of authentic materials should be carried out with more occurrence during the activities in the class. Brosnan et al. (1984) claimed the importance of using authentic materials in the class:

1. Language is natural: to reduce the study or modify it for teaching objective (grammar, vocabulary).

2. Authentic language gives students the opportunity to try with small quantity of material and in the same manner have completed information, messages and significant for their knowledge.

3. Authentic printed material offers students the change to make use of non-linguistic aids (pictures, colors, symbols, physical descriptions and situations) to help them discover the meaning much easier.

1.4.4 Writing skill

Writing is one of the skills that students strengthen more during a foreign language learning, this paper shows how authentic visual aids materials influence in the students English learning and their connection with writing skills. Before, it is important to explain the main meaning of this concept, and the stages related to it.

Harefa (2003) claims that writing has the same meaning of composing. Composing is a group of activities where a person communicate opinions, concepts and thoughts to be

comprehended by the reader in a written way. The writer should organize each word in sentences to transfer the idea but it could be difficult a cause of not all readers can interpreted the written language.

According to The Liang Gie (2007), there are some elements of writing and they are:

1. Idea: The idea is an individual point of view and it can be obtained on experiences, facts and learnings with the objective to be into words.
2. Utterance: It is the order in words to be interpreted.
3. Order: It is to take into account the writing rules.
4. Mode: It is to express the opinion in a written language pertaining to vocabulary, grammar and rhetoric.

Rohman (2000) claimed that there are three steps in composing: early writing (pre-writing), writing, and revision.

Step 1: Pre-Writing means to take a guide of the topic to develop with a specific purpose, put the words in order, the structure and the evidence should be include in the text.

Step 2: Writing is to give the ideas on a brainstorming process to be expressed on the paper.

Step 3: Revision is focused on identifying and correct the mistakes and coherence in the written.

1.4.4.1. A1 Writing as a process not a product

The previous information gives a description about the meanings of writing skill and its elements and steps, it is also important to define this skill as a process, and not only as a product given that in some cases teachers measure students´ learning with a final product and the most important is to follow each step to do that. Several authors claim the writing skill as a process and it is most significant is to determine the sequence required in those steps to make a consolidate product.

Murray (n,d) affirms that "the product does not improve skills" and each year the student feel fear and they are frustrated to be the responsible of errors in their works and criticized for their composition. This situation does not help student´s learning, writing is not a product, and it is a process.

It is a process to explore about students feelings in their own life, using the foreign language to learn about that word and communicate in a written form. Murray (n.d.) says student uses a language to express opinions and to tell share with their classmates and people around theirs. Teacher must no test students' written works by a rulebook. Teacher is a coach, creator of a good environment in order to have a potential experience in the writing process and teacher must respect the students' words and follow the steps patiently.

1.4.4.2. Stages of writing

There are three stages of writing to have a self-sufficient and effective writer, Pandey (2010). Answering in the text the who, why, what and how is a key source to have a qualified writing. The stages presented can be modified according to the learners´ necessitates.

1. Controlled writing: teacher is in charging to select the objective of the content of the writing, it refers to vocabulary, structure, punctuation and words order. Students can understand in an easy way the structure of the task.

2. Guided writing: Teacher gives some keys for writing such as the topic, some subtitles and learners built with their own ideas the sentences guided by the teacher.

   The researcher, taking into account the tool in this study that is authentic visual aid materials applies this stage in order to reinforce the writing skill in students.

3. Free writing: teacher only shows the title of the task; in this stage, students are free to develop their opinions, ideas or thoughts. Some activities to be elaborated are stories, letters, summarizing reports, etc.

1.4.4.3 Learning to write in a second language

This project studies intensity the writing process of students in an English class, for that reason, according to Cumming (2001), it is relevant to know the three dimensions of a second language writing: "Features of the texts that produce, Composing processes that people use while they write and sociocultural contexts in which people write".

Each dimension has a micro and macro position defined in the next information.

1. Features of the text: "the author has demonstrated with diverse studies at a micro level of discourse, learners can improve grammar rules when they write texts" (Cumming, 2001). The principal objective is develop syntax and morphology in the writing process.

   "At a macro level of text structure, people also learn to become more adept at signaling a hierarchy of related ideas at the beginning, end, or throughout a text." (Cumming, 2001). This structure is the relationship of the principal ideas with the content on the text, referring a beginning, during and the end of the text.

2. Composing processes: "Such micro level, heuristic decision-making about writing tends to occur in brief, sporadic episodes while composing, so it contrasts with more extended, macro level strategies for composing that people use to prepare for, draft, revise, and complete their writing tasks. At this micro level, as with mother-tongue composing, more skilled second-language writers tend to do more effective and extensive planning." (Cumming, 2001).

   In the micro level, the writing process is developed in a natural environment where the ideas are spontaneous to carry out an explanatory way. On the other hand, in the macro level, writers design, check and conclude the text in detail.

3. Sociocultural contexts: at a micro level, the process is individual in specific social contexts: experiences in a community, in the school or at home, in this way to practice the second language Cumming, (2001).

The macro level improve some people´s writing giving the

participation of the society.

1.4.5 Cooperative Learning Approach

Cooperative learning approach is a methodology that involves and motivates

students to work in a team, setting a goal, which is to reach the purpose of the task together.

(Gillies, R., 2007).

Cooperative learning approach is a method used by schools. This methodology

involves and encourages students to work in teams giving them to share responsibilities,

taking the role of an instructor by receiving and giving instructions to perform an activity in

the classroom, each student has a task and must complete it to succeed at the end of the

class and the teacher must approve the task achievement result.

In the same way, the K.a.p.e (n.d) affirms that using cooperative learning approach;

learners are more interested working in small groups in the learning process. Thus, the

k.a.p.e gives four reasons to implement cooperative learning approach as a methodology,

they are:

"More children actively learning"

Active learning means the cooperation given by helping themselves to fulfill

a task in a class. When two students work together conveying into one simple result,

this method allows the students to actively participate in a task given by the teacher

in class, giving the student one sense of responsibility, encouraging them to

complete the task given within the time limit, the student is actively participating in

class rather than passively acting.

"Children learn to help one another"

Cooperative learning approach gives a great opportunity to students to work together, helping each other, making it easier for them to convey in one result to the task assigned by the teacher

This approach does not encourage a competition among them, it brings a way on how they can work together, sharing their own knowledge, improving their self-confidence in an English environment.

"Child-to-child learning support"

This methodology allows high-level students reach out to those who have a low English level for the assignment brought to the class. This means that there is a continuous interaction among the students in a classroom, setting a peer correction in their own words, facilitating the understanding and their own level of comprehension of the language, the result would always be the best for the students' use of the language in a classroom.

"Improve motivation through success"

Motivation is one key element this approach has, encouraging students to do their best through games where learning is a must .Students identified themselves with the one on one activity where high level students help those who have a low level, is a way to level up and motivate a learning process in a classroom activity.

1.4.5.1. Elements of Cooperative Learning

Gillies, R. (2007) states that there are five key elements to consider when working with the cooperative learning approach in a classroom, allowing students to be able to achieve the goal set in and for a classroom activity.

In addition, those five elements are as follows:

1. "Positive interdependence"

This element allows students to understand themselves on how good, it is to work as a team and it lets them identify that reaching a goal is not just a matter of one individual but also the work of a group of people working as one. This is the values that this approach offers to the students and this is one of the main reason cooperative learning is necessary to do in learning a new language.

2. "Individual Accountability"

This method does not offer to the students a simple methodology to apply in a classroom but teaching values, like giving responsibilities to reach a goal as a whole not as a single person, having into account the skills and abilities each person has. This means each one has an important part in the activity and every single student must take an active part in it, in order to reach a goal set for the class.

3. "Pro-motive Interaction"

This key element offers to the student the opportunity to be a spinal cord, lets them be an important part of a set, where every decision is taking into account in order to back up to each other, not letting anyone out or down from the learning process, supporting each other. This is a key element of this approach bring up to life, confidence and courage to implement the knowledge aimed in a class.

4. "Interpersonal and Small-group Skills"

This key element gives the student a great opportunity to participate actively in a class, having shared their own ideas, knowledge and perspectives without being assessed. This element creates leaders that can take an active part in any kind of activity set in a classroom, where the only aim is to reach a goal as a whole, each one of the participants must take an active part and no one can be left out of the activity. Each student must guide and lead each session that is given, in order to fulfill the task.

This key element takes part at the end of the class where the result of the task must be explained and given students must also evaluate their own process. They share with the class the elements that worked for them, which they had to changed or improved in order to reach a goal set for the class. This is a way, which this approach creates leaders in a class; it leads to self-confidence, which is necessary in the learning process.

1.5. Methodology

The researcher would analyze the difficulties found along in the observation process and they would be taken as an evidence to be considered as weaknesses to be reinforced in the classroom, through cooperative learning approach and the authentic visual aids materials used as tools.

The following procedure would be carried out in the eighth grade, with 40 students but focused only in 12 samples. The researcher would implement three activities, which are linked with the syllabus of this course. All the classes are based on a format given by the school, where is explained the topics, objectives, standards and development in the

classroom. In addition, teacher-supervisor in order to correct mistakes or make some suggestions before the class checks it previously.

1.5.1 Developed activities

The researcher-teacher developed the following activities using authentic visual materials, obtaining some products along the class, taking into account the schedule of the school.

Table 3. *Activities developed in Eighth 1 Grade.*

Writing stage	Type of Authentic visual Material	Name of the Product
Controlled writing	TV Program Series Picture	Gravity Fall
Guided writing:	Visual Poster	Where is Javier?
Free writing	Letter	Free letter

1.5.2. Negative aspects.

When developing integral practice, some demanding situations appeared which could affect activities and plans proposed. Those issues could be related to the time or probably to the inexperienced when developing a class. A challenging situation that preservice-teacher had when using the authentic materials in class; was the vocabulary. Most of them use high-level words, which are not according to the student´s English level.

As a result, PST had to explain the meaning of the words and gave them synonyms to comprehend the statements. Researcher-teacher even had to use mother tongue in order to understand the sense of the sentences.

CHAPTER 2. : RESEARCH COMPONENT

This chapter explains all the research process developed by the teacher trainee, in which it is possible to find the research design, the results and conclusions.

2.1 Introduction to the Research Component
This second component is based to prove the application of the pedagogic component by using authentic visual aids materials as a strategy to reinforce writing skill through cooperative learning approach. As a sequence, there were developed three activities in the classroom following the steps of the approach.

Every investigation research has one single aim and it is to find how we can help in the learning process of a student, this involves finding strategies, resources, methodologies all kinds of means in order to improve in the learning process.

This way, it is teaching what really makes the world go around creating changes in every single person is sit in a classroom, as Mills(2003) cited in Sadruddin (N.Y) who stated that a research project must have all these elements included. It is referred to "as any inquiry conducted by teachers, administrators, counselors, or others to know about a particular teaching practice learning process". Borg, (1965) also stated and agreed on the same subject "Action research_ emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education.

p.313". Besides, Carr and Kemmis (1986) that is to reassure the specific roll a practitioner must have, this is who can clearly developed a research done from his /her own experience.

This key element shows several key points to identify a possible outcome, the justification of a research, research questions of the Project which guides the Project, the methodology used, population data, description of the data analysis, schedules teachers might have and the assess of the performance of the teachers .

2.2. Statement of the Problem

Teaching a foreign language implies to the learner assess of the different skills, those are in this, order of importance as follows: Listening, Reading, speaking and writing, these 4 skills are necessary, in order to establish a good communication channel. Although the learning process depends on the abilities a student has, they tend to develop one or another. In this project, pre-service teacher who through different activities enhances writing skill employing authentic visual aids materials, through processes carried out in the classroom, and the observation process has evidenced the performance and results through oral quizzes, checking notes, checking notebooks, which is carried out in Eighth grade.

2.3. Justification

"An action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. O'Brien R, (2001.p. 2)". It means every research aims to collaborate in developing the potential people have inside, how a possible problem can be solved and it shows how someone can reach its goal, giving meaning and strategic tools a person can find and use to come to a successful outcome.

Therefore, this action research tries to analyze the influence of the implementation of authentic visual aids materials through cooperative learning in order to reinforce the

writing production. Writing production was applied in English class using authentic visual aids materials as a tool for reinforcing students writing skill during this integral practice project. The theories were the support to help the activities and results development in this project.

2.4. Research Questions
The present integral practice project follows one (1) general research questions and three (3) specific questions.

2.4.1.   General question

- How do the implementation of Authentic Visual Aids Materials influence in the writing production through cooperative learning approach among Eighth grade students?

2.4.2.   Specific questions

- How do the students' attitudes influence in the usage of authentic visual aids Materials to develop the writing skill in an English class?

- What is the advantage of using authentic visual aids materials to improve writing production?

- How much students improve their writing skill of applying cooperative learning activities?

2.5. Theoretical Framework

2.5.1. Type of research

This researcher project used a type of research, which is action research. Ultan, S. (as cited by Millss, 2003) presents the following definition of teacher action research:

"Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn". It means action research is a systematic process to identify a problem with the aim to improve or to solve it and actions regarding the advance of teaching and learning in the school.

According to Ferrance, E. (as cited by Watss, 1995) Action Research is a systematic procedure with precision, where teachers analyze their educational practice to improve student´s achievement, to solve problems identified in class and help in a collaborative way.

According to Nunan (2001), "action research is a reflective practice". It means action research is the capable of solving problems in the classroom, following stages to improve language teaching and help teachers with their teaching process.

In addition, Creswell (2005) presents six characteristics of action research:

1. Practical focus

2. The educator researcher´s own practices

3. Collaboration

4. Dynamic process

5. Action plan

6. Sharing research

Ultan S. (2009) argues that action research is a method that has helped as a tool to answer a problem to contribute with opportunities for improving and transforming teaching and learning process.

2.5.2. Steps of action research

Ferrance (2000) gives five steps to apply in action research and they are; Identification of problem area, collection and organization of data interpretation of data, action based on data reflection. These steps are demonstrated in the next graphic.
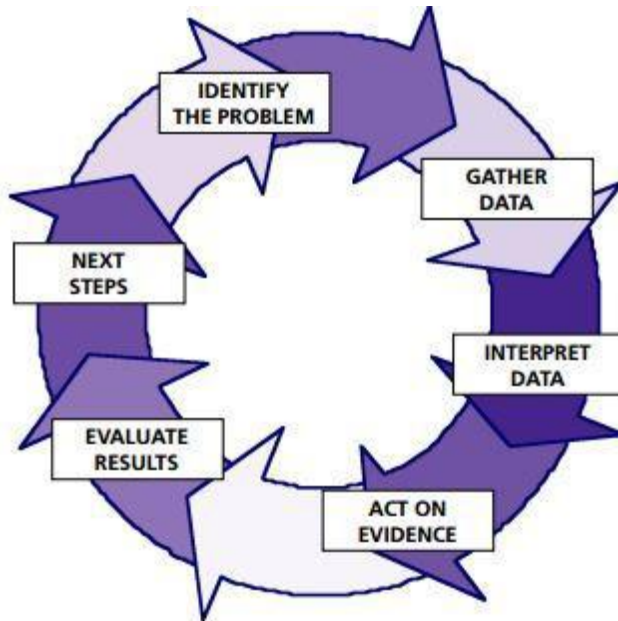
Figure 1. Action Research steps (Ferrance, 2000)

2.5.2.1 Identification of a problem

Problems can come up at any time, one important thing is to identify the possible problem way ahead of time that is why it is important to have a class preparation plan in order to look for, identify, clarify and give a possible solution to it. The research starts once the problem is identified implementing different strategies to find a solution and improve the students' process in the learning.

2.5.2.2 Gather data

Collecting data is required, in this step, the teacher must collect all kind of information is thought to be important, the means of collecting data can be through surveys ,observation activities, questionnaires, it is important to use any qualified source of information.

2.5.2.3 Interpret data

Analyzing the data gathered by different sources, gives a clear view on how the teacher can report qualitative and quantitative data ,which has got to be reported by tables, statistics an summaries.

2.5.2.4 Act on evidence

This formal step must be carried out very careful in order to organize the information collected. This leads to an action plan, which must be designed to make a positive impact on the students, this action plan must be structured so the outcome can be as planned.

2.5.2.5 Evaluate results

Studying and analyzing all kind of results given by the information collected would establish if there is an improvement on the students' process. This data will support the evidence; in case there is a negative outcome, there must be changes in order to implement corrective changes to improve the results given.

2.5.3 Characteristics of action research

Action research can collect quantitative and qualitative date in order to interpret and answer a situation in class. Borgia and Shuler (1996), found five characteristics of action research: commitment, collaboration, concern, consideration and change.

- *Commitment:* Participants require carefully spend the time necessary to know the problem, to examine, contemplate changes, investigate other approaches, documents, and understand or explain results.

- *Collaboration:* in action research, each person has the same opportunity to collaborate, share ideas, listen suggestions, to be respected and answer with the activity given.

- *Concern:* participants will develop some critiques to reflect and discuss in a natural way the importance of the project.

- *Consideration:* It is important examine attentive the professional action to demonstrate meaning within the investigation.

- *Change:* It is considerable to be open to changes as other element of an effective development.

2.6 Research Method

The method applied in this research project is a mixed method, which includes quantitative and qualitative method. At the same time, this method has been chosen in order to acquire data through observations, likert scales, questionnaire, beliefs and thoughts. The objective is to collect information about how does the use of authentic visual aids material and the influence in the writing production through cooperative approach among Eighth English class during the learning process and the advantage of using authentic visual aids materials to reinforce writing production. In this case, an action research is used as a methodology.

According to Creswell and Clark (2011) mixed method "as a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or

series of studies. Its central principle is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone." This is to say that the methodology used is mixed where we can find in one single approach several methodologies in order to improve the results on a student.

The qualitative and quantitative date collection method allows the researcher to analyze the results by blending these two methods with the samples taken having organizing the information in detail, both methods combined quantitative which works with large samples and qualitative which works with small samples gives a high degree on reliability.

A teacher practitioner has carried out this research project. This who has taken into account the action research plan divided into steps to have a better understanding of what this research is aimed for.

Thus, it is essential to carry out observations to simple identify the problems not only generated in a classroom but in the educational context itself. The specific situation analyzed on (8) grade was not only discovered by the teacher practitioner but by principal, academic coordinator, and the main teachers. furthermore, there were clearly identified issues like the lack of writing production in a classroom, not currently updated teaching methods and teacher center classes is was considered to design a project on the improvement of writing skills, to bring a modern approach on the language to the classroom.

The cooperative learning approach was chosen to support and to bring a new approach on the language with its whole methodology easy to implement in a classroom. It has been compulsory to develop three (3) approaching strategies, as there were mention in

the pedagogic component. Once the topic and the identified situations were clearly seen, they instantly were set to improve by one (1) general and three (3) specific research questions were formulated to point out and lead a research process. Along the data collection process, the sample and the instruments were required to be chosen. Due to the large number of students, it was decided to just set a selected number of students, who were called the sample.

In chapter 2.7 the participants of the research study, the number of samples the data collection instruments and their characteristics were applied to the criteria as the sample method

In chapter 2.8, it was explained in detail the instruments used along with this data collecting process, those were observation, linkrtscale, questionnaire and the way they were implemented.

The data analysis is fully explained in chapter 2.9 and it is important to highlight that the data collected was qualitative but this research project also uses the quantitative analysis
Shown on both tendencies fully explained in the linkert scale and questionnaire with their charts and graphics.

The results process section was explained and described by the cooperative learning approach and the authentic visual aids materials that could be used for each section of a class and how this approach can help in the improvement of a writing skill advantage in a classroom. There were made three (3) specific research questions to be answered although the results can also show weaknesses and /or strengths, they should be taken into consideration for further researches.

2.7 Participants of the study

The participants of this action research were Eighth grade curse students of a public high school in Cúcuta, Colombia. It was three classroom that were observed at the beginning of this integral practice, and the sample was chosen from one of those groups, specifically 801.

2.7.1 Sample

Sample is a group of participants selected to study with specific focus where population gives opinions and the research collects data in order to develop a project, as cited in Latham, (2007).

The sample chosen to this research project is a group of Eighth grade from Bicentenario School. The students are from ages from 13 and 16 years old, girls are two and boys are 10, they are from Colombian and all of them with a Basic Level of English. The twelve (12) students selected randomly and they were the ones who answered the data collection instruments.

In the course all students are from Eighth grade, they were 40 students, nineteen (19) girls and eleven (11) boys. Students' level was supposed to be in B1.1 (Pre-Intermediate I Level), according to the common European Framework and Bilingual National plan in Colombia. (See Table2). However, they do not even have an A2 English level. Pre-service teacher evidenced it, when collected notebooks and check some quizzes and workshops.

2.7.2 Selection of the sample

The sample technique chosen for this study is simple random. According to Butler (2007), states that simple random each member of participants have the same opportunity to be selected, all the members are presented and taken into account until a previously unit has been selected.

The forty students of the 801 grade participated in the pedagogic component but only twelve students were selected to belong to the population studied.

2.8 Data collection

"Data collection, and in general the execution of a good case study, depend crucially upon the competence of the researcher." (Rowley, 2002). Researcher must have the ability to collect data of the study in order to find out the answer of the research questions established in the project. According to Yin, (2006) there are six types of sources: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. This project is based on gathering data through three data collection instruments, which are observation, questionnaire, Likert scale and students compositions. These instruments are selected to accomplish the research questions and proposes of this action research project. For this reason, each instrument is defined with the concepts to understand the data collection instruments.

2.8.1 Observation

The first method used in this integral practice is non-participant observation, it means active observation without participant observation and it involves a community to understand a phenomenon to be observed. According to Liu and Maitlis (2010), non-participant observation is usually used with other different data collection methods but it can be better results to describe situations.

This instrument was collected through a non-participant observation applied to eighth grade of Bicentenario School, which describes the main aspects of the group together with the interpretation of the observation. (See Appendix).

Several observations were carried out to identify the main problem to be solved by this integral project practice. The problem identified was joined with the writing skill, given that students showed weaknesses in that skill.

These observations were developed the first two weeks during according to the schedule designed to develop this integral practice. The main goal of this instrument I to observe aspects associated to the students 'condition and behaviors.

2.8.2 Questionnaire

According to Babbie, (1990) as cited by Acharya, (2010) questionnaire is a document with a set of specific questions to be analyzed. Put it in other words, a questionnaire is an instrument that involves questions and statements related to the variables of a project.

Questionnaire was proposed to provide information about the variables; it is applied in order to gather quantitative data that support the qualitative data of this project. The type of questionnaire chose for this project is mixed questionnaire, the questions are open-ended and some are ranked to demonstrate the influence of authentic visual aids materials to improve writing skill. The questionnaire proposed in this project is composed by two sections (see Appendix …). In the first ones, three questions were stated with the aim of gathering demographic information about the sample chosen; in the second section 9 questions were stated, those ones were about the relation that can exist between the two variables.

2.8.3 Likert Scale

The third instrument applied was the Likert Scale to gather information about students agree or disagree with some statements related with this project.

According to Harry N. Boone, Jr. and Deborah A. Boone. (As cited in Liker, 1932)." Over the years, numerous methods have been used to measure character and personality traits". That is to say, likert scale is other type of data collection instrument as a unit of measurement to know who say yes or no with each statement.

Likert Scale is applied in this integral practice project with the purpose of collect some data from sample related with the implantation of authentic visual aids material in order to reinforce students writing skill through cooperative learning.

2.9 Data analysis

In this section, it is explained the procedures followed to organize, interpret and analyze data. Hatch (2002) states that data analysis is a way to put in order data with a specific purpose and helps the researcher to distribute all types of the procedures, they are mixed in qualitative and quantitative types. That is to say, data analysis is a complete process to organize the information collected. Analysis data is an important tool because it permits identifying topics developed with the variables, find similitudes or differences between the variables, know concepts, interpret, codify and categorized each data collection used in the research.

According to the introduction mentioned in this project, and due to all the theories given and applied by different researchers, this project combines both types of data analysis, qualitative and quantitative. According to Stake (1995), states that qualitative

analysis is a repetitive and automatic process during a time. The objective is understand and analyze all data collection instruments as observations and interviews transcripts; each one of them, analyzed and interpreted during the project. According to Babbie (2010), quantitative analysis is the numerical illustration according to the instruments collected whether they are recorded through questionnaires or linkert scales. Qualitative data is collected by three observations, questionnaire is given and collected from nine children and the interview is conducted to four children taking from the sample in this research project. Quantitative data analysis is the result of the instruments interpreted from the qualitative records.

2.10 Qualitative Data Analysis

Qualitative Data Analysis information collected is not considered as true or false, it is interpreted according to different source of information collected stated by Pattom 2002. The different procedures documented that accurate results and that are implemented in this project to analyze data are documentation, coding, transcription and conceptualization. The techniques are detailed in the order as they appear.

2.10.1. Documentation

According to Daimond (1992), the documentation technique is analyzed by several means such as observations and interviews. 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.

This project the procedure is composed of observations developed by a plan describing how the usage of authentic visual aids materials influence on writing skill through cooperative learning approach of the fourteen students of the sample. The

observation was done during the class, where the researcher took notes of what was done during two hours class and took photos to support each observation. Furthermore, the detailed observation of two variables proposed in this project and the strategies implemented by the teacher during this period were develop according to the objective propose. With these aspects, which are observed the interpretation is compared to give a result.

2.10.2 Coding

Bourque, (2004) states that coding is a process transformed in categories using numbers after analyzing the questionnaire. 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.

2.10.3 Conceptualization

Biber (1995), states that 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.

2.10.4 Categorization

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. All these steps must be carried out to collect the information and represent the interpretation throughout the project. All

these techniques are designed in a chart-matrix where the specific information is located to assist the researcher to deduce in a global manner the data collected. (See Appendix)

2.11 Quantitative Data Analysis

According to Daimond (1992), quantitative analysis is analyze a formal statistical or numeral procedure of the participants in a research. The primary data needed is the questionnaire. Robson (2002), states that questionnaires are tools in a research, with a strategic plan to design the questions, where there are no many questions depending on the sample. He affirms that there are many types of quantitative analysis models to breadth and explain the data collected. Each model is used according to the information needed to be analyze. They are bar charts, histograms, polygons as a graphic and mode, median, range and mean as measures.

Bar charts, pie charts and mode are used in this project to analyze the results of each quantitative data designed and recognize the usage of authentic visual aid materials in writing skills. Those types of graphs are implemented to show the aftermath of the questions asked to participants, which were taken from the questionnaire and likert scale.

2.11.1 Bar chart

Aldrich & Rodriguez (2007), states using a bar chart, allow to show qualitative data information, that is to say, a bar chart express comparison between the categories related to the examples or questions.

2.11.2 Pie chart

University of Leicester, Pie Charts, 2015. Define and explain the pie chart is a circular graphic to show numerical portions of data.

2.12 Results

The aftermath of such data collection instruments presented, recalls the different techniques used to providing a grading scale where the values are interpreted in the analysis of each type of data collection. In addition, the firstly to be analyzed is the observation result; secondly the questionnaire results and finally the likert scale results.

2.12.1 Results of the observations

The observation result at this point has brought along with the evidence collected at the (school and grade 801) the main aspects to be analyzed and interpreted.

The observation process applied to the practice project was based on a methodological observation report, which has helped to achieve the main purpose of this research.

For this observation practice, there were set two different sceneries. The first scenario was at the beginning of the observation week, where the practitioner had no contact with students, whom were called sample units. During this stage, the practitioner was limited just to observe, behavioral conduct in a class. Identifying the procedure of a class ,amount of students, social background ,activities the teacher did in order to start the start, just to set the right environment, the use of a the board and taking notes on the quality information the main teacher uses in class to deliver the right message to her students. the class was mostly emphasized in speaking ,starting by the every day prayer, vocabulary teaching where student repeated continuously . The practitioner, having in mind the emphasis of a class, the time limit, the amount of hours programmed for each grade, the ages of the sample units, and having a closer look on the motivational approach the main teacher had. It was determined that the best way to improve the sample units potential is

through an approach that can enhance their own skill, this is to say that choosing the correct approach is vital for this research, contemplating the results of an activity given by the main teacher ,it was observed that the focus of the task which was really hard to achieve for the sample units .It was analyzed and taken into account that writing production and a correct approach in class would reinforce this area for future assessment .

Multiple problems were identified during this observation stage. Many of them were the amount of students per class, the wind in some cases brought a pause to the rhyme of the class, the noises outside the classroom, most of the time the main teacher was forced to use a microphone to lecture the class due to the size of the room and the voice was not sufficient to allow the student to hear, this meant bigger effort from the teacher, wasting of energy, and the distraction from the students who were not able to follow the teacher's instructions and advice.

There were two main objectives carried out at the moment of doing this observational report, the first one was "analyze the writing production when working in groups" and the second one was "Describe the attitudes of the students when writing authentic visual aid material"

First objective: "Analyze the writing production when working in groups"

First objective for this stage of the observation was to " Analyze the writing production than working in groups", the main purpose of working as a team is to cooperate to convey in meaning and strength their possible weaknesses found when correcting each other, each activity was designed to be carried out in a team to work with authentic visual

aids resources in a class. The practitioner asked a member of the team to collect the results, this was to create roles, and each member had its own role in the group.

It was observed that the students were able to carry out the activity as they were told to do so.

Understanding that giving instructions is fundamental to develop a class that is already planned, the students follow the instructions and started to create the task with their own ideas.

It was evidenced that students work better when they have the opportunity to share and discuss their own thoughts and ideas fulfilling the task with a high standard result, the resources proposed in a class, the right methodology for the activity gave an outstanding result.

Based on this it is possible to say that the students cannot improve their writing production when they work groups, because all the members of the group support themselves to achieve the task proposed by the practitioner

Second Objective:

It is satisfactory highlight that the students were in a good disposition when "authentic visual aid material" was implemented in a class. This tool helped to reinforce the writing production task Students demonstrated an interest in this activity and their performance was generally outstanding, participation above average, students followed instructions, and completed the task assigned, questions like length and amount of words proved the interest in the students to complete the task.

It is important to mention that the students understood how important it is to use authentic visual material aids and according to the kind of resource implemented it would

let the imagination of a student go as far as it can go, and let them be aware of what they can do.

Using the correct approach to a class can help boosting the students' abilities in creating written text. Students have an impressive reaction to a new learning strategy used in a classroom, avoiding traditional teacher centered classes.

Students understand the importance of using authentic material aids in a class due to the comparisson to the day by day live and it lets them explore deep inside their own imagination, with just one simple thing in mind, letting them express through a writng activity.

2.12.2 Results of the questionnaire

The questionnaire was composed by ten questions divides into two (2) sections. The demographic information was found in the first part and the research project variables could referenced in the second part of the questionnaire. (See Appendix …) Besides, in the questionnaire there was a brief explanation about authentic visual material, this way students could have a clear idea of what authentic material refers to and it would be easy for them to understand and answer the questionnaire.

2.12.2.1. Demographic data results
The demographic section of this questionnaire was composed by three questions related to the gender, age, and nationality. The following graphics present the result obtained through this research instrument.
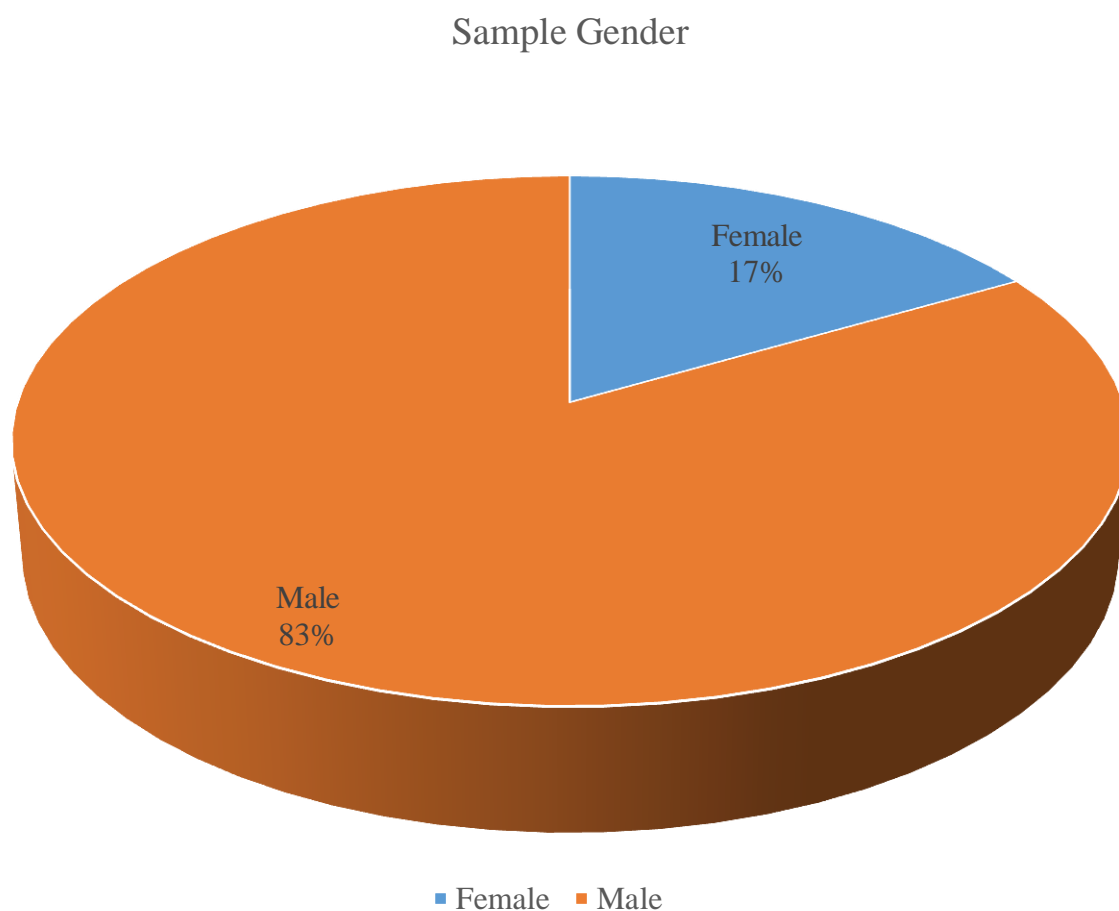
1. What is your gender?

   Interval: Yes No

   Table 4 Sample Gender

ITEMS	
Male	10
Female	3

Sample Gender

Figure 2. Sample gender.

The graphic shows that most of the sample selected were boys with 83% and the girls with 17%.

2. What is your age?
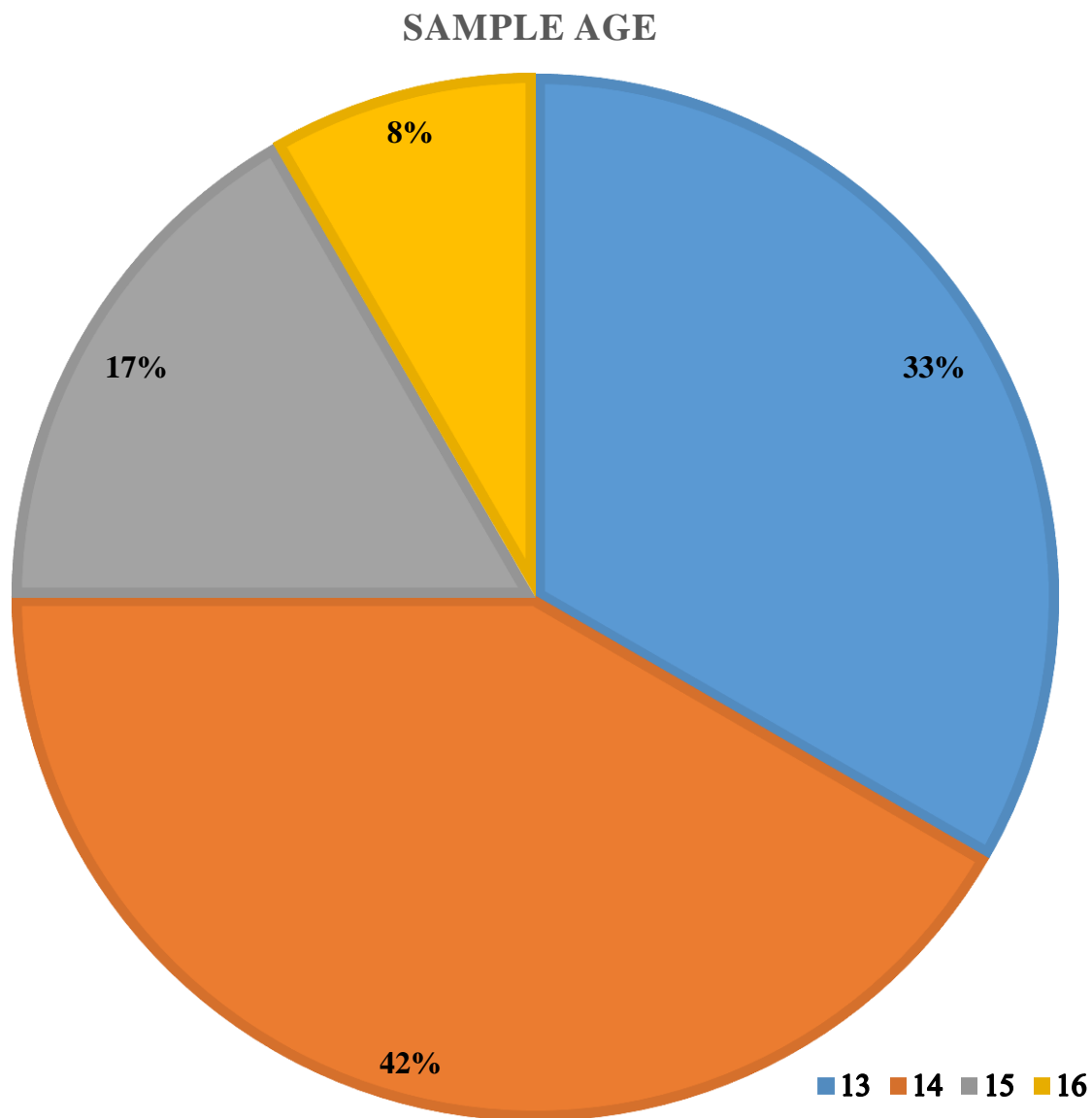
Interval   13 14   15   16

Table 5 Sample Age

ITEMS	
13	4
14	5
15	2
16	1

SAMPLE AGE

Figure 3. Sample age

The previous graphic shows that 42% of the sample is in the age of fourteen years old, 33% of the students are thirteen years old, the 17% of the sample is fifteen years old and finally 8% of the sample it is compound by students of sixteen years old.
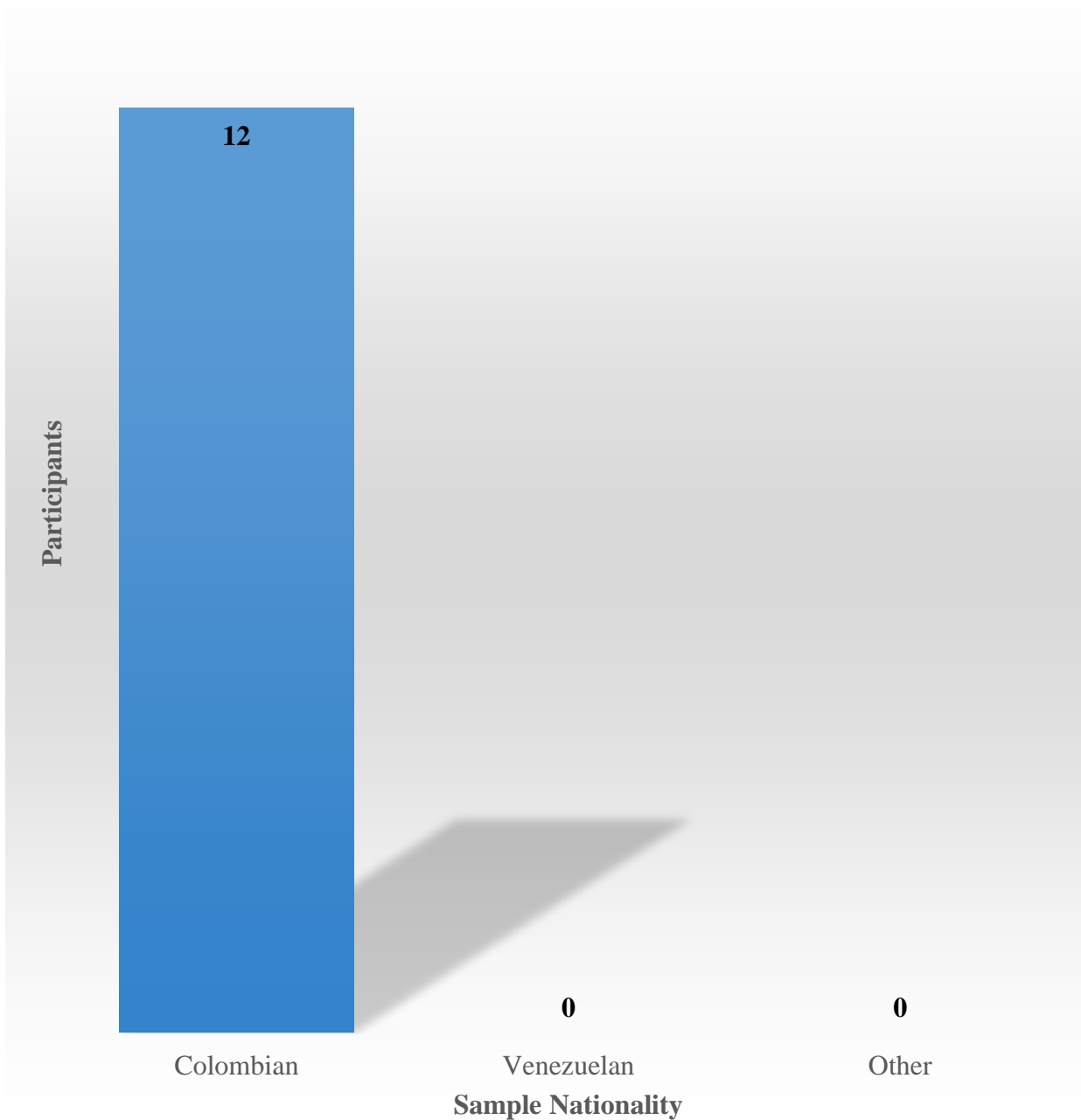
3. What is your nationality?

Interval: Colombian Venezuelan Other

Table 6 Sample Nationality

	ITEMS
Colombian 12	
Venezuelan	0
Other	0

Figure 4. Sample Nationality

The graphic shows that the totality of the sample has Colombian Nationality.

*2.12.2.2 Results of the variables studied*

The second part of the questionnaire was composed by 9 questions applied to 12 students in Spanish language. Each question was interpreted one by one, to show results of this study.

4. Do you like to participate in writing tasks in the English class?

Interval   Yes   No

Table 7 Writing tasks

ITEMS	
Yes	4
No	8

Writing Tasks

Yes
33%

No
67%

■ Yes ■ No
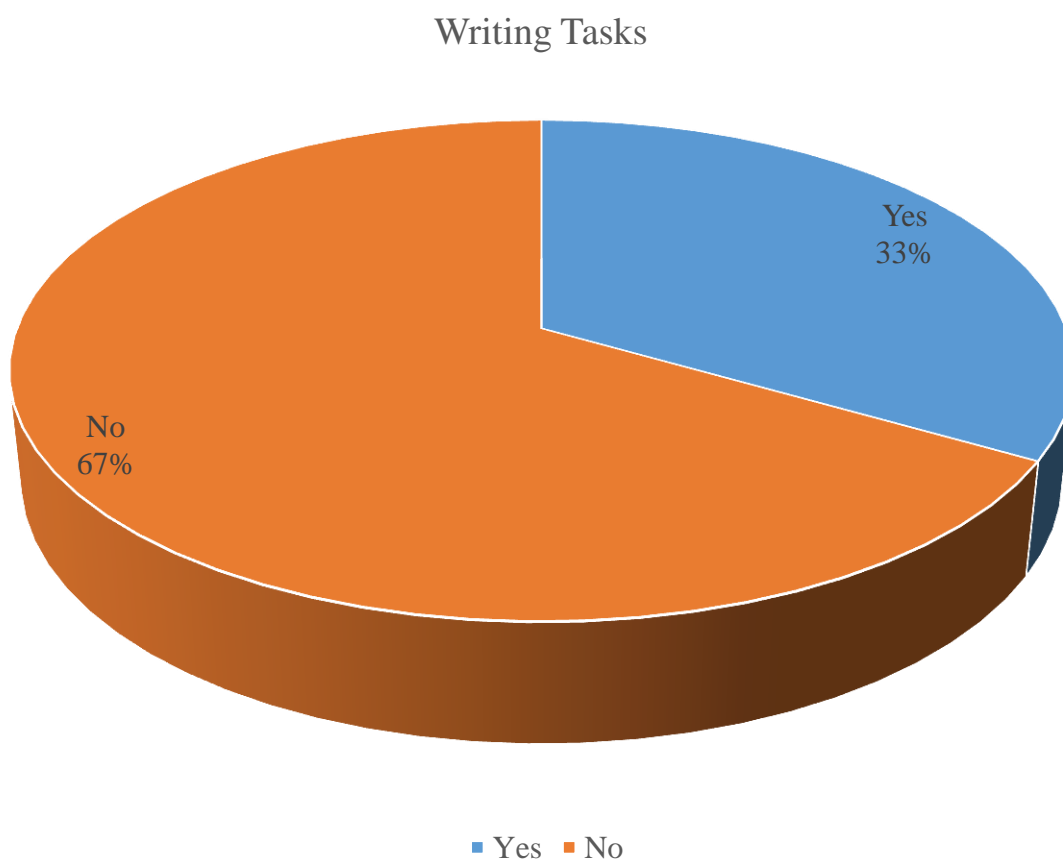
Figure 5. Writing tasks

Based on the information obtained in the graphic, it is possible to say that most of the students do not like to participate in writing tasks and a small part of the sample likes to participate in writing tasks. Students stated that writing tasks are boring because they do not have enough vocabulary and they only participate in writing tasks when they are shorts activities.

5. What kind of writing activities is carried out in the English class by the teacher?

Postcards _____ letters _____ worksheets _____ other: Which one?

Table 8. Writing activities.

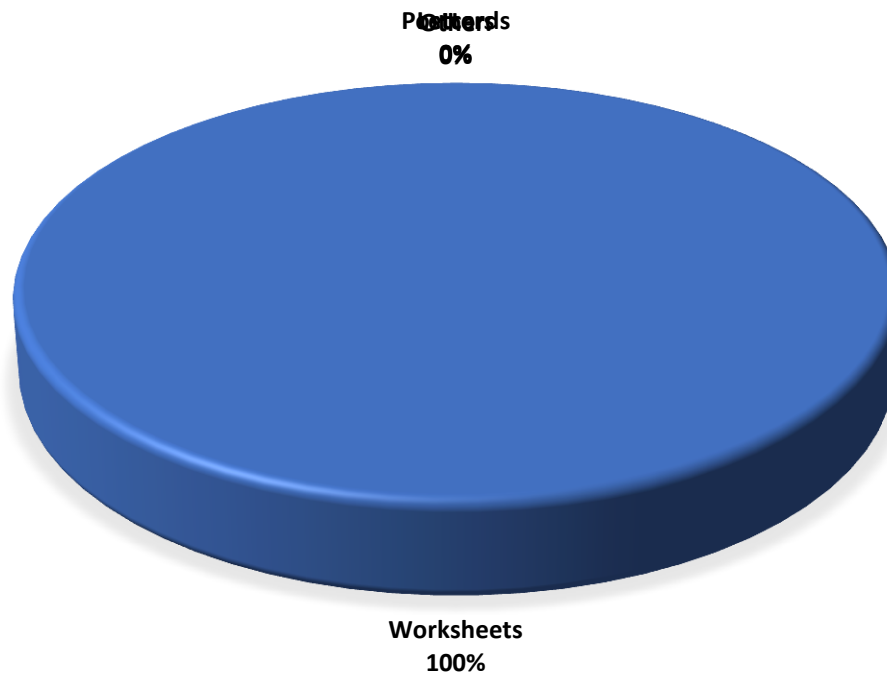| ITEMS	
Postcards	0
letters	0
worksheets	12
Other: Which one?	0

WRITING ACIVITIES

Figure 6. Writing activities.

According to previous graphic, it is possible to affirm that writing activities are just based in worksheets about the topics related in the class. In the same way, it is noticeable that there is not any other writing activity developed in class.

6. Had you ever seen any authentic visual material in the English class?

Interval   Yes   No

Table 9. Authentic visual material
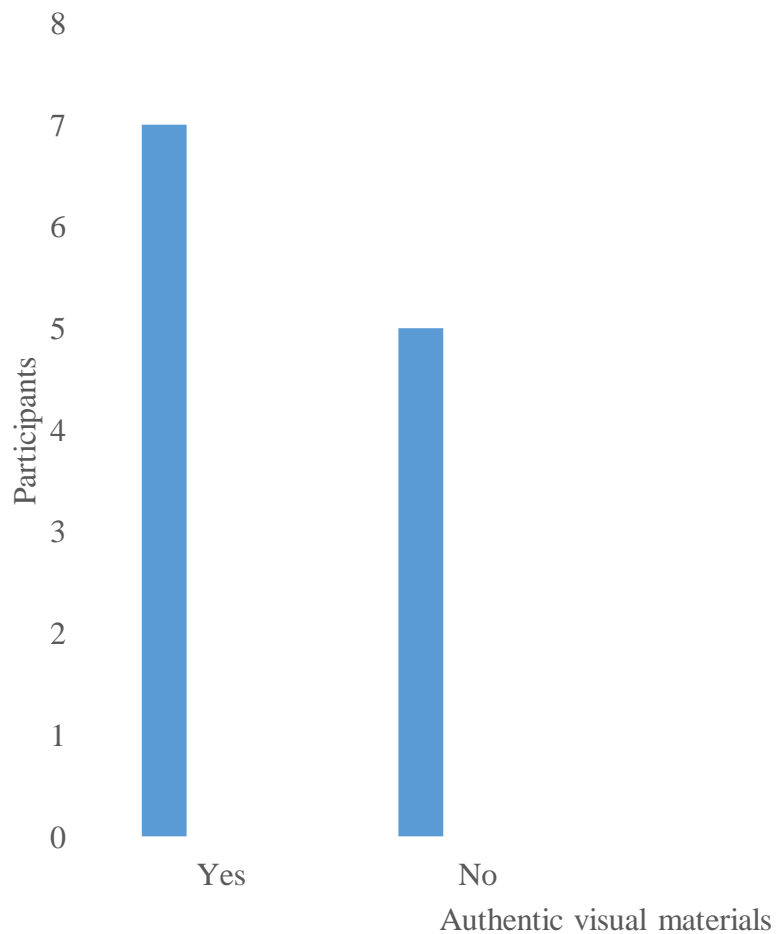
ITEMS	
YES	7
NO	5

Figure 7. Authentic visual material.

As it is observable in the graphic, the majority of students have said that they have had any contact with authentic material in English. However, it is highlight to clarify that it was necessary to explain to questionnaire's participants what authentic material is about.

It is noticeable that those students have been working just with academic material in their English classes, which are book, guides provided by the school. Students have wanted to read any newspaper or news on the internet, but they did not understand those documents.
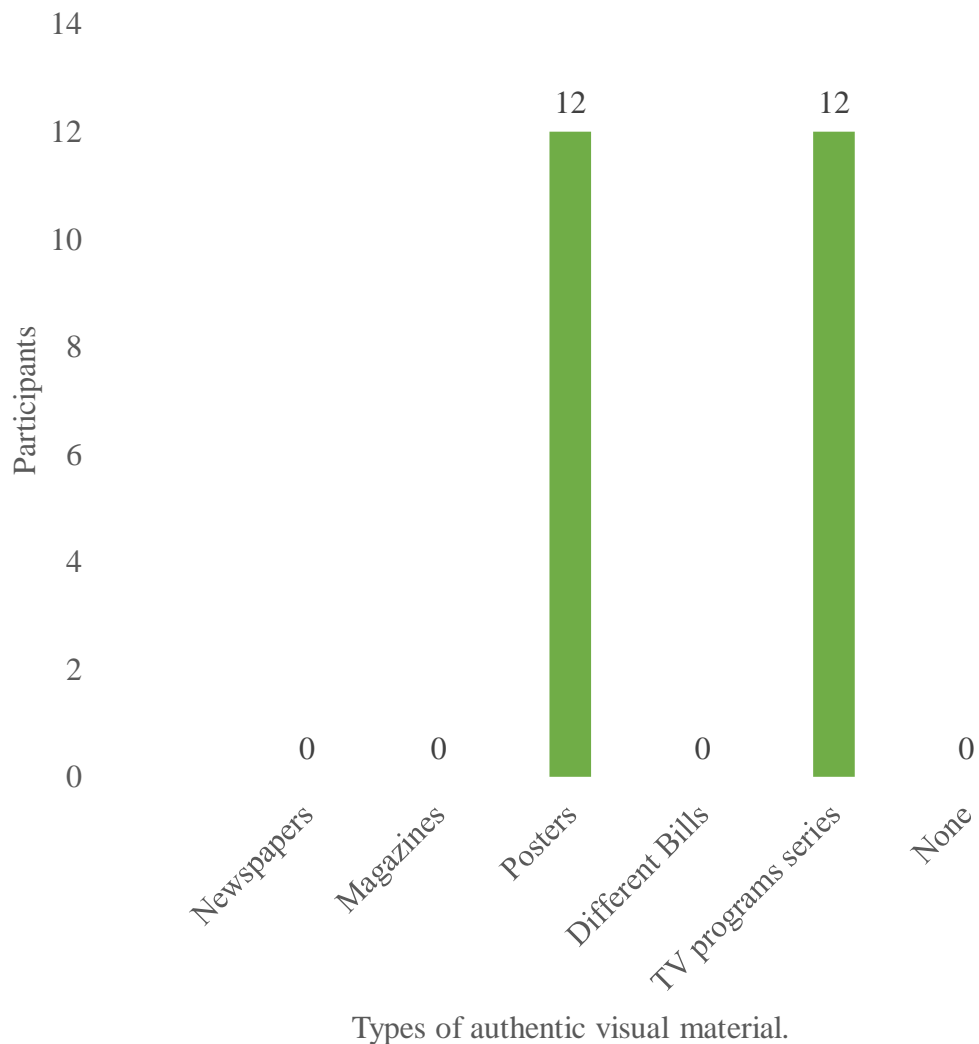
7. What authentic visual aids materials your teacher trainee used in the class?

Newspapers_____ Magazines_____ Posters_____ Different Bills_____ TV programs series_____ None__

Table 10. Types of authentic visual material.

ITEMS	
Newspapers	0
Magazines	0
Posters	12
Different Bills	0
TV programs series	12
None	0

Figure 8. Types of authentic visual materials.

According to the previous graphic, all participants have stated that they were working Authentic Visual Aid Materials in the class, specifically with poster ad tv program series pictures. It can indicate that participants noticed this tool as an important activity in class and all of them knew one of the types of authentic visual materials.

8. Do you like using authentic visual materials to write in English?

Interval   Yes   No   Why?

Table 11. Authentic visual materials to write in English

ITEMS	
YES	10
NO	2

Authentic visual materials to write in English
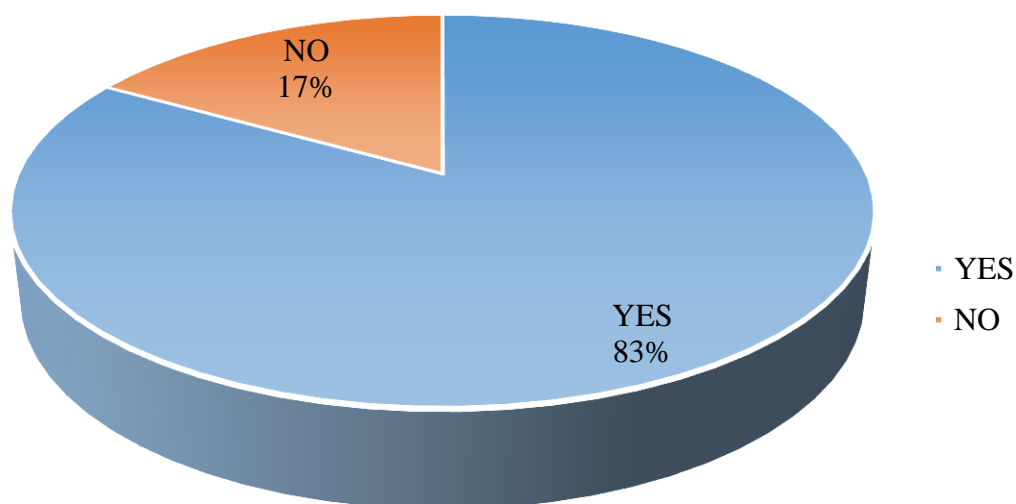
Figure 9. Authentic visual materials to write in English

9. Do you consider you writing skill have improved with the teacher trainee methodology?

Interval Yes   No   Why?

Table 12. Improving writing skill.

ITEMS	
YES	9
NO	3
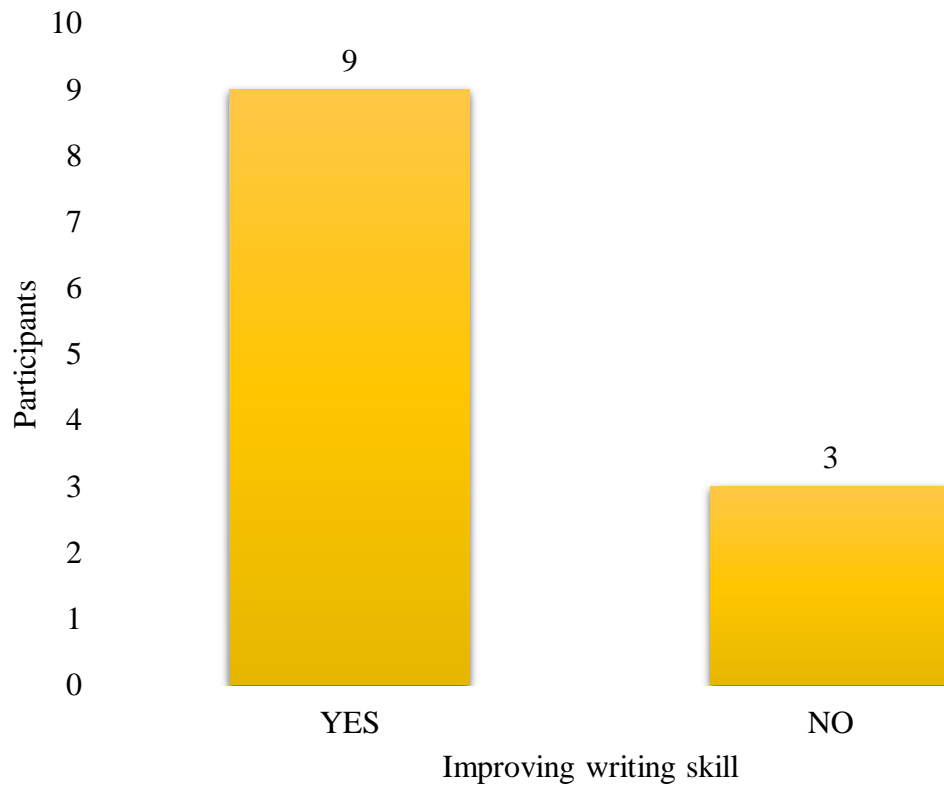
Figure 10. Improving writing skill.

10. Do you think is easier to work in groups using authentic visual materials in writing

tasks? Circle your answer.

| **Interval** | Share Knowledge and opinions | Work in group | Develop | easier |
| the task | Look for vocabulary learned | To be motivated to create text | | |

Table 13. Working in groups with Authentic Visual Materials. Results of the Likert Scale Question.

ITEMS			
	Agree	Neutral	Do not agree
Share Knowledge and opinions	10	2	0
Work in group	12	0	0
Develop easier the task	7	3	2
Think in vocabulary learned	4	2	6
To be motivated to create text	6	5	1
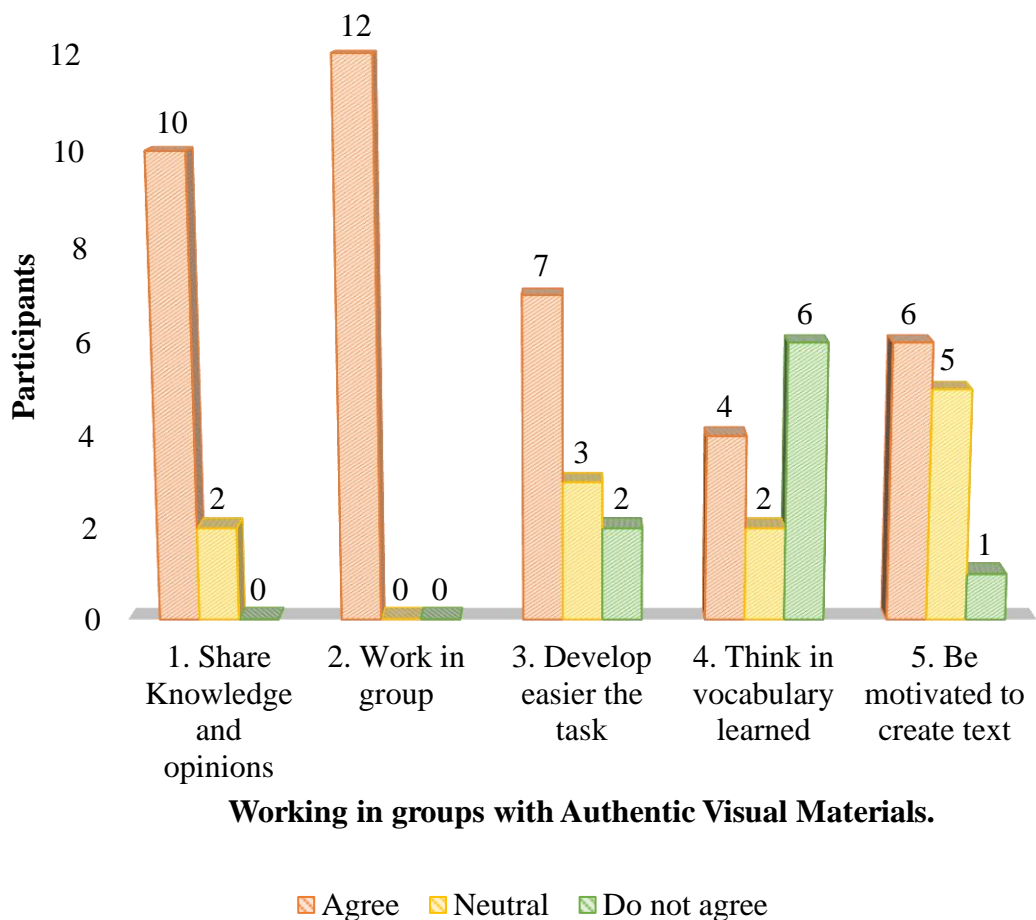
Figure 11. Working in groups with Authentic Visual Materials. Results of the Likert Scale Question.

The question number 10 (ten) was stated in a Likert scales way. The following are the statements: share knowledge and opinions, work in-group, develop easier the task, look for vocabulary learned and to be motivated to create text.

Based on the results obtained in this question, the graphic shows that in the first statement, most of participants agreed that working in groups is easier when they must do written activities in the class, the second statement, also with a high tendency students agreed that sharing their knowledge and opinions is comfortable to do their

writing skill. Those results are positive for this action research project according the approach developed in this study, taking into account the purpose of cooperative learning approach advantages. Next statement, seven participants agreed in developing easier the task when they were working in groups, in addition the next statement shows disagreed in front of thinking vocabulary learned in order to write the activities, the last statement indicates that participants were motivated working in groups using authentic visual materials. The previous results confirms that participants prefer writing in the English class when groups organized them.

11. What do you think is difficult to write in English?

Interval Vocabulary   Grammar structure   Organize   the   words   in   the   text
Follow a logical sequence

Table 14. Difficulties to write.

ITEMS	
Vocabulary	5
Grammar structure	4
Organize the words in the text	2
Follow a logical sequence	1
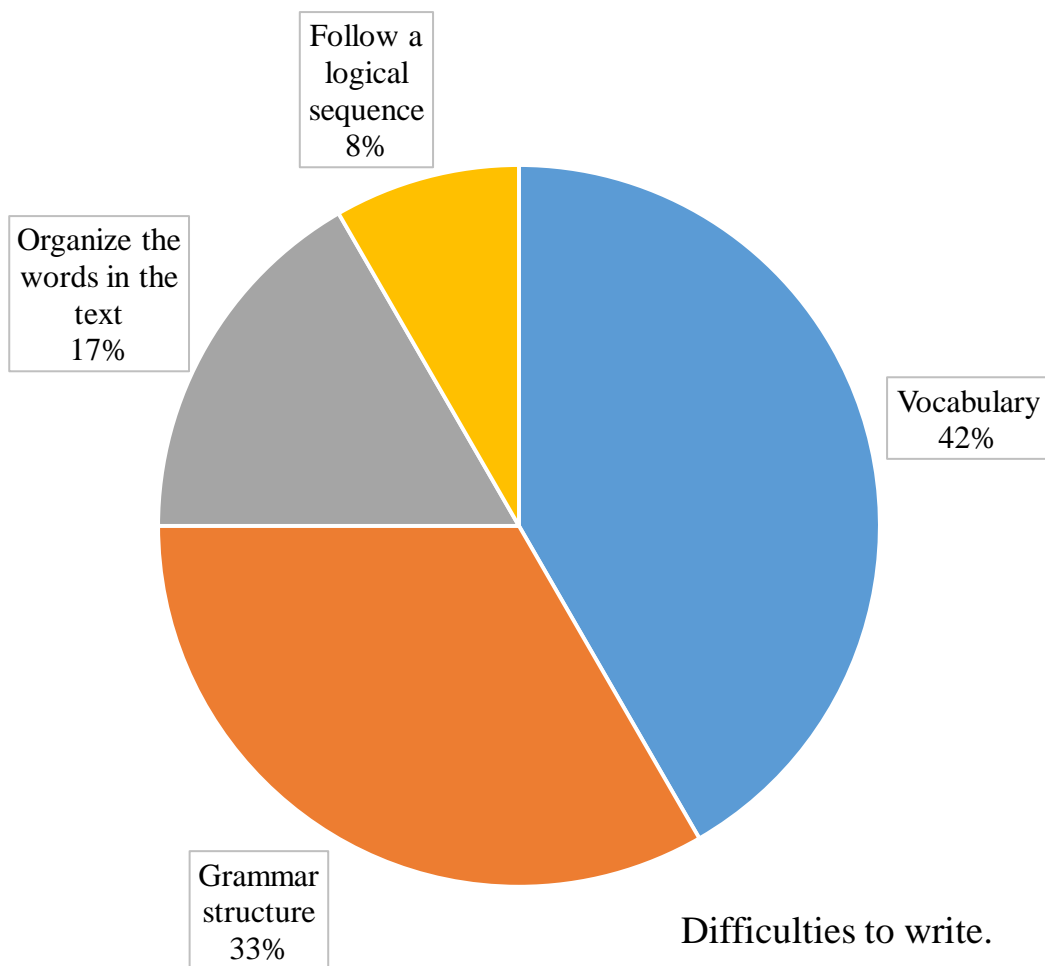
Figure 12. Difficulties to write.

The figure shows that participants stated the most difficulties to write in English was the lack of vocabulary, it was noticed in the development of the activities along the classes, for instance they were motivated for the implementation of the authentic visual material to create their writing tasks. It is observable that students have grammar structure difficulties according the high tendency in the answer. It proves that it is often important to reinforce this skill. In addition, it is noticeable that to organize the words in the text is a disadvantage in a low tendency; they do not know the importance of this statement. The last statement had a few tendency of the average; students do not follow

logical sequences in their works. It was evidenced in the tasks developed in the English class.

12. What was your favorite authentic visual aid material used in class by teacher trainee?

Interval   Gravity Fall TV series program   where is Javier Poster   My Letter

Table 15. Favorite authentic visual materials in class.

ITEMS	
Gravity Fall TV series program	6
Where is Javier Poster	5
My Letter	1
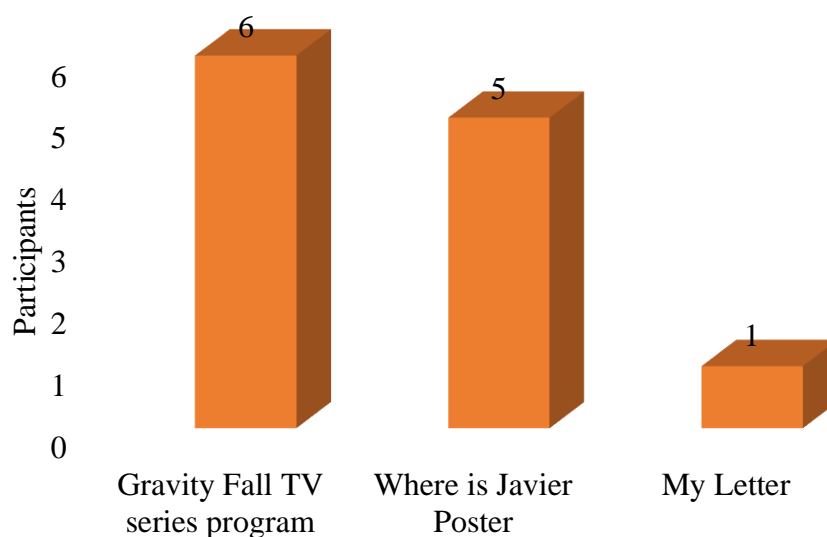
Favorite authentic visual materials in class.

Figure 13. Favorite authentic visual materials in class.

According to the graphic, six students selected the gravity fall TV program´s poster was their favorite authentic visual material due to the connection that they had with that TV series, students were attentive when they wrote description of each character according to the topic in the class. Teacher trainee guided this activity.

The second authentic visual materials chose by participants was the activity "Where is Javier? This visual material caught student´s attention, and the motivation to write the composition, because they gave some actions of members of the poster and they had to find the principal character and write about him.

The last activity was my letter, only one students like this tasks because it was about writing in a freeway how to communicate their ideas according to a poster.

2.13 Conclusion of the research component.

During the process carried out for the execution of this study, in this chapter is possible to give some conclusions to relate the results obtained, according to the objectives proposed in this project. This section is important due to the point of view of the researcher and the evidence set on the project conclusion to be considered as a valid proof.

As a conclusion, it can be stated that the principal advantage of the implementation authentic material on English classes provided the acquisition of vocabulary as it was an interest strategy and attractive in the teaching process. This learning method of the acquisition of new words was fostered by the use of posters, Tv programs series posters, and translation of the unknown vocabulary the dictionary was used when looking up the

words that their creativity and imagination asked them to translate. Teacher trainee tried to stimulate students´ enthusiasm in writing learning with the usage of authentic visual materials attractive for their age in order to improve their writing task with some visual material of their interest and poster games as resources.

Apart from that, the visual materials implemented in the class and the teamwork allowed students to be motivated on producing short paragraphs using the vocabulary and the grammar structures they have just learnt in the English lessons.

On the other hand, the only situation related with elaboration of longer statements, students stated to have difficulties when they write large paragraphs, due to the lack of time the institution enabled to the English classes to follow with this project, given that there were several extra activities and cultural performance along this integral practice.

Some suggestions and recommendations for futures studies can be stated in order to strength this research project. Those suggestions can be used as a support for future research in order to solve possible writing problems in the learning process. It is recommended:

- It can apply more types of authentic materials activities related with students´ level. Students enjoy writing in a free way with the teacher guidance, they feel comfortable and the task will be fruitful.
- It can be of interest to investigate in depth the performance of attitudes in other skills, such as listening, reading or writing.
- It is recommended to continue studying this topic, in order to supplement or complement the results obtained with authentic materials.

Talking about limitations in this integral practice, it is important to clarify that the time was not enough, it is necessary more time to depth each variable and to know in detail the students improvement in English learning. In some situations, teacher trainee had to plan again activities a cause of institutional activities did not allow a complete process in the classroom.

CHAPTER 3: OUTREACH COMPONENT

3.1.Introduction of the Outreach Component

At the beginning of this integral practice, authorities of Bicentenario School was the necessity to be integrated in all of school program´s activities. This type of activities are joined of the teacher trainee roll as a practitioner, to be integrated with educative community and activities developed outside of the classroom. For this raison, this chapter is called Community Extension.

Activities such as the organization of important events, share opinions, thoughts and ideas in order to develop those activities, as it concerns as part of decorations, materials, performance and so on. The extra-curricular activities were; Saint Valentine´s day, Saint Patrick´s day, Language day, delivery flags ceremony, test accompaniment and Eucharist celebrations

3.2. Justification of the Outreach Component

The main activity implemented though this component is called "Signaling the Bicentenario School" It was designed a project addressed to the authorities of the school with the main propose of supplying the necessity to be located and oriented in the school according the different spaces around the institution. It is important to say that the complete develop of this activity depended of the school´s resources due to the signs were designed in a plastic material.

This type of extra-curricular activities help educational community to identify each important places in the school and the most important practicing the foreign language.

3.3. Objectives of the Outreach Component

3.3.1. General Objective

To involve all students in the academic, cultural and extracurricular activities during the integral practice period.

3.3.2. Specifics Objectives

- To supply the necessity to create a signaling project at the Bicentenario School by placing English poster around the school.

- To support organization of some events of the institution in general.

- To organize and help students´ performances to be shown in cultural activities.

- To provide students with different spaces for preparing performances stipulated by the school schedule.

- To help students from eighth grade to reinforce their English learning process, specifically during a week called "leveling".

3.4. Methodology

The methodology of this out-reach was focused on explaining in detail the activities established by the school. The educative communicative was part of extra-curricular events and the teacher practitioner designed a project to located visual signs in each principal part of the school.

3.4.1 Description of extra activities at Bicentenario School

Teacher practitioner developed the first activity; it was a design of a short project to supply the necessity of identify in formal prompt or visual warnings the parts of the school. This

idea originated from the authorities of the school. In the project is explained the organization, the design of the signs, areas at school and the execution of the signs.

Table 16. Areas at school.

No.	CANTIDAD	ESPAÑOL	INGLES
1.	3	PREESCOLAR	KINDERGARTEN
2.	3	PRIMERO	FIRST
3.	3	SEGUNDO	SECOND
4.	3	TERCERO	THIRD
5.	3	CUARTO	FOURTH
6.	3	QUINTO	FIFTH
7.	3	SEXTO	SIXTH
8.	3	SEPTIMO	SEVENTH
9.	3	OCTAVO	EIGHTH
10.	3	NOVENO	NINTH
11.	2	DECIMO	TENTH
12.	2	UNDECIMO	ELEVENTH
13.	6	BAÑOS	BATHROOM

14.	1	LABORATORIO DE CIENCIAS	SCIENCE LAB
15.	1	LABORATORIO DE QUIMICA Y FISICA	CHEMESTRY AND PHYSICS LAB
16.	1	LABORATORIO DE MATEMATICAS	MATHS LAB
17.	1	LABORATORIO DE INGLES	ENGLISH LAB
18.	2	SALON DE DEPORTES	SPORTS ROOM
19.	1	SALON DE MUSICA	MUSIC ROOM
20.	2	SALA DE INFORMATICA	SYSTEM ROOM
21.	1	SALA DE MAESTROS	TEACHER´S ROOM
22.	1	SALON DE JUEGOS	GAMES ROOM
23.	2	OFICINA DE COORDINACION	COORDINATOR´S OFFICE
24.	1	OFICINA DE RECTORIA	PRINCIPAL OFFICE
25.	1	OFICINA DE TRABAJADOR SOCIAL	SOCIAL WORK OFFICE
26.	1	BIBLIOTECA	LIBRARY

27.	1	PARQUEADERO	PARKING
28.	1	PSICOLOGIA	PSICHOLOGY
29.	1	ENFERMERIA	NURSERY
30.	1	PATIO PRINCIPAL 1	MAIN SCHOOL YARD
31.	1	PATIO 2	SCHOOL YARD
32.	6	PASILLO	HALL
33.	1	CANCHA 1	FIELD 1
34.	1	CANCHA 2	FIELD 2
35.	2	CAFETERIA	CAFETERIA
36.	4	ESCALERAS	STAIRS
37.	6	SALIDA DE EMERGENCIA	EXIT
38.	2	JARDIN	GARDEN
39.	1	PARQUE DE JUEGOS	PLAYGROUND
40.	1	OFICINA DE RECURSOS	RESOURCES OFFICE
41.	1	COMEDOR	DINING ROOM

42.	1	SALON DE SERVICIO GENERAL	CLEANING ROOM
43.	1	SECRETARIA	SECRETARY OFFICE
44.	1	OFICINA DE GUARDAS DE SEGURIDAD	SECURITY OFFICE
45.	1	OFICINA ADMINISTRATIVA	ADMINISTRATIVE OFFICE

In addition, the practitioner did a tutoring leveling to reinforce students who lost English in the first period; there were 30 students of three courses at eighth grade.

Finally, the students were integrated to represent different activities in English and not only in English learning process. For example is explained in the following . Saint Valentine´s day: all the students of the school created a postcard to their valentines, the practitioner collected them, and they were showed such as two enormous love´s wall. Saint Patrick's day: Practitioner visited elementary section in order to explain the importance of this celebration and it was created a song with the most significant vocabulary. Language´s Day: Practitioner prepared a performance to show speaking skills of the students. A previous meeting was prepared in different moments of the class.

CHAPTER 4: ADMINISTRATIVE COMPONENT

4.1. Introduction of Administrative Component
In this chapter is related with the school background, its mission, vision,

philosophy, historical outline, symbols and hymn, which all those elements are significance

to supply this integral study.

In addition, the institutional program of the Bicentenario School is described, the

physical structures of the institution. Finally, the class schedule of eighth grade students

and the attendance list.

4.2. Justification of Administrative Component
This component gives information about the fundamental basis of the school, also it

is shown the rules and strategies implemented by the institution to follow them.

4.3.Objectives of Administrative Component

4.3.1. General Objective

To examine the most relevance aspects related to the administrative field of the school.

4.3.2. Specific objectives

- To distinguish the administrative authorities of the institution

- To know details about institutional Educational Project.

- To recognize the schedules established by the school.

4.4. Institutional Observation

4.4.1. Institutional Observation

The institutional observation started from February 6th and February 17th. It started first

meeting the teacher in charge of the General Academic, English teachers and the

practitioner Coordinator, after that the groups were assigned to each one of the practitioner,

each one of them were designated with three groups, the groups were chosen between

seventh, eighth, ninth, tenth and eleventh grade.

This project has specific groups assigned, the groups are eighth courses, that is

composed by three groups 801, 802 and 803 but it is only emphasized in one group of

them. The researcher has chosen the 801 group, there are 40 students; it has a classroom

with a good illumination and ventilation but not fans, windows are very big and they

remain open, there is a board, a teacher´s desk, each student has their own chair, also there

is a sweeper which it is used by the students to collaborate with the cleaning of the

classroom.

4.4.2. School location

The Bicentenario School's educational facilities are located on 47th avenue with 13th

street in Antonia Santos Neighborhood, close to Sector El Progreso, citadel of Atalaya. It

was founded in 1974 after an invasion of the field. The distance from the center to the

school is around 25 minutes by car; additionally there are many routes of public

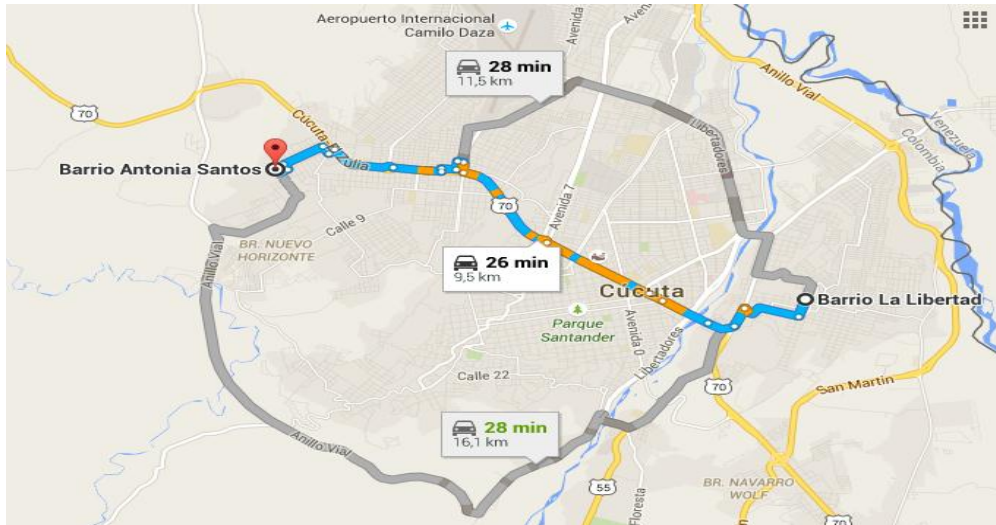transportation that they can take next to or in front of the school.

Figure 14. School Location

4.4.3. Academic Authorities
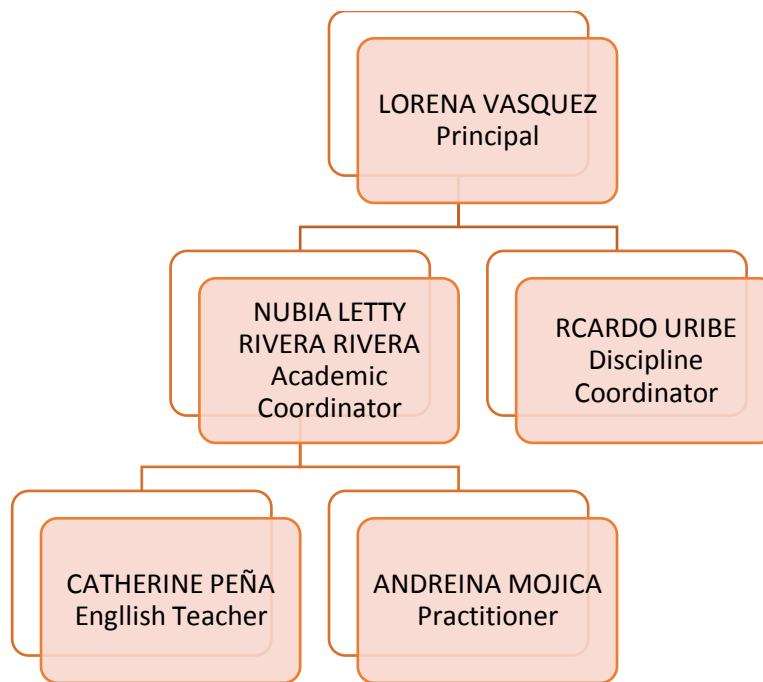

Figure 15. Academic authorities.

4.4.4. Relevant 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.

4.4.5. 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.

4.4.6. Vision

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.

Similarly, the institution shall be filed with the academic and research community as an innovative experience of the University of Pamplona, which has been developing educational proposals projected from the university.

4.4.7. 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.

4.4.8. 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.

4.4.9. 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.

4.4.10. 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

- ✓ Decree 0230, 2002-evaluation and promotion of pupils.

- ✓ Statements of the Honorable Cortes.

4.4.11. 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 was built entirely with the viability to implement the educational model to ensure the full development of the educational proposal.

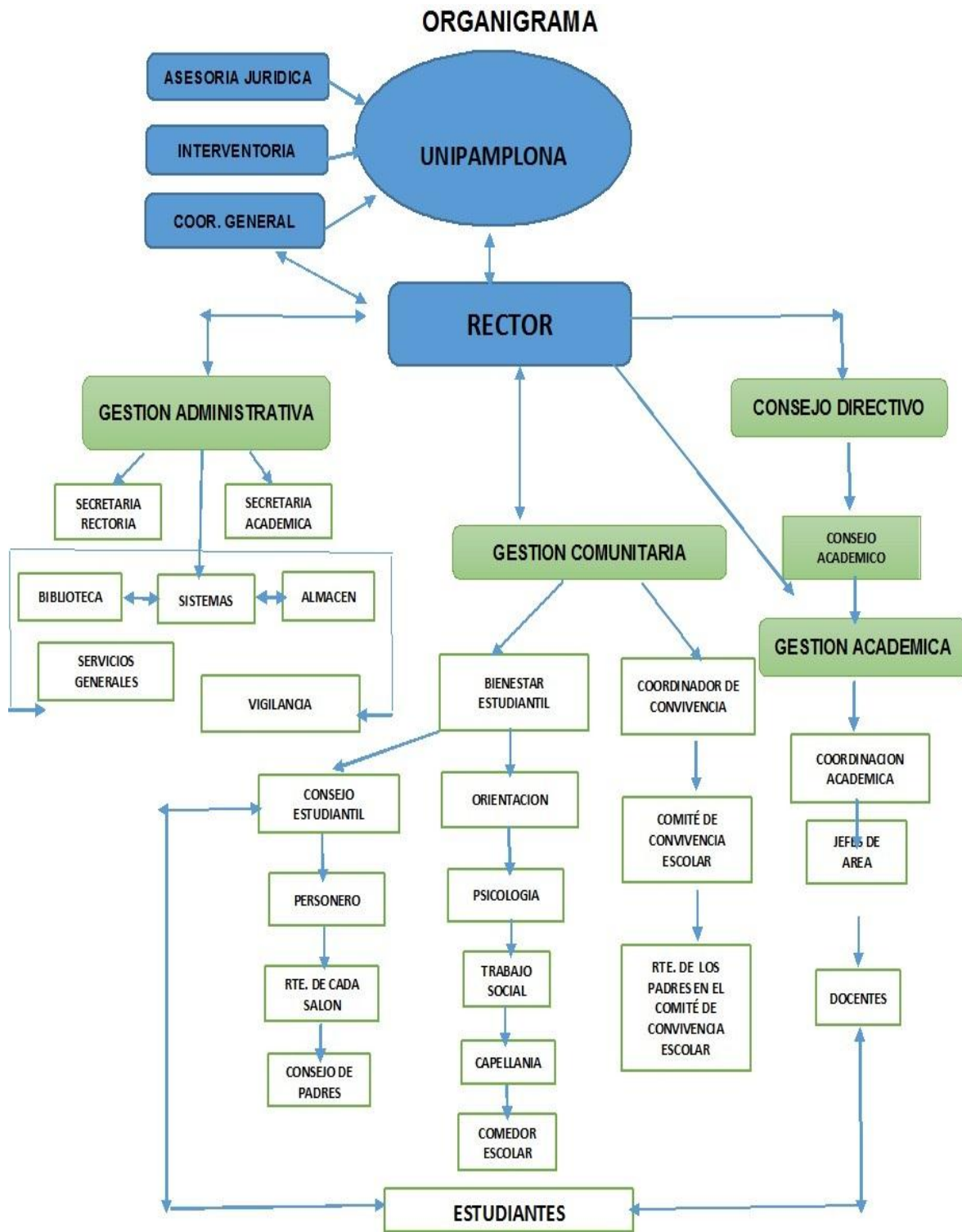**4.4.12. Institutional organization**

Figure 16. Organization chart.

4.4.13. Ordinary Practice Schedule

Table 17. Eighth grade schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
6:10-7:05			8-01		**8-03**
7:05-8:00			8-01		**8-03**
8:00-8:20	B	R	E	A	K
8:20-9:15			8-02		
9:15-10:10			8-02		
10:10-10:30	B	R	E	A	K
10:30-11:25	8-02		**8-03**		8-01
11:25-12:20	8-02		**8-03**		8-01

4.4.14. 801 Attendance List

Nº	NOMBRE Y APELLIDOS			
1	ALBARRACIN	LIZCANO	JAYLI	TATIANA
2	ALBARRACIN	VACA	HEYLIN	DANIELA
3	ALVAREZ	ALBARRACIN	JOSE	JOAQUIN
5	BOLAÑO	DONADO	XILENA	ALEXANDRA
6	CARVAJAL	GAMBOA	JAIDER	EDUARDO
7	DUARTE	AMADO	DANIEL	ALBERTO

IMPROVING A1 WRITING PRODUCTION THROUGH CREATIVE

8	GELVES	PARADA	WILLIAM	FABIAN
9	GUALDRON	LEAL	BRAYAN	
10	LOPEZ	RINCON	CRISTIAN	FABIAN
11	LOPEZ	VILLAMIZAR	CANDY	CAROLINA
12	MERCHAN	ARDILA	GINNA	EMPERATRIZ
14	MORENO	RODRIGUEZ	LAURA	ESTEFANIA
15	ORTEGA	GALVIS	EDITH	KATHERINE
16	OVALLOS	CASTRO	DALGY	LUCERO
17	PEREZ	BENITEZ	DILAN	ARLEY
18	PRIOLO	DIAZ	KEVIN	YESID
19	QUINTERO	GALVIS	YEISI	MARYOLY
20	RAMIREZ	GALLO	KAREN	YULIET
21	RAMIREZ	ORTEGA	MIGUEL	ANGEL
22	RAMIREZ	TORRES	HARVEY	ORLANDO
23	RANGEL	TRIANA	ARLEY	JOSE
24	REMOLINA	VERGEL	JHAN	CARLOS
25	RODRIGUEZ	NIÑO	FREDDY	DE JESUS
26	RODRIGUEZ	PICON	KEVIN	YEBRAIM
27	RODRIGUEZ	SANCHEZ	ELIANA	ESTHER
28	RODRIGUEZ	VARGAS	DIANA	VALENTINA
29	ROJAS	MARTINEZ	MAYRA	ALEJANDRA
30	ROLON	FLOREZ	MARIA	ANGELICA
31	RUEDA	MERCADO	DANIEL	ESTIVEN
32	SEPULVEDA	HERNANDEZ	ERIKA	SANDRID
33	SILVA	CLARO	ADRIANA	LUCIA
34	TARAZONA	TOBO	MARYORI	FERNANDA
35	VELANDIA	GUERRERO	CATALINA	
36	VELOZA	AGUDELO	FABIO	LEONARDO
38	RODRIGUEZ	DUARTE	ANYELO	STIVEN
39	FORERO	ARIAS	YURI	PAOLA
40	CASTRO	CONTRERAS	DANA	MICHELL

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APPENDICES

Appendix A. Photos

ACTIVITIES