



**ACREDITACIÓN INSTITUCIONAL**  
*Avanzamos... ¡Es nuestro objetivo!*



Focused freewriting method for fostering written production on 9<sup>th</sup> grade students by using visual designs at Escuela Normal Superior Pamplona.

Jose Angel Mieles Ojeda

1065898196

Pre-service teacher

Integral practice

Foreign Languages Department

Faculty of Education

University of Pamplona

Pamplona, Norte de Santander

2022-2



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## Chapter 1: General Overview

The Bachelor of Arts in Foreign Languages at the University of Pamplona includes four stages called “practice spaces” which are learning environments to allow pre-service teachers to put into practice communicative and teaching skills through pedagogical practices, as follows: peer tutoring, first stage that provides pre-service teachers with techniques; teacher assistance, second stage that includes initial contact within the classroom in a teacher's assistant role; teacher trainee, starts with a formal class practice in a real context for a specified period; and community service, fourth stage, in which pre service teachers experience academic training in the social environment.

These interventions have provided students with techniques and models to follow in order to optimally achieve a good performance during their integral practice. That is why, this document presents three components that are divided into six chapters where the institutional mission axes and the program that made up the project of this practice was conducted during the second semester of this year (2022), the chapters are: overview, Institutional Observation, Research and Pedagogical Component, Community Outreach Component, the Component of Intra-institutional Activities and Reflective Approach.

The second chapter was about the observation carried out in "La Escuela La Normal Superior Pamplona" which had the objective of fostering written production in 9<sup>th</sup> grade students, in order to help those involved to create ideas supported by images, guided by a method of creative writing. As an important part, to know the PEI, the manual, the different methodologies and ways in which teachers teach their classes, among other aspects.



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The third chapter (research and pedagogical component) emerged due to the need identified during the observation carried out at "La Escuela La Normal Superior Pamplona" of the municipality of Pamplona, where it was evidenced that students did not have a vast knowledge of the language, but they were not unaware of certain vocabulary worked on class. However, the production skills were not very present in the process. Therefore, it was decided to implement writing through images in the students, where they could express their thoughts through free writing.

In a similar manner, the fourth chapter (community outreach component) referred to the insertion of pre-service teachers to support the student community, specifically the elementary school population in learning a foreign language. Its objective was to support and accompany the different needs that may arise during the process.

On the other hand, in the fifth chapter (Component of intra-institutional activities) the different roles in which the interns must participate in the cultural and academic activities carried out in the institution such as meetings with parents, flag raising, cultural events, etc. are related.

Finally, in the sixth chapter, it was related to the reflective approach made through some narratives which were carried out during the integral practice and the design of teaching materials.



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## Introduction

In today's world, a relevant factor in Colombian education has been the incorporation of English in the curriculum, since it is a universal and vital language to communicate in the labor, academic and personal fields. (Nishanthi, 2018). Nevertheless, according to Sanchez (2013), he stated that Colombia does not have the necessary pedagogical resources to achieve a B1 level (Common European Framework of Reference for Languages) in high school students, placing the country in a low-level range in the English language, thus hindering the future possibilities of students in their labor field.

In addition, Colombia needs teachers who guide the writing process as an indispensable part of the communication of a foreign language and support regional and district schools to promote viable and interesting tools that increase more active participation outside the classroom. Based on the above, after the observation, it denoted a lack of this competence (being very important since it allows to express ideas in written form) which sought to foster this skill in 9<sup>th</sup> grade students but based on the free writing method.

## Justification

Taking into account that EFL comprises four essential competencies (written and oral production and comprehension) to work in an individual way, because whether these are mixing, it would result a little more complex so that the students cannot understand. Furthermore, there was another important element in teaching a language which is grammar, as it becomes



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important to implement new methodologies and strategies every day more and more (Marlina, 2018).

That is why, through the implementation of this project, it pretended to extend the help to the educational community and others vulnerable areas as well, putting into practice what students learnt in previous semesters, benefiting those mentioned and also the pre-service teacher who gave to the institution the accompaniment. On the other hand, this practice allowed pre-service teachers to apply some methodologies, to explore new ones and to develop skills that permitted them to spread this knowledge and put it into practice in a real context.

## Objectives

### General objective

- To foster written production on 9th grade students' by using visual designs

### Specific objectives

- To accompany the student population in the process of learning and teaching a foreign language in the “Escuela La Normal Superior Pamplona”
- To integrate into the extracurricular activities organized by the “Escuela La Normal Superior Pamplona”



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## Chapter 2: Institutional Observation and Diagnostic Report

To understand in detail how the institution's facilities and structure are, it was necessary to have the first contact with the environment where the practicum was going to take place which lasted around one week, an observation process carried out taking into account a set of guidelines to recognize the different school necessities and challenges that can face the teaching-learning process, as part of the methodology taught in class to students, and to look into the students' difficulties related to English area. Thus, there are some guidelines to follow contemplated in the following: the institutional educational project (PEI), the handbook and the Ministry of National Education (MEN) (Ministerio de Educación Nacional).

### Location

Through law 6935, the "Escuela La Normal Superior Pamplona", an institution for boys, was founded on May 6, 1940 when former President Eduardo Santos arrived in Pamplona.

The creation of this school has given many students the opportunity to enter basic, middle and high school education. Formed by four cores which comprise the following areas of knowledge: one, Pure Sciences; two, Spanish, English, Music, Art, Sports; three, Social, Philosophy, Ethics, Religion and 4, Pedagogical. That is why, these cores have produced students who have set a good example of excellence, being Oscar Cristancho currently the principal of the school, with a total of 26 rectors to date. This campus is located on Santander Avenue, in the municipality of Pamplona, Norte de Santander.



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*image 1. Location*

## Authorities

The “Escuela Normal Superior Pamplona” are hierarchical organized as follow:

- ❖ Oscar Fabián Cristancho Fuentes (Rector)
- ❖ Rubén Darío James Pulido (Coordinator)



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## **Documentary analysis**

### **ADMINISTRATIVE LEVEL**

“La Escuela Normal Superior Pamplona”, with the rector, Oscar Fabian Cristancho Fuentes, and the coordinator, Rubén Darío James Pulido, has a campus to accommodate about 800 students. Its administrative level is organized hierarchically and has a number of 38 teachers working in the institution which is under the direction of the Secretary of Education and is located in Pamplona, Norte de Santander.

### **IMPORTANT ASPECTS OF THE INSTITUTIONAL EDUCATIVE PROJECT OR IN SPANISH, PROYECTO EDUCATIVO INSTITUCIONAL (PEI)**

The institutional educational project of Pamplona, Norte de Santander is broken down into four components: conceptual component, administrative component, pedagogical component and community component.

## **Mission**

“La Escuela Normal Superior de Pamplona” seen itself as an Educational Institution that leads initial and continuing teacher training programs within the framework of curricular and human integration where education professionals contextualize and produce pedagogical knowledge for quality improvement education from human rights in the rural, urban and urban sectors marginal, at the local, regional and national levels.



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## Vision

Train high quality teachers, from preschool to the Training Program Complementary, with researching abilities, productive, technological and citizens within the framework of pedagogy, and social projection for performing at the preschool and elementary school levels, from the sectors rural, urban and marginal urban.

## Philosophy

The system's concept will be comprehensive, with a focus on promoting education for individual self-regulation, education for social change, and educational sanction in accordance with the Constitution and laws.

## Values

**Sense of relevance and relevance:** it is defined by all players in the educational community's commitment to the creation of actions and activities that drive the ENSP (Escuela Normal Superior Pamplona) toward continuous improvement and are characterized by efficiency and effectiveness in the accomplishment of educational goals.

**Respect:** this institutional value is linked to justice, prudence, autonomy, equity, tolerance, acceptance, and acknowledgment of others as unique individuals with equal rights and opportunities. He expresses himself concretely, completely, in the reflective process that leads to



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the development of critical ability, which is framed in honesty, engagement, and sincerity with ourselves and others. This value is assumed at all levels of the ENSP educational community as the foundation for four interactions with others and your surroundings.

**Honesty:** this institutional value is shown by acts of rectitude and honesty. It is defined in accordance with the jointly constructed norms and pacts, as well as the acknowledgement of the moral authority that each individual must demonstrate to society. At ENSP, the creation and management of social autonomy underpins all personal and institutional acts.

### The Institution's Organization chart

The Escuela Superior Normal does not have a profitable organization chart, the only one given by the coordinator and the one which could be found in the PEI, entitled "Illustration 2 organizational chart ENSP".

DEPENDENCIA	PERSONAL
RECTORIA	1
COORDINACION	1
SECRETARIA GENERAL	1
SECRETARIA DEL PROGRAMA DE FORMACION COMPLEMENTARIA	1
PAGADURIA	2
ENFERMERIA	1
SERVICIOS GENERALES	4
CELADURIA	2
MANTENIMIENTO DE RECURSOS FISICO	1
PARQUE AUTOMOTOR	2
RESTAURANTE ESCOLAR	0

*image 2. The institution's organization chart*



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## MAIN ASPECTS OF THE COEXISTENCE HANDBOOK

Every educational institution frames a book for school survival. It is a regulatory instrument that helps students and the administrative body to regulate their interactions with each other. Because coexistence is a very important pillar in human development, and thus to know its dynamic nature within the school institution.

Within the coexistence handbook, we can find:

- Sections that define the rights and duties of students, officials and teachers.
- Standards of behavior.
- Stimuli and sanctions in case of non-compliance.
- The democratic processes within the institution.
- Rules of use of the infrastructure and material available at the school.

The values it preserves are; honesty, equity, permanent education, integral training, educational and ethic-social innovation, and self-management. It contains:

Chapter I: Characterization and comprehension of the context

Chapter II: Conceptual framework

Chapter III: Generating principles of school coexistence in the Educative community

Chapter IV: Types of situations in school coexistence



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## Chapter V: Route of the integral institutions care

### Students' Duties:

The exercise of the rights recognized in this Manual entails the performance of obligations that promote coexistence and personality development while also constituting behavioral standards that may be assessed via the educational process. Subsequent, we are able to analyze the students' duties in La Normal Superior;

- Comply with the National Constitution, the General Education Law and its regulatory decrees, the Childhood and Adolescence Law and the standards established in this Manual.
- Participate in the construction, implementation, and adjustments to the Institutional Educational Project.
- Respect and value all members of the ENSP to be valued and respected; and not to use the name of the Institution, goods, and badges for personal, group or family use.
- Always carry the students' card with you, both inside and outside the school, and provide it to authorized people when they ask for it.
- Participate in the planning, implementation, and assessment of curricular activities (standards, competences, and programmatic content of each topic, area, and/or project) that ensure their ethical, pedagogical, artistic, moral, and investigative training.



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- Assume responsibility for the institution's academic, athletic, and social activities within the specified dates, without plagiarism, impersonation, or fraud, and help them in their development on time.
- Follow the advice and promises made to help them overcome their flaws.
- Bring and care for the materials and elements needed for the appropriate development of curricular activities as required by the institution.
- At the time of their return to the institution, present the medical incapacity or the rationale in case of a family disaster signed by the parents and/or guardians.
- Inform their parents or legal representatives as soon as possible of any meetings or summonses issued by the institution.
- As a student representative, controller, or advocate, you must represent the institutions with respect and perform the tasks you have taken on.
- To follow the representatives and others elected to the school government's organs, respect them, and support them.
- Respond quickly to any damage to the institution's physical plant, materials, equipment, tools, and other components, accepting the legal and disciplinary penalties that may be imposed.
- Present yourself wearing the uniform only during the school day, neatly on your body, with short hair (boys) and without accessories (necklace, pins, scarves, hats, cosmetics, color



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- Inside and outside the school, avoid confrontations and physical and verbal aggressions by oneself or others, as well as the carrying of any weapons or elements that represent a threat to one's bodily integrity.
- During class hours, refrain from carrying or creating pornographic material, as well as from using electronic devices (cell phones, Walkman, discmans, video games, and so on).
- Do not participate in displays or passionate demonstrations that are incompatible with morals and good cohabitation, whether within or outside the Institution, specifically if the uniform is worn.
- Comply with public health requirements to protect the educational community's well-being and to prohibit the use of psychotropic and alcoholic drugs.
- Within the Institution, no games of chance, advance raffles, companies, or sales are permitted.

### Students' Rights

- Receive a quality education that allows them to behave as a free and responsible citizen for their personal and professional performance as a member of the 'normalista' community.
- Learn about human, sexual, and reproductive rights and how to exercise them.



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- Learn about the institution's structure, operations, evaluation system, and coexistence manual
- After completing the relevant criteria, make proper use of the institution's services.
- Represent the institutions in events for which they have been chosen or selected, in line with each of its regulatory grounds.
- To be treated and heard with dignity, respect, understanding, justice, and fairness, regardless of race, gender, religion, or socioeconomic status.
- They are free to express their thoughts and comments, as well as submit requests, in a polite open manner.
- To be a member of the programs, the criteria of competence, and the accomplishments made throughout each period, while adhering to the institution's evaluation system.
- In order to improve their well-being, they will receive an education with a curriculum and physical plant that is tailored to their requirements.
- Use the institution's facilities, such as classroom, libraries, computer, rooms and internet, copies, and audiovisual services, while adhering to the rules set forth for each.
- Receive assistance and advice in each of the categories to help you build educational experiences and/or overcome learning difficulties.
- Receive accurate and timely information on their academic stranding, evaluative judgements, and behavior.



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- As required by law and the SIEE, to be fully examined in all intellectual, personal and social areas.
- To join a marching band, sports team, musical group, or other organization.

### Shield



*image 3. Institution's shield*

In the upper part on a green background that in heraldry means hope, high snowcapped mountains appear, heights for which we must sigh. In the lower part with a silver background, an emblem of expiration and firmness, on some books, coffer of thought, a lamp shines: that of your ideal, that of your desire to improve, that of your desire for the apostolate, that of your anxieties for being useful to God and the country.

The shield is cut from right to left by a band that is the tricolor of Colombia that synthesizes our past, our present and concentrates our wishes for the future.



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## Flag



*image 4. Institution's flag*

It has two equal horizontal stripes that honor the balance; Its green and white colors are common to all teacher training schools and represent the hopes and longings of youth.

**GREEN:** It represents hope and natural wealth, manifested in an ardent desire because, through our mission, we win not only hearts eager for change, but also people with a sense of belonging who help protect the environment, who recognize nature as a great gift from God and all of his resources as valid instruments for ensuring a dignified, harmonious, and joyful life, appropriate for those of us who inhale it.

**WHITE:** It represents peace as it manifests itself in human coexistence, leading us to be more tolerant, less aggressive, and more open to an atmosphere of cordiality in which values prevail and strategies are proposed to work together against social, family, and personal conflicts; to be conciliatory seeds in times of crisis and transforming agents of new times.





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## **Anthem**

The lyrics writer was Augusto Ramirez Villamizar and the music was composed by Victor M. Guerrero A. The anthem is a poem which talks about to defeat the ignorance and malicious. Open quotation:

### **CORO:**

En alegre concierto armonioso  
Evoquemos la escuela Normal,  
Con fervor entusiasmo y con gozo  
Pregonemos su excelso ideal.

### **I ESTROFA**

Altas cimas emblemas gloriosos  
o se mezcla la niebla y la luz  
Verdes valles feraces y lumbrosos  
Limpia fuente a la paz del sauz.

### **II ESTROFA**

Almas puras que buscan la ciencia  
Con la vista en la altura triunfal;  
Voluntades, tenaz resistencia  
Por vencer la ignorancia y el mal.

## **Journey**

The scholar journey starts at 7 a.m. and finishes at 1: 00 p.m. including the respective break for students and teacher, this break has a duration of 30 minutes. Besides, Each hour class lasts 50 minutes.



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## Institutional Chronogram

SEPTIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
03 de septiembre	Presentación pruebas saber 11	IE
05 al 09 de septiembre	Taller semana de Derechos Humanos.	Núcleo 3
07 de septiembre	Día internacional del aire limpio	Núcleo 1
13 de septiembre	Jornada pedagógica	Rector y Coordinador
08 de septiembre	Escuela de Padres décimos y undécimo grado	Orientadora y titulares
15 de septiembre	Talent Show	Núcleo 2
20 de septiembre	Consejo académico	Rector
20 al 24 de septiembre	Orientación vocacional	Orientación escolar
21 de septiembre	Consejo directivo	Rector
27 de septiembre	Jornada pedagógica	Rector y Coordinador

image 5. Institutional chronogram September

OCTUBRE		
FECHA	ACTIVIDADES	RESPONSABLE
10 al 14 de octubre	Quinta Semana de desarrollo institucional	Directivos
11 de octubre	Jornada pedagógica	Rector y Coordinador
18 de octubre	Consejo académico	Rector
19 de octubre	Consejo directivo	Rector
20 de octubre	Muestra artística y musical "Talento Normalista"	Núcleo 2
21 de octubre	Día internacional del ahorro de energía	Núcleo 1
25 de octubre al 04 de noviembre	Evaluaciones trimestrales del tercer trimestre	Coordinación y docentes de área
25 de octubre	Jornada pedagógica	Rector y Coordinador
25 de octubre	III Comité de Convivencia Escolar	
28 de octubre	Día del estudiante	Rector Docentes y Estudiantes

image 6. Institutional chronogram October



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NOVIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
04 de noviembre	Clausura Aulas en paz	Núcleo 3
04 de noviembre	Terminación tercer trimestre	
08 de noviembre	Jornada pedagógica	Rector y Coordinador
08 al 11 de noviembre	Aplicación de planes de mejoramiento	Docentes
11 de noviembre	Publicación de listado de estudiantes que aplican a prueba de suficiencia, en plataforma y en físico	Docentes
14 al 18 de noviembre	Aplicación de pruebas de suficiencia	Docentes
15 de noviembre	Consejo académico	Rector
16 de noviembre	Consejo directivo	Rector
17 de noviembre	Entrega de insignias – Izada de bandera	Titulares Grados 4º-5º-10º-11º
	Presentación pruebas T y T	Estudiantes PFC
25 de noviembre	Terminación de semestre Programa de Formación Complementaria.	
21 de noviembre	Reporte de notas del tercer trimestre en plataforma	Docentes de area
21 de noviembre	Entrega de informes para la Comisión de Evaluación y Promoción del tercer trimestre	Docentes de area
22 al 24 de noviembre	Comisiones de evaluación y Promoción	Rectoría, Coordinación, titulares, padres representantes y estudiantes representantes
28 de noviembre al 2 de diciembre	Semana de Desarrollo Institucional	Rector-Coordinación

image 7. Institutional chronogram November

DICIEMBRE		
FECHA	ACTIVIDADES	RESPONSABLE
01 de diciembre	Clausura primaria, secundaria y media	Rector, Coordinador y Docentes de Primaria
2 de diciembre	Acto de graduación bachilleres y Normalistas.	Rector-Secretaria General
2 de diciembre	Culminación de año escolar	SED
5 de diciembre	Inicio de vacaciones docentes	SED

image 8. Institutional chronogram December



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## **PEDAGOGICAL LEVEL**

### **Language area plan**

In order to achieve the goals stated in the PEI, the “Escuela La Normal Superior de Pamplona”, assumed the pedagogical model called "Curricular and Human Integration". As mentioned in the previous title, to support a new epistemological point of view that favors the way of being, thinking and transforming reality, the concept of "integrity" said by Edgar Morin was adopted.

Alluding to "complex knowledge" it results from a recontextualization and reconceptualization of what is "real" described as a totality where all the elements that compose it are related to each other.

### **Available educational resources**

The ENSP in seeking to integrate itself to the national policies of implementation and adoption of ICT as pedagogical tools, has made efforts to computerize the curriculum of the different areas of knowledge, strengthening access to E-LearningOnLine and Intranet platforms, as well as pedagogical strategies based on Web 2.0.



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Some of the resources used are:

- Student book
- Spanish-English dictionaries
- Songs
- Video Beam
- Computers
- Sheets related to English vocabulary

### **The supervisor's schedule**

The teacher in charge of the English course was Fabio Peñaloza Flórez. He worked with 6<sup>th</sup>, 7<sup>th</sup> and 9<sup>th</sup> grades who had a length of three institutional hours composed (50 mins) per week with each one of the groups.



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DOC: FABIO PEÑALOZA FLOREZ							
DIA	HORA	6 - 01	6 - 02	7 - 01	7 - 02	9 - 01	9 - 02
LUNES	1				17 ING		
	2				17 ING		
	3						17 ING
	4						17 ING
	5						
	6						
MARTES	1						17 ING
	2						
	3				17 ING		
	4						
	5						
	6	17 ING					
MIÉRCOLES	1		17 ING				
	2						
	3	17 ING					
	4	17 ING					
	5					17 ING	
	6					17 ING	
JUEVES	1						
	2						
	3			17 ING			
	4			17 ING			
	5		17 ING				
	6		17 ING				
VIERNES	1						
	2						
	3			17 ING			
	4					17 ING	
	5						
	6						

image 9. Supervisor schedule

## POPULATION LEVEL AND INFORMATION OF THE SUBJECTS

### Number of students – gender – age – language level

The school has 800 students approximately between 4 and 18 years' old who attend the kindergarten Elementary, Secondary, and High School. It is supposed students to have an A1 proficiency level (first elementary) at the end of primary school, an A2 proficiency level (second





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elementary) in secondary school, and a level B1 proficiency level in high school, according to decree 3870, in accordance with the European framework of reference (first and second intermediate level).

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

*image 10. Marco Común Europeo*

## Parent community

Two representatives of the parents are elected by the Directors of the Parents Association. In the ENSP the parents' council is formed for helping the school in a situation of coexistence with the students, but also for being the representatives of the community where the school is.



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## Syllabus

GRADO: OCTAVO

RESPONSABLE: MARIA RAFAELACOTE

TRIMESTER: I

EJE PROBLEMATIZADOR (Investigative Project of Class): HOW COLOMBIA BILINGUE PROGRAM HAS CONTRIBUTED TO IMPROVE THE ENGLISH LEVEL IN OUR STUDENTS?  
BASIC LEARNING RIGHTS:

- ✦ Requests and provides information about experiences and plans in a clear and brief manner, using his/her own information or information about your familiar situations.

SUBPROCESOS (Estándares)	NÚCLEO TEMÁTICO (Contenidos Módulos)	DESEMPEÑOS (Goals, Currículo Sugerido)	METODOLOGIA (Currículo Sugerido page 20)
<ul style="list-style-type: none"> <li>✦ Explains in written form different familiar situations and facts in a coherent and simple manner.</li> <li>✦ Recognizes specific information in short oral and written texts on topics of general interest. Students use images, different readings and strategies.</li> <li>✦ Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays, where students may express opinions.</li> <li>✦ Makes recommendations to people in his/her community about What to do, When and How, based on daily situations in his/her family life, school or environment.</li> <li>✦ Makes brief presentations on academic topics related to his/her school environment to community.</li> <li>✦ Expresses emotions and feelings about situations or specific topic related to his/her family or school</li> </ul> <p>Briefly narates current facts, daily situations or personal experiences orally or in written form</p>	<p>PERSONAL INFORMATION.</p> <ul style="list-style-type: none"> <li>* Students introducing yourself orally and written form, and his/her family situations.</li> <li>* Different vocabulary according to topic He/She choose previously.</li> <li>* He/she talks about his/her life, family, activities in his/her free time.</li> <li>* Remember dates: Months of the year, days of the week, cardinal and ordinal numbers from 0 to 100. Colors, subjects, foods, drinks, fruits.</li> <li>* Students remember greetings and Goodbyes.</li> <li>* Work in pairs: Students ask and answer information about personal life. They do the dialogue.</li> <li>* Students tell about daily routine. They Talk about hobbies and habits.</li> <li>* Remember: House's parts, Human body,</li> </ul>	<ul style="list-style-type: none"> <li>* Give and request personal information with WH - Questions about his/her life, age, birthday, cellphone number, family, like and dislike.</li> <li>* Describe people and daily routine and activities.</li> <li>* Give and follow instructions</li> <li>* Understand and use the language in the classroom.</li> <li>* Write a short paragraph about his/her life using present simple tense.</li> <li>* Utiliza el vocabulario adecuado y suficiente para hablar de la rutina diaria</li> <li>* Escribe textos sencillos con cohesión y</li> </ul>	<p>*Task Based Learning Aprendizaje basado en tareas)</p> <ul style="list-style-type: none"> <li>* It is based on the development of tasks that offer a variety of communicative activities. It has three moments:</li> <li>* Before the task: the teacher presents a context for the task.</li> <li>* During the task: students work in pairs or groups to fulfill the task assigned.</li> <li>* After the task: the teacher clarifies and answers questions and difficulties.</li> </ul>

image 11. Syllabus 8<sup>th</sup>



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	PLAN DE ASIGNATURA	02 - 02 - 2017

GRADO: NOVENO

RESPONSABLE: MARIA RAFAELA COTE

SUBPROCESOS	CRUCE DE ÁREAS	NÚCLEO TEMÁTICO	PROYECTOS TRANSVERSALES COMPETENCIAS	DESEMPEÑOS	ESTRATEGIAS DE ENSEÑANZA	RECURSOS	ESTRATEGIAS DE EVALUACIÓN
<b>LISTENING</b> Comprende una descripción oral sobre una situación, persona, lugar u objeto. 1, 2  <b>READING</b> Valoro la lectura como un hábito importante de enriquecimiento personal y académico. * Identifico el significado adecuado de las palabras en el diccionario según el contexto. 1, 2  <b>WRITING</b> Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1, 2  <b>SPEAKING</b> Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1, 2  <b>DIALOGUE</b> Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 2, 3	<b>ESPAÑOL</b>  Expreso en forma clara mis ideas y sentimientos, según lo amerite la situación comunicativa.  Utilizo la entonación y los matices afectivos de voz para alcanzar mi propósito en diferentes situaciones comunicativas.  Entiendo el lenguaje empleado en historietas y otros tipos de textos con imágenes fijas.  <b>MATEMATICAS</b> Reconozco significados del número en diferentes contextos	<b>ENJOY SPORTING</b>  Activities that are in progress while speaking  Parallel with Present continuous and Present Simple. Questions and answers in different situations.  Describing actions.  Describing events in a story. Using prepositions of time: in, on, at. WH questions: What, where, when, how... Connectors: then, after, and, Using Possessive adjectives. Personal Pronouns and Object Pronouns.  Sports, clothes. Equipment and the weather.	<b>PESCC</b>  * Participo en la construcción de comportamientos Culturales de género flexibles, igualitarios y dignificantes, que permitan la vivencia de diferentes opciones de vida entre hombre y mujeres en un marco de equidad.  *Soluciono mis conflictos de forma pacífica y dialogada, encontrando balances justos que relacionan los intereses personales	*Habla acerca de su juego o deporte favorito. *Habla acerca de las habilidades. *Lee y escribe textos sobre algún deporte. *Entrevista a algún deportista de su colegio o ciudad. *Contesta preguntas con el auxiliar Can.  Redacta una historieta de acuerdo a las imágenes sobre lo que está sucediendo.  *Describe las acciones de los protagonistas de una historia, cuento.  *Expone un hecho o aspecto que está sucediendo en su familia o en el entorno escolar.	Manejar software interactivo en el laboratorio de Bilingüismo como: Explorar temas. Leer textos. Escuchar grabaciones. Ver videos cortos. Llenar formatos Grabar, oír su voz y comparar con los patrones dados por el programa Manejar textos donde le destacan vocabulario de la unidad. Utilizar la red para complementar estudio y elaborar trabajos. Elaborar carteleras. Dramatizaciones. Crear de e-mails. Elabora trabajos en computador. Concursos.	Laboratorios, textos, fotocopias, software interactivos, red de internet, grabadoras, Audio CDs y CD Rooms, videos, memorias	Ejercicios orales Conversatorios Diálogos Evaluación oral Evaluación escrita tipo Icfes y otras. Observación directa Talleres

image 12. Syllabus 9<sup>th</sup>



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GRADO: SEPTIMO

RESPONSABLE: MARIA RAFAELA COTE

TRIMESTER: I

EJE PROBLEMATIZADOR (Investigative Project of Class): HOW COLOMBIA BILINGUE PROGRAM HAS CONTRIBUTED TO IMPROVE THE ENGLISH LEVEL IN OUR STUDENTS?

## BASIC LEARNING RIGHTS:

- Participates in a short conversations providing information about himself/herself as well as about familiar people, places and events, using simple phrases and sentences previously memorized.
- Describes people, activities, events and personal experiences orally.
- Write short and simple texts about familiar actions, experiences and plans using a sequence of images and a pre-established model for the text.
- Understands the main idea and details related to activities, places and people in short descriptive text through familiar words and phrases.
- Recognizes specific information in written and oral texts related to objects, people and actions when they are familiar to the students.
- Gives and follow instructions, recommendations and suggestions about topics relates to his/her immediate context.
- Describes actions related to a subject in his/her family or school environment.

SUBPROCESOS (Estándares)	NÚCLEO TEMÁTICO (Contenidos Módulos)	DESEMPEÑOS (Goals, Currículo Sugerido)	METODOLOGIA (Currículo Sugerido page 20)
<b>LISTENING</b> • Comprendo en formación básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. 2, 3	<b>PERSONAL INFORMATION.</b> • Students introducing yourself in oral evaluation in class.  • He/she talks about his/her life, family, activities in his/her free time.	• Give and request personal information with WH. Questions about his/her life, age, birthday, cellphone number, family, like and dislikes.  • Describe people and daily routine and activities.	• Task Based Learning Aprendizaje basado en tareas)  • It is based on the development of tasks that offer a variety of communicative activities. It has three moments:
<b>READING</b> • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1, 2	• Remember dates: Months of the year, days of the week, cardinal and ordinal numbers from 0 to 100. Colors, subjects, foods, drinks, fruits.  • Students remember greetings and Goodbyes.	• Give and follow instructions  • Understand and use the language in the classroom.	• Before the task: the teacher presents a context for the task.
<b>WRITING</b> • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1, 2	• Work in pairs: Students ask and answer information about personal life.  • Students tell about daily routine. They Talk about hobbies and habits.	• Write a short paragraph about his/her life using present simple tense.	• During the task: students work in pairs or groups to fulfill the task assigned.
<b>SPEAKING</b>	• Remember: House's parts, Human body. School Supplies Vocabulary and sentences.	• Utiliza el vocabulario adecuado y suficiente para hablar de la rutina diaria	• After the task: the teacher clarifies

image 13. Syllabus 7<sup>th</sup>

	<b>ESCUELA NORMAL SUPERIOR DE PAMPLONA</b> L.F. Resolución 04454 del 28 de octubre de 2016, emanada de la SED. Verificación de Condiciones de Calidad por Resolución 12656 de diciembre 27 de 2019, emanada del MEN. DANE 154518000265- Inscripción Dptal. 1518162007 NIT 800197417-5	FA002-V002
	<b>PLAN DE ASIGNATURA</b>	01-2019

GRADO: 6

RESPONSABLE: ARIEL MOGOLLON MORENO

TRIMESTRE: PRIMERO

EJE PROBLEMATIZADOR (Proyecto Investigativo de Aula): HOW COLOMBIA BILINGUE PROGRAM HAS CONTRIBUTED TO IMPROVE THE ENGLISH LEVEL IN OUR STUDENTS?

## BASIC LEARNING RIGHTS:

- Participates in a short conversation
- Requests and provides clarification on how names and unknown words are spelled
- Understands and uses familiar words and short phrases about routines, daily activities and preferences
- Describes the basic characteristics of people, things and places

SUBPROCESOS (estándares)	NÚCLEO TEMÁTICO (contenidos módulos)	DESEMPEÑOS (goal currículo sugerido)	INDICADOR DE DESEMPEÑO (aparecen currículo sugerido)	METODOLOGIA (currículo sugerido page 20)
<ul style="list-style-type: none"><li>Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares</li><li>Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.</li><li>Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.</li></ul>	<b>LIVING TOGETHER IN THE CLASSROOM</b> <ul style="list-style-type: none"><li>Say hello and goodbye</li><li>Spell out names</li><li>Ask and answer questions about basic personal information</li><li>Describe daily routines</li><li>Describe the frequency of activities</li><li>Talk about habits at school</li><li>Understand information about people's physical appearance</li></ul>	<ul style="list-style-type: none"><li>Give and request personal information</li><li>Describe persons and daily activities.</li><li>Give instructions</li><li>Spell out names.</li><li>Understand and use the language in the classroom.</li><li>Give and request information on telephone numbers and the time.</li></ul>	<ul style="list-style-type: none"><li>Use greetings appropriately in short conversations.</li><li>Completes a form with personal information.</li><li>Writes a personal profile and another person's profile.</li><li>Expresses moods and personal feelings through simple conversations</li><li>Exchanges information related to daily situations in the classroom.</li><li>Make a list of short and simple sentences about daily activities.</li></ul>	Task Based Learning (Aprendizaje basado en tareas) It is based on the development of tasks that offer a variety of communicative activities. It has three moments: <ul style="list-style-type: none"><li>Before the task: the teacher presents a context for the task.</li><li>During the task: students work in pairs or groups to fulfill the task assigned.</li><li>After the task: the teacher clarify and answer questions and difficulties.</li></ul>

image 14. Syllabus 6<sup>th</sup>



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### **Chapter III: Research and Pedagogical component**

#### **TITLE**

Focused freewriting method for fostering written production on 9<sup>th</sup> grade students by using visual designs at Escuela Normal Superior Pamplona.

#### **INTRODUCTION**

English as a foreign language is taught in every elementary, middle and preparatory school in Colombia, and the main goal of the educational project is to guide the purchase of the language so that they can use it every day. As for writing, it is one of the four important abilities because it helps students learn. They learn by immersing themselves in the language, trying to express their ideas or thoughts using the appropriate grammar; however, for this, teachers play a very important role in teaching writing because the teacher must create a suitable and ideal environment for students to start writing (Wening, 2016)

As teachers in training, we understand how tedious the writing process can be due to a lack of understanding of grammar rules, writing styles, vocabulary, constructions, or even worrying about a defined topic and students are afraid to ask about it, to help with their clumsiness in writing. Often, they do not have the possibility to see beyond the meaning of a word and are unable to construct and accommodate their ideas due to the lack of capacities, as confirmed by Tang (2009), “to think, evaluate and express these thoughts using words”. (p.1). In fact, some teachers are



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concerned about the initiative that several outstanding students in education do not have the function of accepting critical thinking to deal with the inconveniences.

Therefore, encouraging written production in public institutions gives students the opportunity to write about personal and academic aspects. Therefore, images in a classroom can enrich the writing experience by allowing students to express themselves freely, but it is not enough since it is difficult for students to express themselves without knowledge of grammatical structures and rules.

## STATEMENT OF THE PROBLEM

Based on the observation made, the students did not have the level required to fully conduct a class. The use of foreign language during classes was limited to transcribing what the teacher wrote on the blackboard, so students practiced writing by creating small sentences that contained the structures corresponding to the given topic, but some of them were not able to structure more complex sentences on their own. That is why, the objective of this project was to create a story or describe a visual design in which students can see their improvement by using a freewriting method to foster the written production to the 9<sup>th</sup> grade students from the “Escuela La Normal Superior Pamplona” from a more open and imaginative environment, making use of visual images, supporting us in the development of communicative competence.



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## JUSTIFICATION

Taking into account the needs identified during the week of observation at the "Escuela La Normal Superior Pamplona", it became evident that there was a lack of management in the four basic competencies in the learning and development of a foreign language (oral and written production, oral and written comprehension), more specifically in written production, since although the students recognized some words, it was still complicated for them to structure or organize more complex sentences. The task of the teacher in the classroom was to encourage students to generate ideas, to find the right tools to make it feasible for the student to create.

For this reason, the intention was to instill in the 9<sup>th</sup> grade students the freedom to express their ideas freely using the free-writing method, which was linked to brainstorming in the classroom.

## OBJECTIVES

### General objective

- To foster 9<sup>th</sup> grade students' written production through the implementation of visual designs based on the focused free-writing method.

### Specific objectives

- To determine what kind of vocabulary obtained after using the free writing method in 9<sup>th</sup> grade students.



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- To encourage the writing process of 9<sup>th</sup> grade students with the implementation of visual aids.
- To recognize what grammatical structures 9<sup>th</sup> grade students use

### GRAND-TOUR QUESTION:

- How could the use of the free-writing method foster the writing skills for 9<sup>th</sup> grade students by using visual images?

### SUB-QUESTIONS:

- What kind of vocabulary might 9<sup>th</sup> grade students acquire during the implementation of the project?
- How does the writing process motivate 9<sup>th</sup> grade students to express themselves and write by using visual images?
- What types of sentences could 9<sup>th</sup> grade students utilize when writing?



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## Theoretical Framework

To take into account, the development of this project, it was necessary to describe the key concepts that will provide support for implementation, so that the reader can get an idea of what this study consisted of in detail.

## Freewriting

According to Vilardi and Chang (2009) "... focused freewriting allows students to think silently and critically about the issues concerned". Indeed, this method focused on permitting the students to create a brainstorming giving the opportunity of knowing relevant aspects about a language, such as vocabulary, structures or ideas to express what they thought. This kind of vocabulary might become more widely used to describe an object or an image that contained aspects students were able to use in any context they were in.

For that reason, this method helped to develop in the student the ability to write, to create small fragments where you can see reflected the silent thinking, which consisted of not stopping to write and see any idea as good, without avoiding it; also, because it had an impact on giving more fluency when writing about something of personal or academic interest.



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## Visual aids

Moreover, as stated Stokes (2002) “using visual aids in teaching results in a greater degree of learning”. That said, implementing images in a language course was appropriated to capture the attention of the students, also because they did not have to limit themselves to a concrete idea, since the images were open to many interpretations, thus allowing the student to produce freely.

Therefore, implementing the use of images allowed students to connect with the content, besides encouraging them to create in a less tedious way, since it served to communicate ideas or concepts in a simple and easy way.

## Writing competence

“Writing is not only one of the four basic language skills in English learning, but also an important means of exchange of ideas in social lives. It is usually considered to be a sign of one’s language competence and comprehensive quality” (Zeng, 2018). Nevertheless, according to Ramelan (2003) cited by Fahmi (2016), writing competence is a process by which people must think and organize, rethink and reorganize. That is to say, this process gave the chance to rethink and rewrite the ideas, probably that at the beginning started as vague ideas, but after taking a break and reviewing them, they could be organized to give them a better structure.



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## English Language

A language cannot be taught, the way in which this learning should take place would be by creating situations where the student can spontaneously express his ideas. The correct use of a language is important for students in higher education, regardless of the area or career in which they found. Flanagin and Rudd (2000) stated that “English is necessary for all professions”. Nevertheless, the use of a foreign language in high school students was not an easy task because of the lack of vocabulary. On the other hand, according to Chang (2011) and Macaro (2018), “English language is now recognized as the primary medium of the global academy”. As it is the main language of communication and instruction for students in higher education.

## Literature Review

In order to understand the background of this study, it was essential to search for similar studies to investigate them and support the realization of this idea whose objective was to foster the written production from 9<sup>th</sup> grade students in a public school. This section was composed of the following category: benefits of visual designs to encourage written production.

### Benefits of visual designs to encourage written skills.

Navidinia (2019) in his study, carried out in Iran, and sought to examine the potential contribution of using pictures for developing EFL students’ writing. The main population of this study was 34 learners. The results showed a positive effect on using images in teaching EFL writing.



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On the other hand, Fonseca (2017) in her study, carried out in Bogota, Colombia. It focused on identifying the influence and the impact of using visual literacy to develop writing skills. The proposal was developed in three moments, in which the lack of interest, participation and little use of the foreign language by those involved was evident. However, during the analysis stage, there was an increase in motivation and a positive impact on the development of written skills and the learning of English as a foreign language. Furthermore, Panjaitan (2021) in her study that aimed to investigate the improvement of writing skills for 25 students at the University of Indonesia. The results showed that the picture and picture method could improve students' skills and in turn, their classroom situation in writing text.

Consequently, Liong (2019) in her study, carried out in Malaysia, which was focused on investigating the effectiveness of images in helping students write. In this project, two written assignments and a questionnaire containing 16 questions were used. According to the results, the fact of using images in class helped students to write, as well as they agree that the teacher brought images to the classroom to nurture the teaching and learning process. Finally, Germinastiti (2020) in his study, developed in South Sulawesi, Indonesia. It focused on knowing the effectiveness of pictures in writing class of senior high school students. The population was 100 students distributed in five. The results showed that pictures enhanced the writing skill of Senior high schools' students.



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### **Methodology of the implementation of the pedagogical project.**

1. Approach to the population under study.
2. Identification of the problem situation.
3. Documentation and approach to the reality to be investigated.
4. Design of strategy to improve English foreign language proficiency.
5. Execution of the designed activities.
6. Research product design.

### **Description of activities carried out through the implementation of stages**

In order to achieve the objectives proposed in this project, it was necessary to make a description of the methodology that was implemented. For this reason, it was specified that this methodology was developed at the “Escuela La Normal Superior Pamplona” for 9<sup>th</sup> grade students.

Once this was done, to fully comply with the proposed objectives, the stages in which the project were developed should be explained to the selected population so that they can be aware of how the activities proposed by the teacher in training were carried out.

Now, in order to show how it was implemented, the five stages that were used are as follows:



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To develop the **first stage** of the project, it was necessary to be clear about the difference between a noun (*a word that represents a person, thing, animal or place*), a verb (*a word used to describe an action*) and an adjective (*a quality attributed to an object*); since this **first stage** consisted of identifying different grammatical codes that would allow students to move on to the next stage.

To do so, the three participants made a list of the words that had been acquired through the use of the first picture to be considered. The following words seen in the annex 2, it can say that participants sometimes limited themselves to write a vast list of words because of they did not read or even they were not interested in enhancing their lexicon. (See annex 2).



*annex 1. Picture n°1*

As can be seen in Annex 2, participant one was able to identify a series of words that made up the illustration. Nevertheless, as we progressed forward the stages, we could notice how students increased the vocabulary used with the following visual designs.



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Picture 1

(stage 1)

Participant 1:

- Nouns: circles, lines, lips, nose
- Adjectives: orange, blue, yellow, beautiful
- Verbs: to see, to detail

*annex 2. Data collection stage 1, participant 1, picture n°1*

As mentioned above, the first stage consisted of identifying three specific codes (noun, adjective and verb) that would allow us to make a short description about the images that were selected to the execution of this project. In this case, participant 2 related a greater number of words than participant one in the first picture.



*annex 3. Picture n°2*

## PICTURE 2

(stage 1)

Participant 2:

- NOUNS: face, shapeless, squares, curves, painting, nose.
- ADJECTIVES: interesting, light blue, dark green, different, purple.
- VERBS: to admire, to understand, to feel, to tell, to explore.

annex 4 Data collection stage 1, participant 2, picture n°2

In the annex 4, we can see how much the acquisition of vocabulary increased taking into account the previous images.



annex 5. Picture n°3

## Picture 3

(STAGE 1)

Participant 3:

- NOUNS: enigma, rectangle, circle, ball, stairs, lamp, heron.
- ADJECTIVES: small, complicated, curious, pink.
- VERBS: to explore, to write, to analyze, to recognize, to admire.

annex 6 Data collection stage 1, participant 3, picture n°3



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After completing stage one, we proceeded to the **second stage**, which consisted of writing down random ideas according to the vocabulary obtained in stage one. This step was particularly important because it allowed them to create grammatical structures and, in turn, expand their vocabulary (see annex 7, 8, 9).

(STAGE 2)

PARTICIPANT 3:

- I really like the painting because it is abstract
- the geometric figures give a particular shape to the painting.
- the painting shows the silhouette of a person.
- the light blue color looks like a wing.

annex 7. Data collection stage 2, participant 3, picture n° 3

(stage 2)

Participant 2:

- The image doesn't have shape
- The nose is big
- There are some primary colors
- It is a rectangular painting.
- The painting looks like a mosaic.

annex 7. Data collection stage 2, participant 2, picture n° 3



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(Stage 3)

Participant 1

I like the picture because because because it shows magic, magic, ma i could see a marvelous picture, it has many elements that allow, that allow viewers can create ideas ideas according the picture they are seeing

(Stage 4)

Participant 1

I like the picture because it show magic. I can see a marvelous picture that has many elements which allow viewers can create ideas according the picture they are seeing

annex 9. Data collection stage 3 and 4, participant 1, picture n°3

Taking into account annexes 7, 8 and 9, the students had to write ideas in relation to the vocabulary obtained in the previous stages, in order to construct sentences that reflected an initial part of the meaning of each visual design. Likewise, it was noted how this activity allowed students to create a progression and lead a process for the creation of the final product.

Once stages one and two have been completed, we proceeded to the implementation of the free writing method, as a fundamental factor in the development of this project. This **third stage** consisted of writing down the ideas that came to your mind regardless of whether the idea was good or not. The main idea was not to stop and, in case of not having clarity on the next word or sentence, this method permitted the participant to go to repetition until a new idea came to mind.

For this reason, this method made it possible to gather information previously seen and also to create new ideas. (See annex 10)



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As can be seen in Annex 10, although this method was tedious for the students, only participants one and two completed the third and fourth stage, since one of them stated that they did not like this method, and some participants were reluctant to write more due to the short time given for this activity.

(stage 3)

Participant 2:

- The elements I identify, parts of the face such as nose, eyelid, chin, chin, eyes, eyes and some difficult to understand aspects. Each painting (incorrect) (change to "square") represents a different version of the person who is caricatured.

(Stage 4)

Participant 2:

- The elements I identify are parts of the face such as nose, eyelid, chin, chin, eyes, eyes and some difficult to understand aspects. Each square represents a different version of the person who is caricatured.

annex 10. Data collection stage 3 and 4, participant 2, picture n° 3

In the previous annexes, the use of the vocabulary used in the first stage was noted, resulting in the use of grammatical codes that alluded to a specific image.

(STAGE 4)

PARTICIPANT 3:

- I like the painting because it shows how colors can help to give a silhouette to something or represent by colors the image the shape of something.

annex 11. Data collection stage 4, participant 3, picture n° 3



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In the **fourth stage**, the participants had to organize the ideas written in stage three, in order to foster the students' written production and provide them with vocabulary so that they could express their thoughts more fluently. Certainly, the greater part of the words observed in the evidences were practically the same. Likewise, after having implemented the stages in this order, we proceeded to structure the ideas, correct their writings to obtain a well-structured text which, as a result of these writings, we managed to create a mini-story or a description about the last image, **fifth stage**, which was a painting that contained more elements to be described by bearing in mind the vocabulary written during the development of the first stages.

Taking into account knowledge gained in the previous stages, four images containing elements to be described by the students were taken as a reference to obtain vocabulary and foster written production. The images are mostly abstract, with a variable meaning for each participant, so there was a first approach with the images to familiarize them. Nevertheless, the last image was a different picture (see annex 12). The participants in this last stage had to write a short text relating everything they had learned in other stages. For this, it was necessary to carry out the first stage, where the possible words that described the first painting were examined. This was achieved thanks to the identification of grammatical codes that allowed them to express themselves more easily in writing.



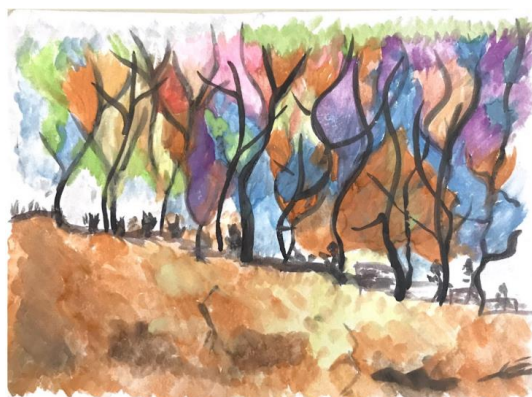
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annex 12. Picture n° 4

To do the **fifth stage**, the participants had to write a description of the image in question, taking into account the vocabulary worked on in previous stages. As you can notice in annex 13, participant one built up a short description with a number of words around 50 which was important thanks to the progress acquired through the previous stages.

(stage 5)

Participant 1

The last painting I liked the most because it had a different landscape from the previous ones; the landscape I can say is beautiful, it had many elements that made up a work of art, using technique, love, and an adaptation with a personal touch; in terms of colors a rainbow-colored fire is represented where it shows how people live under it as if it were part of our nature, a fire that doesn't burn but that feels vs comfortable

annex 13. Data collection stage 5 participant 1 picture n°4



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As can be seen in annex 14, participant two wrote a text describing the image in annex 12, using what he/she learned in the previous stages, the participant made a well-structured paragraph using words from different language levels and, as well as the use of grammatical structures helping to encourage and foster written production through free writing.

FINAL RESULT  
(Stage 5)  
Participant 2:

Comparing the last painting with the previous ones,  
I really liked how the author recreated a  
Scene of everyday life through the use of  
Colors.

The landscape had a diversity of colors. that were  
found in the image recreated a rainbow but  
in the form of a landscape, captured there as an  
indispensable part of the life of the human being,  
where each color represented the soul of a  
Person.

*annex 14. Data collection stage 5 participant 2 picture n°4*

As a result of the implementation of this project, it was important to highlight the progress students had during the development of the stages, which were vital to obtain the final result. As you could notice, through the implementation, participants could identify a series of words, not only those requested in the stage one, but also some other kinds of word such as conjunctions, articles, verbs and vocabulary in different English levels that permitted to achieve a better structured idea.



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## **Research Methodology**

### **Participatory action research**

Kurt Lewin (1944), cited in Olaya and Villamil (2012, pág. 83) affirmed that the action research method consists of “the search to formulate an immediate action to a problem in the classroom”, That is mean, as the main agent in the educational context, the researcher teacher can distinguish the situations where action is required in order to teach and learn; in this way, to find a solution to the educational phenomenon. In other words, action research focuses on seeking an alternative to amend a situation by applying actions to improve an educational boundary.

### **Qualitative approach**

This project was developed through the qualitative approach which is described by Creswell (2014) "as a holistic approach that involves discovery, and as a development model that occurs in a natural setting which allows the researcher to develop a level of detail from high participation in real experiences". That said, to be involved in a context or situation where the learner must discover in his real context elements that may allow him to achieve a level of progress from his participation in his experiences.



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### **Action-inquiry design**

This qualitative pedagogical research adopted an action-inquiry design, which is a methodological approach focused on the observation of a situation or a social problem with the aim of producing a change or an optimization among participants. This design is expert-friendly and is based on two elements that work simultaneously in a mix: the action component which is based on practical action and the research component which is emphasized in generating, informing, and building a theory (Burns, 2015).

### **Population, sampling, and setting**

The population to be studied will be the 9<sup>th</sup> grade students from the “Escuela La Normal Superior Pamplona”. The participants will be around three students who will be selected under the convenience sampling defined by Kothari (2004) as “convenient” sources of ease of access, that is to say, students who will be selected deliberately by the researcher.

### **Description of the study population**

The study population was the 9<sup>th</sup> grade of the School La Normal Superior Pamplona, in the municipality of Pamplona, Norte de Santander, which is located in the urban sector. The population served are students of social status one and two, of which a certain percentage of students have access to a route since the majority live in surrounding areas. Students do not have internet connectivity.



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On the other hand, the institution has a wide infrastructure such as library, computer room, arts room, chapel, bilingual hall, dining room and recreation spaces. In addition, as for the teaching of English, students have difficulties in communication skills; being their language level A1. The vocabulary used in class is basic, they have difficulty pronouncing correctly and it is difficult to identify grammatical structures according to their grade level.

### **Instruments**

For data collection, it was necessary to use certain instruments such as semi-structured interviews, direct observation where field notes were made.

Once the methodology has been proposed, we will open the way to the application of the aforementioned. The semi-structured interview was addressed to know the perception and first impressions regarding the application of the project, because the final product was the result from the implementation of this.

On the other hand, direct observation was conceived with the purpose of keeping a reflective diary which served as a support to take notes of the relevant aspects observed during the implementation of the project. Bearing the above in mind, the pre-service teacher gave way to the application of the three instruments which had the purpose of supporting the data collection, which answered the questions posed in this component of the pedagogical research.



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## **Semi-structured interviews**

One of the instruments applied was the semi-structured interview, which according to DeJonckheere and Vaughn (2018), “semi structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues.

To understand the nature of the semi-structured interview, and its purpose, for the advancement of this project, a single interview took place at the beginning of the process to learn about the perceptions, first impressions and expectations regarding the implementation of this project which sought to encourage written production in students. (See appendix 1)

The former interview was applied to three 9<sup>th</sup> grade students. The interviews were conducted through voice audios, due to the short time and the number of extracurricular activities presented at the institution during the application of the instruments.

## **Field notes**

The other instrument used was the field diary, which according to Denis A. Coelho (2015) defines it as "The Field Diaries provide useful information about habits, customs, recreation, work, social life, and farming practices". Based on what the author said, field notes were a very important



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tool for data collection, allowing to record the events given during the execution of the project; this facilitated obtaining relevant information for the results of this project.

## Direct observation

The last instrument to apply was defined by Marshall and Rossman (1989) “the systematic description of events, behaviors, and artifacts in the social setting chosen for study” (p.79), which comprised the observation of those involved under study in the natural setting and participating in daily activities without breaking into their original routines.

## Chronogram

The schedule taken into consideration through this project was:

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	WEEK				WEEK				WEEK				WEEK			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Institutional observation	x	x														
Creation of the proposal			x													
Correction of the proposal				x												
Start of the project implementation					x											
Semi-structured interviews application					x							x				
Participant observation					x	x	x	x	x	x	x	x				
Reflective journal					x	x	x	x	x	x	x	x				
Final product														x		

image 15. Chronogram

## Ethical considerations

Some important aspects must be considered as key elements that were involved in this research project. The 9<sup>th</sup> students were the main agents, from the disposition and the time



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implemented on the research. All the participants agreed on an informed consent. They were informed before starting this research about their rights and responsibilities.

The data gathered was not altered by anyone but researchers as neither to any other task apart from the research due to the format that characterize this type of research.

## Results

The investigative pedagogical component was initially well received, the students showed interest in participating actively in the activities carried out during the execution of the project; the learning was significant, since the students were interested in investigating and searching for unknown words that would allow them to relate it in a real context.

Once the data were codified, and in relation to the use of the free writing method, three categories emerged. The first was related to the grammatical codes that the students were able to identify when describing the image, the second focused on the correct use of grammatical structures, and the last one referred to the increase in vocabulary acquired during the execution of the project.

### Encouraging the use of written production:

In this first category it was found that the use of the free writing method, according to Vilardi and Chang (2009) "... focused free writing allows students to think silently and critically about the topics in question." As stated by one participant, "*yo aprovecho al máximo estas*



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*actividades extracurriculares porque puedo mejorar mi discurso escrito y, al mismo tiempo, al usar un método que me permita expresarme de forma libre, me ayuda a perder el miedo y aprender". (Participant one)*

It is important to mention that some students showed interest in the project in the first part of data collection and identifying grammatical codes, expanding their knowledge in the foreign language in company with the improvement of written production. According to some of the participants: *"considero que la acogida de estas actividades debería ser frecuente, porque nos ayuda a aprender el idioma y nuevo vocabulario por medio de imágenes, olvidando un poco las estructuras o reglas gramaticales"*. Although it is important to know the grammatical rules, in the free writing method, the participant is allowed the freedom to write as many ideas as possible, no matter how valid the idea was or not, as stated by another participant: *"...durante las clases, aprendemos estructuras gramaticales que terminan siendo tediosas, pero más allá de aprender éstas, las actividades de escritura libre permiten explorar e indagar en saberes que aún son ocultos para uno"*.

As fundamental part of the process, it was normal that students were afraid or apathy when participating, but when executing the project in stages, it allowed participants to go step by step until a final product is finished.



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## Implementation of grammatical structures

Needless to mention, English grammar has a certain degree of complexity since sometimes the order of the words changes and each structure maintains a specific order since each one is attributed an auxiliary for the correct use of writing. (Borillo & Garcia, 2000). Given this, the students had no problem in structuring the sentences, since they knew the correct order when they used the grammar codes, which had a specific order.

Nevertheless, it can be said that the process was satisfactory since it positively influenced the review of grammatical structures (present and past simple, modal verbs), making the correct use of when the adjective described an object. Just as the participants agreed that: *“el proyecto aporta de manera significativa a mi rendimiento académico ya que haré un repaso de las estructuras que vemos en clase, además, con la implementación del proyecto puedo reforzar mis habilidades lingüísticas y a su vez, lograr fluidez al momento de expresarme”*.

Likewise, free writing as a method to promote the written production of this population, not only helped them to know how to use grammar, but also to write more complex writings, making use of the grammar codes identified in the first stage of the project. As one participant stated: *“por los menos, en mi caso, esta actividad me ayuda tanto en mi formación académica, como también a crear escritos coherentes, haciendo el uso correcto de la lengua para aumentar nuestro vocabulario”*. (Participant 2).



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## Increasing Students' vocabulary through Visual designs

The last category referred to the increase in vocabulary acquired by the participants, taking the vocabulary of stage one as a reference, in comparison with the words they learned and used in the final product, which consisted of writing a text describing a visual design. This confirmed the progression on the part of the participants, enriching their vocabulary in the foreign language.

In order to understand the progression of the vocabulary acquired during the five stages of data collection, the vocabulary was classified according to language level, from A1 to C2.

Vocabulary English Level (A1)
• Painting (noun)
• To say (verb)
• Beautiful (adjective)
• People (noun)
• To show (verb)
• Easy (adjective)
• Tree (noun)

Table 1. Vocabulary English level A1



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Table 2. Vocabulary English level A2

<b>Vocabulary English Level (A2)</b>
• Work of art (noun)
• Fire (noun)
• To burn (verb)
• Comfortable (adjective)
• Scene (noun)
• Fourth (noun)
• Forest (noun)

Table 3. Vocabulary English level B1

<b>Vocabulary English Level (B1)</b>
• Make up (verb)
• Technique (noun)
• To touch (verb)
• Human (noun)
• Attention (noun)
• To create (verb)
• Earth (noun)



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Table 4. Vocabulary English level B2

Vocabulary English Level (B2)
• Landscape (noun)
• Diversity (noun)
• Rainbow (noun)
• captured (adjective)
• Soul (noun)
• Abstract (noun)
• Setting (noun)

Table 5. Vocabulary English level C1

Vocabulary English Level (C1)
• Adaptation (noun)
• To recreate (verb)
• To interpret (verb)
• Silhouettes (noun)
• To envisage (verb)



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Table 6. Vocabulary English level C2

Vocabulary English Level (C2)
• Representation (noun)
• Indispensable (noun)
• Stroke (noun)

In the previous tables, the vocabulary obtained from the final product was classified, the language level of each word varied according to the dictionary used, in this case based on the Oxford and Cambridge dictionaries, virtual encyclopedias endorsed to identify the language level, concerning the annexes. Taking into account the vocabulary identified in the first stage, it was notorious the progression of new vocabulary and, in turn, the acquisition of certain words different from the level of language that the participants had.

## Conclusion

Based on the study carried out, the participation of the students was tedious since a large part of the student population was opposed to participating in this type of project. In addition, as mentioned before, the institution had several extracurricular activities that prevented a full record of the activities contemplated in the project.

The execution of this project was a journey of ups and downs, since it was a great experience as teacher in training, since a completely new topic was investigated, without



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neglecting the main objective of contributing to the student community and leaving a teaching each of the agents involved.

To conclude, the implementation of this project, specifically using the free writing method, was a good and interesting tool that allowed students to increase their confidence since their knowledge increased thanks to the fact that the stages were worked on progressively. It was vital to mention that for this process the parties involved contributed to the good development of the project, evidencing the fulfillment of the objectives.

## **Recommendations**

The practice process contemplated in the last semester allowed the trainee teacher to give a significant value to the teaching-learning process, recognizing the pedagogical value of innovating and establishing learning processes to eliminate the paradigm that learning a foreign language is difficult.

For this reason, future projects based on free writing are recommended to change the way in which we can express our thoughts without being judged. Likewise, having enough space without interruptions to fully execute the project.

On the other hand, optimizing this type of activity would be an advantage, in the sense of taking advantage of other alternatives to promote free writing, without forgetting that those involved receive feedback and know their mistakes and, in this way, correct them.



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## **Chapter IV: Community Outreach Component**

### **The acquisition of vocabulary to expand the basic lexicon of EFL elementary school students at ENSP**

#### **Introduction**

In order to promote the learning of English as a foreign language (EFL) in elementary school children in Colombia, since many of them do not have a teacher in the area of English to meet the needs that hinder the learning process. For this reason, the Foreign Language program at the University of Pamplona, with the desire to cover the integral practices of its students, allows teachers in training to be part of this localized population to serve as support in the development of a foreign language.

Based on the aforementioned, this project aimed to introduce teachers in training to the classrooms where the integral practice took place. For this purpose, the beneficiary population were the students of "La Normal Superior Pamplona" school, being the main one involved.



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On the other hand, taking into account the needs observed in the population to work, it is important to indicate that the area of English was not a non-existent subject in elementary school children, because the school has the training program complementary, allowing those students to make their practicum as pre-service teachers, in different areas of knowledge, thus allowing the good cognitive development in younger students, proceeding to the implementation of flashcards containing images, making it easy to understand the new vocabulary raised in each class.

Considering the use of flashcards in the classroom, it can be mentioned that this strategy for vocabulary acquisition allowed each students' mind to relate the image to the name, and in turn, facilitate understanding (Vargas, 2008). In addition, it was a very good tool to instill in students the ability to want to inquire on their own.

### **Justification**

The University of Pamplona, in order to involve its 10<sup>th</sup> semester students to the practicum in every school requested, intended to benefit the student community, specifically the ENSP, the child population, as well as to support teachers to carry out this project on vocabulary acquisition.



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## Objectives

### General objective

- To foster the acquisition of new vocabulary for elementary students at ENSP by using flashcards

### Specific objectives

- To assist as support in primary classes at ENSP.
- To promote a foreign language in a primary school context by using flashcards.

## Methodology

Throughout this section, it was taken into consideration that the teachers in charge belonged to other areas of knowledge and not exactly to English, that is why, the teacher in training looked for the necessary basic tools to carry out a more dynamic class, including games and activities for free expression and at the same time learn new words that helped for future tasks. This is so that the students felt comfortable when speaking and could interact with their classmates.



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**Technological resources, didactic strategies, population, competencies to be developed, pedagogical resources**

The ENSP has a bilingual classroom equipped to have a suitable English class, but it is only for the use of the upper grades, however, the classroom proposed to carry out the English classes has the physical tools to work fully, such as dictionaries, computers, games, books, among others. The main method to be used throughout the classes was the implementation of flashcards allusive to the vocabulary proposed for each class, such as numbers, professions, parts of the house, among others.

On the other hand, the beneficiary population of this project was the 2<sup>nd</sup> grade students, and in turn, the students from 1<sup>st</sup> to 5<sup>th</sup> grade of “Escuela El Cariongo”, in total there are 42 children who will benefit from this project.

By contrast, the competencies to be developed during the process and acquisition of new vocabulary were oral comprehension and written production, given in the repetition and transcription as a form of practice. Finally, students benefitted from authentic materials which allowed them to achieve what was promised and also to appropriate new words every day.



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**Description of the activities implemented with the primary school community or with the proposed activity according to the needs of the institution.**

The acquisition and review of new vocabulary has been worked on in 2<sup>nd</sup> grade students of "Escuela La Normal Superior Pamplona" and, preschool to 5<sup>th</sup> at "Escuela sede El Cariongo", through the game "guess the word" as a creative strategy that allowed the acquisition of new vocabulary but more gamified way. It is important to mention that the activities were worked together, where the whole class was involved. Contact hours with elementary students were Wednesday and Friday during the week. (See teacher's schedule)

HOUR	DAY
7:00 - 8:50 am	Wednesday
7:00 - 8:50 am	Friday

*image 16. Teacher's schedule*

Among the activities developed, there were games such as:

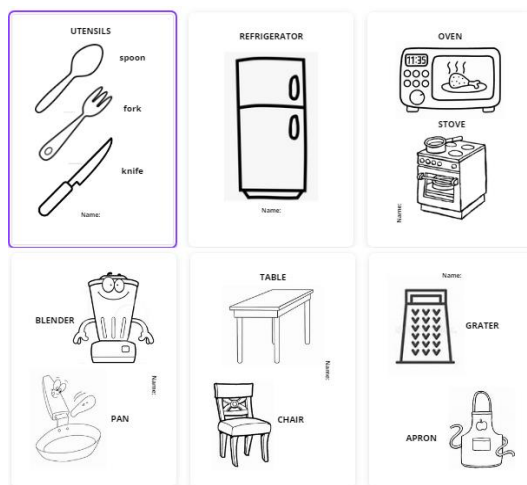
- Flashcards: the students, through pedagogical cards, using repetition, were able to identify the original meaning without the need to use a dictionary. The vocabulary addressed in the first class was the parts of the house, specifically the parts of the kitchen.



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*image 17. kitchen elements*

As mentioned above, the cards to take into account were the kitchen parts, so the students had to color the corresponding image, or paste colored paper as appropriate. (See image 19)

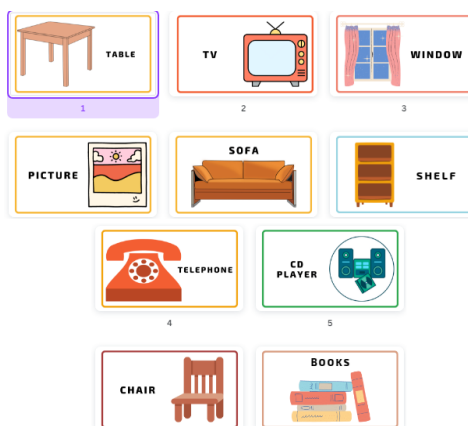


*image 18. Corresponding image to color*



*image 19. Evidence kitchen elements*

Moreover, following the order of the schedule, the next material was the parts of the living room (see image 21). This time, the students had to choose the part they liked the most from three options and color it. (See image 22)



*image 20. living room elements*



image 21. Living room activity

The use of flashcards has been vital for learning a foreign language, because it was an effective method of memorization. The theme to be addressed during this process were the parts of the house and its elements (kitchen, living room, bathroom, room) (see image 25) because they contained suitable vocabulary to identify elements of the house of daily use, as well as learning the parts of the body (See image 23).

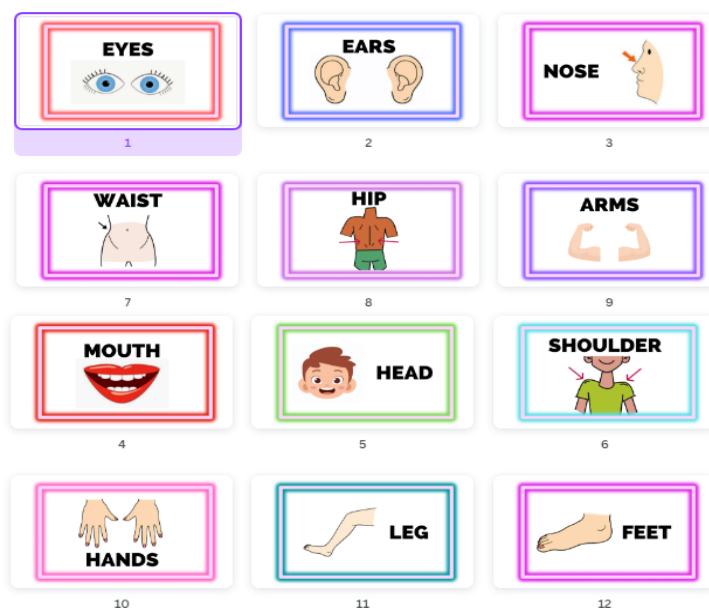


image 22. Body parts

Another activity for the acquisition of new vocabulary was the song, it was chosen to change to an activity that required greater mobility, in which students should through singing, practice the parts of the body and identify them as the main objective. (See image 24)



image 23. Body song



image 24. Kitchen, bathroom and bedroom elements





image 25. Evidence



image 26. Professions



Finally, an extra activity emerged after addressing the topics raised in the schedule. On this occasion, they were wild animals, but for this, "guess the card" was taken into account, which encompassed the student first taking a look and then the teacher or moderator removing a card, then the student had to guess what the card was missing and then, the student had to pronounce and translate the word in question.



*image 27. Animals' flashcards*



*image 28. Guess the card*



*image 29. Evidence last day*

## Chronogram

ACTIVITIES	DESCRIPTION
A	Introduce myself to first to fifth grade students
B	Creation of the materials to integrate into the guides carried out in every class
C	First interaction: flashcards about the parts of the house (first class parts of the kitchen)
D	Second interaction: flashcards about the parts of the house (second class parts of the living room)
E	Third interaction: flashcards about the body parts
F	Fourth interaction: flashcards about the parts of the house ( fourth class parts of the bedroom and bathroom)
G	Fifth intervention: flashcards about professions

*image 30. Primary chronogram*



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## Conclusion

The teaching-learning process addressed in the outreach component, specifically oriented to the teaching of English in the primary grade of “Colegio La Normal Superior Pamplona”, had an optimal development and good management of the activities conceived during the process. The students always had the willingness to learn and review the vocabulary proposed for each class and, they assumed the value of learning while playing and implicitly learning new vocabulary.

This experience was fruitful, since being a professional in training, we had to be informed and updated daily since the world was constantly changing, so we had to be aware of all the advances not only at the classroom level, but also in the integration of values that allowed us to grow as a person.

See Appendix 2: Evidence of the outreach component to the community.

See Appendix 3: Activities worked with primary students



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## Chapter V: Intra-institutional Activities Component

### Introduction

As pre-service teachers, the role is not only focused on teaching and guiding a class (whether structures, vocabulary or others related to the English language), but also integrating and linking yourself to the extracurricular activities proposed by the institution "ENSP", so that the practicum is integral, playing an active role in the environment where you are surrounded. All this in order to become familiar with the institutional programming, teachers, administrators and students.

### Justification

As teachers in training, it is important not only to attend and comply with the weekly hours, but also to be included in the academic activities proposed by the institution, since it is the ideal space to become familiar with many of the procedures involved in a school and thus obtain a vast experience.



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## Objectives

### General objective

- To engage in the extra-curricular and school activities at the Escuela La Normal Superior Pamplona.

### Specific objectives

- To provide support to other teachers in the organization of academic events and activities.
- To assist in the realization of cultural and institutional activities.

## Methodology

In order to be familiar with students, the methodology to be used will be flexible, bearing in mind that students recognize English as a foreign language, but it is almost new for them to be in direct contact. That is why, the main idea will be integrating vocabulary in the right scenarios that permit them to express themselves and be comfortable at the same time to talk to others and even with the pre-service teacher.



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## Chronogram

FECHA	ACTIVIDADES	RESPONSABLE
5 - 9 september	Taller derechos humanos	Nucleo 3
7 september	Día Internacional del aire limpio	Nucleo 1
15 september	Talent show	Nucleo 2
28 october	Muestra artística y popular	Nucleo 2
28 october	Día del estudiante	Rector, Docentes y Estudiantes
8 - 11 november	Aplicación de planes de mejoramiento	Docentes
17 november	Entrega de insignias - Izada de bandera	Titulares grado 4°, 5°, 10°, 11°
1 december	Clausura primaria, secundaria y media	Rector, Coordinador, Docentes de Primaria

*image 31. Intra-institutional chronogram*

## Description of the Intra-institutional activities

As a teacher in training, it was necessary to be part of the activities carried out in the educational context that would allow compliance with the processes of pedagogical practice, since it is part of the duties as a practitioner. The activities in which he played the role of counselor allowed him to help evaluate the pedagogical processes developed in the institution. Among other activities were: flag hoisting, teachers' meeting, socialization of grades.



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### **Description of the events and activities that you have led and / or organized**

Among the activities or events that took place during my stay at the institution, in mid-September the English event "talent show" took place, which consisted of leading and integrating students from different grades to be in direct contact with the language



*Evidence 1 Talent show, a musical representation*



*Evidence 2 Talent show, an artistic representation*





*Evidence 3 "Muestra artística y popular" poster*



*Evidence 4 "Muestra artística y popular" dancing*



*Evidence 5 "Muestra artística y popular" pieces of art*



*Evidence 6 Student Day*





*Evidence 7 Presentation of institutional symbols 1*



*Evidence 8 Presentation of institutional symbols 2*



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Furthermore, at the end of October, a mini cultural event was organized with the second grade, which was the preparation of a staging which was going to be presented in the "artistic and popular exhibition". In turn, in mid-November the 11<sup>th</sup> grade badges were awarded.

## Conclusion

The work carried out in the intra-institutional component left with it a wealth at a professional and personal level, who from his being contributed significantly to the processes of the institution. It should be noted that each meeting with the faculty was a space for socialization which enlivened the work environment.

The above, the participation in the intra-institutional component allowed the teacher in training to know the school operation, the transversal processes and the opportunities that could arise in any situation. What has been said above alluded to the fact that the teacher had a preparation which allowed him to exercise his role as a regular teacher.

See appendix 4. Evidence of the intrainstitutional component



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## Chapter 6: Reflective approach

### Reflection process

The writing of the narratives as teacher in training, allowed a reflection process which helped to identify the strengths of the work developed, as well as all those difficulties that arose in the development of the actions of the pedagogical components.

The aforementioned, forged in the teacher an identity that helped him to function from the pedagogical, investigative component, linkage to the community and intra-institutional activities.



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## LIST OF APPENDICES

Appendix 1: Interview protocol and authorized permission format

[https://docs.google.com/document/d/1QScHU1XXndyBwLKf3brFwuUqngFX58tN/edit?usp=share\\_link&oid=115145172540646328653&rtpof=true&sd=true](https://docs.google.com/document/d/1QScHU1XXndyBwLKf3brFwuUqngFX58tN/edit?usp=share_link&oid=115145172540646328653&rtpof=true&sd=true)

Appendix 2: Evidence of the outreach component to the community.

[https://drive.google.com/drive/folders/1XUCXnCK6vbatrsg2nZqNZuCPzfzVccn?usp=share\\_link](https://drive.google.com/drive/folders/1XUCXnCK6vbatrsg2nZqNZuCPzfzVccn?usp=share_link)

Appendix 3: Activities worked with primary students

[https://drive.google.com/drive/folders/1phQVqmlwjekzBp7K-cGecIiHdFxNC75m?usp=share\\_link](https://drive.google.com/drive/folders/1phQVqmlwjekzBp7K-cGecIiHdFxNC75m?usp=share_link)

Appendix 4: Evidence of the Intra-Institutional component

[https://drive.google.com/drive/folders/1K8PKfUaSwp5V6zg7dlaLtjLSUxTx1VGM?usp=share\\_link](https://drive.google.com/drive/folders/1K8PKfUaSwp5V6zg7dlaLtjLSUxTx1VGM?usp=share_link)

Appendix 5: Week planners

[https://drive.google.com/drive/folders/1ju6UuaDi7hQmqZLZ0ECIKK\\_vt9ZNnzgH?usp=share\\_link](https://drive.google.com/drive/folders/1ju6UuaDi7hQmqZLZ0ECIKK_vt9ZNnzgH?usp=share_link)



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