

**Implementing school newspapers to develop reading and writing students' skills at the
Jose Antonio Galan High School**

Brayan Ferney Montañez Jaimes

University of Pamplona

Faculty of education

Foreign languages program

Pamplona

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Brayan Ferney Montañez Jaimes

Mg. Claudia Judith Mosquera

University of Pamplona

Faculty of education

Foreign languages program

Pamplona

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Acceptance Note

Practicum Committee Signature

M. Claudia Judith Mosquera

Mentor

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GENERAL PRESENTATION

The pedagogical project entitled Implementing school newspapers to develop reading and writing students' skill at the Jose Antonio Galan High School has been implemented during ten weeks; with the purpose of achieving the objectives stated by the pre-service teacher. However, it will be necessary to clarify the steps that have been followed to apply the project within the educational establishment, the strategies to gather data collection, the advantages, disadvantages and limitations that have been deployed during the process, and also to analyze the impacts associated with the social, educational, professional and integral development not only for the pre-service teacher, but also from a holistic point, where the perceptions by the students, professors and institutional directives were taken as reference.

However, to fully comply with the guidelines established in the chronogram, it is essential to summarize the methodological, theoretical and conceptual foundations that give a solid structure and in accordance with the goals to be achieved. In fact, the main objective of the current project is the development of literacy skills in sixth grade students at the José Antonio Galan School, a public institution; through the school newspaper entitled "THE BOARD NEWS", students had the opportunity to improve the written production, creating informative news, chronicles or stories related to social and cultural interests. In the same way, during this process the reading comprehension will be improved analyzing texts, comics or announcements.

Implementing school newspapers to develop reading and writing students' skill at the Jose Antonio Galan High School

Introduction

Learning a foreign language (FLL) is a process that requires time, effort and a constant interaction taking into account different factors such as work, travel, study, cultural exchange and linguistic interests. Taking as point of reference the Colombian context, the National Ministry of Education (MEN) has established the importance of the high quality English teaching, allowing better levels of language performance. In fact, since 2004 the government has implemented the Programa Nacional de Bilinguismo (PNB), based on having bilingual students in English as well as Spanish (MEN, 2004).

Currently, PNB is part of the state curriculum, in which the Common European Framework for Language (CEFL) is used as a source of reference considering what students are doing with the new English acquisition being seen as a process that covers four skills such as speaking, listening, writing and reading. Nowadays, educators and students should recognize that EFL teaching/learning process requires a constant communication in the target language, because talking in English demands students a large knowledge in the four abilities. One of them, reading comprehension which is seen as a complex interaction among automatic and strategic cognitive procedures that enables the reader to create a mental representation of the text (Moore, 2015, p. 2). Furthermore, Comprehension depends on a prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, and sensitivity to text structure. Meanwhile, the written production is appreciated as an instrument of expression or

communication of ideas, thoughts and feelings. In fact, writing is the production of texts with coherence and meaning, having the primary objective that the text has to be well understood by readers.

On the other hand, a term that emerges as an essential foundation of the present project is the use of the school newspaper as a means of learning and communication. According to American Newspaper Publishers Association (1983, p. 2) school newspapers are based on current research findings in reading and writing. Students, who comprehend the structure of the text they are using, read with more understanding, becoming the newspapers as a model for student writing. Beside, newspaper activities provide many opportunities for learners to collaborate with the classmates, working together, and develop social skills as they learn to accept and appreciate differences in others.

Justification

The improvement of students' competences is the main objective of pre-service teachers, implementing a concrete methodology and different strategies according with the project proposed. Indeed, the current project aims at being an indispensable tool to contribute and solve a specific problematic evidenced in the educational context focused on scholars' necessities. Moreover, it is an advantageous opportunity in which all the institutional community will be involved in the English acquisition as a second language.

Inevitably, learners will be in a continuous interaction process with the purpose of accomplishing a common goal based on the development of two main skills: reading comprehension and writing production. Thus, with school newspapers, the students will have

several benefices such as learning a second language, communicate their ideas or opinions, inform to the whole educational establishment what is going on, and recognize the reality in which they are involved. In particular, the Jose Antonio Galan School a public institution in Pamplona will be the setting in which the newspapers will be circulating. Furthermore, this mean of communication will be created by sixth and seventh grade students taking the commitment of writing and developing each section of the newspaper such as school news, sports, leisure, cultural information and social life. It essential to highlight learners will show the successes and problems that they face every single day.

Similarly, participants will be integrated in a pedagogical project with the aim of reinforcing their English skills, and showing their productions to their classmates, teachers, administrative members and parents. However, the Galan institution's negative conceptions generated in the municipal environment will be the central phenomenon where the participants will be in charge of showing through the newspaper: the difficulties behind the undesirable academic results, complications associated with behaviors and the social component in order to tackle the wicked stereotypes created by the society.

Objectives

General objective

- To develop students' writing and reading competences at Jose Antonio Galán High School through the use of a newspaper.

Specific objectives

- Implement reflection as transformative tool of the pedagogical processes proper of integral practicum.
- To attend English training-required by the community in 4th Julio primary school.
- To be part of the academic and cultural events performed-at Jose Antonio Galan High School.

INSTITUTIONAL OBSERVATION

Introduction

Pamplona, known nationally as the student city, is located at the north of Colombia, in the department of Norte de Santander. Source of a great cultural, historical and architectural wealth; founded on November 1st, 1549 by Pedro de Ursúa and Ortún Velázquez de Velasco under the name of Pamplona de Indias, in homage to Pamplona, Spain. In the same way, Pamplona has established itself as a center of tourist interest, especially its religious and gastronomic traditions; underlining the ecclesiastical celebrations of Holy Week; the festivities of four of July, where the first independence initiatives during the Viceroyalty of New Granada are commemorated.

Pamplona is also Call the Ciudad Mitrada, La Ciudad de la Neblina, Ciudad Fundadora de Ciudades o Pamplonilla la loca; but without a doubt, what has given it nationally and internationally renowned, it is the pedagogical development; granting it the name of the student city. In addition, education is the fundamental basis of the municipal economy, highlighting the University of Pamplona which allows a sociocultural exchange; and public school education centers such as San José Provincial High School, Normal Superior College, San Francisco de Asís School, among others; and the private sphere like Bethlemitas School and, El Cambridge School.

Inevitably, it is necessary to mention the social work carried out at the Jose Antonio Galan Educational Institution of Pamplona. With the initiative of Monsignor Rafael Tarazona Mora, the Arquidiócesano School of San Francisco de Asís was founded in 1978, which worked

in the facilities of the Major Seminary, through Agreement No. 23 of 1990, the Honorable Council of the city created the Archdiocesan College San Francisco de Asís of Pamplona with the modalities of cabinetmaking and technical drawing.

Location of the School

In 2003, with the issuance of department decree 000132 of January 28, the educational institution was created, initially formed by the headquarters San Francisco de Asís, Rafael Afanador y Cadena, José Antonio Galán, Cristo Rey, Las Nieves, Cuatro de Julio, Juan XXIII, San Martín, Santa Marta, Demonstrative Iser and the Oriol Rangel. Due to its situation of coverage and physical plant, the rectory in common agreement with the City Hall, the community and the students, closed in the same year the headquarter Las Nieves.

For its part, the Oriol Rangel headquarters was segregated in 2006 and later in 2007, the Demonstrative ISER headquarters was segregated. For the year 2013, the headquarters of Rafael Afanador Y Cadena was segregated by the Departmental Education Secretariat and the Brighton educational institution assumed its management. Similarly, as a result of institutional adjustments for greater organization, the San Martín and Juan XXIII offices were abolished.

Educative Authorities

Monsignor Rafael Tarazona Mora retired from the rectory of the establishment in 2001, his successors were Master Amparo Zapata de Lozano, Specialist Marcos Daniel Carrillo

Merchán and since 2002 the teacher Bernardo Wilches Gelves who has taken forwards the institution on all educational processes. Subsequently, the academic component is organized by the teachers which are divided by: primary and secondary school teachers. Finally, the community component is established to integrate the school community, in this section is found the parents' association, and students' council.

“Proyecto Educativo Institucional” (PEI)

As an educational institution, the Archdiocesan High School San Francisco de Asís is committed to permanently build coexistence, curricular and historical proposals that guarantee opportunities to compete with quality. For this reason, in the legal context, the institute is committed to constantly configure the institutional educational project proposal (PEI); assuming it as a document required by law, notwithstanding, as a proposal of life in which all of them participate in its discussion, agreement and adoption, but overall, in its concreteness and applicability.

On the other hand, within the framework of the curricular processes, they understand that with the offer of the technical specialties are providing valid elements to face their economic condition that in their case obeys the most vulnerable population of the city of Pamplona, located in the periphery and that is debated in conditions of unemployment.

Given the large number of students in conditions of vulnerability and / or special educational needs, cognitive, physical and sensory, the educational institution has the obligation to rethink the PEI and therefore the curricular proposals, evaluation and coexistence tending to guarantee social appropriate spaces assumed a sense of inclusion, respect and attention to the

entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability as educational needs, displacement and illiteracy, among others.

The institution needs to review all its processes, identifying them with the quality criteria to achieve the goals set out in the institutional improvement route. Event that requires the adoption and implementation of the documentation that allows improving the administrative, pedagogical and community processes of the establishment. This organizational event has been based on the application of the ISO9001: 2008 standard. Clarifying that this implementation is an organizational exercise that attempts that governments guide the possibility of certification of educational institutions

Vision

At the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sport and academic areas by gaining recognition at the local, regional and national levels.

Mission

To provide students with suitable training spaces that guarantee them, as well as their families, city, the region and for Colombia, the learning process and life experiences applicable as work alternatives to the solution of their economic problems, so they can go consolidating their life project with responsibility. As a result, the institution will promote projects aimed at strengthening human talent, community participation, preparation for work, inclusion of all

without any discrimination in a framework of tolerance and respect for men and women and the natural environment.

Philosophy

Our educational institution attempts with the development of its pedagogical proposals and social coexistence to direct its efforts to the integral formation of its students with objective and concrete criteria such as the respect to the Social State of Law, the recognition of the individuality subject to the precept constitutional of the general interest, to the competitive formation in the academic and the emphasis to the formation in the labor thing like alternative of individual and collective development, as well as to the inclusion of all the students with limitations and / or vulnerability conditions; forming young people capable of transforming agents of their environment with criteria of community organization, work preparation, with a sense of value, conservation and love for the environment.

Franciscan student profile

Institutional educational processes the Franciscan Student has to be characterized for being:

- **Commitment:** With feelings of institutional identity within the framework of the recognition of their ideals, belonging and appreciation by the concepts and values of what your educational institution has been, with yourself, with your family and with society, being able to be the main actor of personal and social development.

- Open: To change, to personal improvement, to grow and develop as a person aware of their identity.
- Creative: Based on the personal recognition of their attitudes and aptitudes, which develops their critical capacity and is open to knowledge of technological, organizational and productive advances.
- Practical: Able to apply what he/she knows as an alternative to his own development and that of the community. In this same sense, the Franciscan student must be an interactive person open to technology, information, IT and ICT communications and ready to apply them in their daily life.
- Innovative: Able to assume and produce personal, social, axiological and conceptual changes.
- Including and solidarity: Formed in respect for the like, altruistic, generous, protagonist of individual and social peace. Respects and admits all people without discrimination of race, culture, gender, ideology, creed, sexual preference, socio-economic condition, or situations of vulnerability or disability.
- Leader: Promoter, guide and counselor in the processes of social transformation.

Franciscan personnel's profile: teachers, educational and administrative directives

The staff that provides its services to the educational institution should be noted for:

- Identity: Without renouncing the individual, conceptual differences and its pedagogical and social perspectives, the Franciscan staff acquires with the educational institution the irrevocable commitment to be its worthy representative,

to speak well of the establishment demonstrating loyalty for the always leaving his name on high.

- Responsibility: The Franciscan worker will be in the local educational context an example of professional ethics, compliance and example.
- Preparation: This is, first, to be updated on the pedagogical and technological advances of your specialization and, second, it is as much as possible, and the staff plant allows it, to articulate their daily work between their training and exercise professional. Likewise, your resume will be lent to monitoring and evaluation processes in elements such as performance and work experience, career ladder, public or private positions, studies, editions or recognitions for written works and other professional experience. In this same sense, the Franciscan worker is an interactive person open to technology, computing and ICT communications and ready to apply them in their professional daily life
- Dynamism: Must be a protagonist in all institutional spaces, that is, in the pedagogical and in the development of projects and activities of the educational institution. In turn, the Franciscan worker is a person willing to change, to be evaluated constructively by the educational community.
- Love and joy: Understands that the formation of children and young people requires feelings of trust, friendship, sincerity and understanding, likewise, in this framework, the teacher is a facilitator of changes, of social dynamics such as democracy, ideological pluralism, dissent, agreement and agreement in the context of individual differences.

- Including: Respects and admits all of your classmates, students and others without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability or disability.

Summary of relevant aspects of the coexistence manual

The Manual of Coexistence is presented as an educational instrument that contains clearly and in detail the principles and criteria that guide the process of training educating, allowing him to become aware of his commitment as a member of a community, knowing their rights and responsibilities, which include respect for life, differences, peaceful coexistence, work, justice, equality, knowledge, freedom, peace and faith that is professed, within a legal, political, economic, social, fair and committed to promote the integration of the Colombian community.

The function of the Manual is to regulate school coexistence, based on the principles, values and social precepts. When all the institutions establish it in practice, contribute to training in an environment of healthy coexistence based on values of a democratic component of freedom, equality, justice, pluralism and peace, within a legal and participatory framework.

The Manual of Coexistence of the Educational Institution José Antonio Galán, contains briefly and expresses the philosophy and policies that guide the Educational Community to establish clearly and precisely what is expected of each of the members, their commitments and the Institution to them. It also determines the rules and the agreements to ensure a climate of harmony and understanding among all estates.

School's academic calendar

According to board of directors, the academic and administrative activities were approved in order to be implemented during the year 2018. It was considered the school's calendar stipulated by the secretary of education. For the school's academic calendar, three academic periods were established during the current year:

FIRST ACADEMIC PERIOD	From 22 nd January to 4 th June.
SECOND ACADEMIC PERIOD	From 8 th May to 31 st August.
THIR ACADEMIC PERIOD	From 3 rd September 30 th December.

Table 1. Jose Antonio Galan School's academic calendar

Supervisor' schedule

		<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>	
1	7:00		6°-B	6°-A		6°-B	
2	7:55		6°-B	6°-A			
3	8:50		6°-C				
START (9:45)		BREAK				FINISH (10:15)	
4	10:15		7°-C		6°-C	7°-C	
5	11:10				6°-C	7°-C	
6	12:05					6°-C	

 **SEXTO**

 **SEPTIMO**

Table 2. Supervisor' class schedule

CHAPTER I: PEDAGOGICAL COMPONENT

Introduction

The second language acquisition is claiming more relevance in the education setting due to the social, economic and professional challenges demanded by the globalization in the current world. Nonetheless, teaching-learning process depends on the curricular adaptation stated by the institute on regarding the Minister of education's propositions, which have to be meticulously followed by educators with the intention of heeding the basic standards. As a result, teachers are incorporating new strategies and instruments to vouch for a high level of proficiency focused on the improvement of the four skills; nevertheless, the present project will attempt to develop two of them, the reading comprehension and the writing production.

First of all, reading comprehension is seen as a primordial skill to learn new vocabulary, and English expressions. Moreover, it is a fundamental competence in the educational success for each individual. Students become struggle in some areas if there is not an adequate reading comprehension. On the other side, the writing production which is one of the hardest skills to be developed in the learning progression because of students do not have a high level of English knowledge, it means that learners do not have-enough linguistic bases to express their ideas. Written production which is determined by Akmoun (2010) as one of the most difficult and complex capacities because it refers to several competences set up simultaneously: linguistic, textual, discursive, pragmatic, socio-affective and cognitive skills. As well, written production is a chain of communication that is used to concretely materialize thoughts or ideas, but in addition oral language.

In the same way, it is necessary to understand the mass communication's role, associated to the transmission of information, its functions in reaction to the actual events, policies and culture in term of the necessities and objectives. Nonetheless, it not only informs and educates but it also inspects public affair, create consciousness, and connect the society. Means of Communication such as radio, television, film and newspaper affect people's analytical and critical thinking (Kumar, 2009, p. 8). Basically, communication is defined as the art of transmitting information, idea and attitude from a person to another.

Justification

The idea of creating the current project comes from the necessity of communication, in other words to improve one of the productive competences (writing), taking into account a useful strategy: a school newspaper. The project will be conducted in a public school, to be precise at José Antonio Galan High School. It is necessary to mention that the institution is well known in the municipal and regional level because it is one of the most important public education centers in the city.

Notwithstanding, during two week of non-participatory classroom observations, it was perceived that the students did not have an appropriate English level. Where, the pre-service teacher played a fundamental role in the process; since he had the responsibility of doing a continuous exercise with the participants for developing an excellent pedagogical project. Additionally, it was observed that some students had social and disciplinary behavior problems, evidencing conflicts related to drugs, bullying, and mistreatment.

To contextualize, the project has as its fundamental objective to develop writing production, creating stories or news which will be incorporated in the final products. Meanwhile,

the 6th grades students will have the opportunity to prepare the stories, highlighting a basic communication in English. This project similarly attempts to promote the reading comprehension and writing student's level, in order to reinforce the skill at Jose Antonio Galan high school in Pamplona.

State of the problem

This research will be conducted in 6th grades students at Jose Antonio Galan with the purpose of improving the reading and the writing skill through a school newspaper. Likewise, to analyze the causes and probable consequences in teaching and learning processes in the courses, and the implication for the whole academic community. The application of the observation method will be fundamental to collect and delimit the problem, and determine how the teacher-student or student-student's interaction is developed during the English classroom lesson, what strategy should be implemented, and the potential participants.

As pre-service teacher, I noticed during the classroom observation that students do not have the vocabulary required to express their ideas. In the first observation conducted in a six grade course the interaction between students and teacher was not prevalent, because students were afraid of making mistakes, and the learners constantly talked about independent factors such as news, music, sports, etc. Hopefully, this study will help teachers to better clarify the potential ways to engage students to participate in an English foreign classroom. On the other hand, the students can benefit from this study due to the fact they will learn how work together and giving potential solutions to solve problems that are presented in the classroom. Besides, this

will help future pre-service teachers to have a broad idea with regard these common factors when learning a foreign language.

Another key aspect was the human behavior; the Jose Antonio Galán School has a negative status involving drugs, violence, bullying, premature pregnancy, etc (*Figure 1*). In addition, the very poor results obtained in the Saber test can attest to low schooling (*Figure 2*)

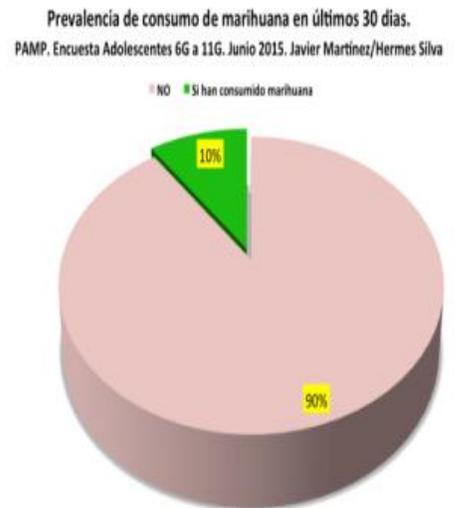
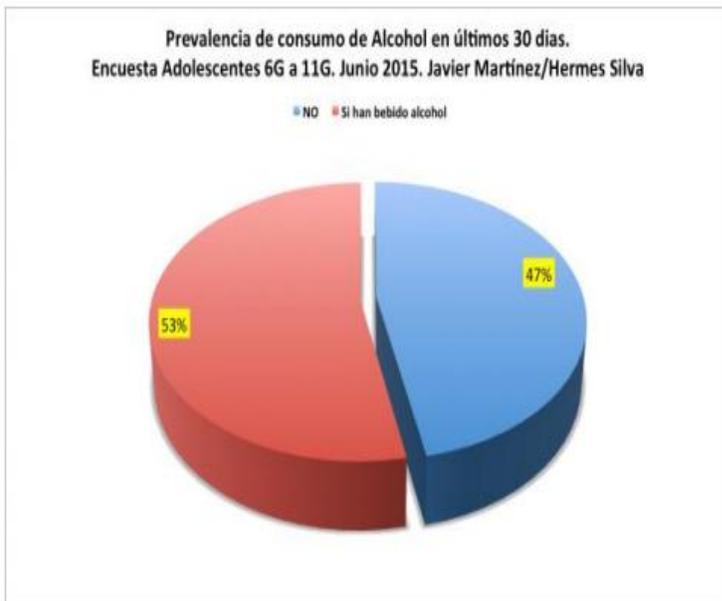


Figure 1: Survey taken from the PEI

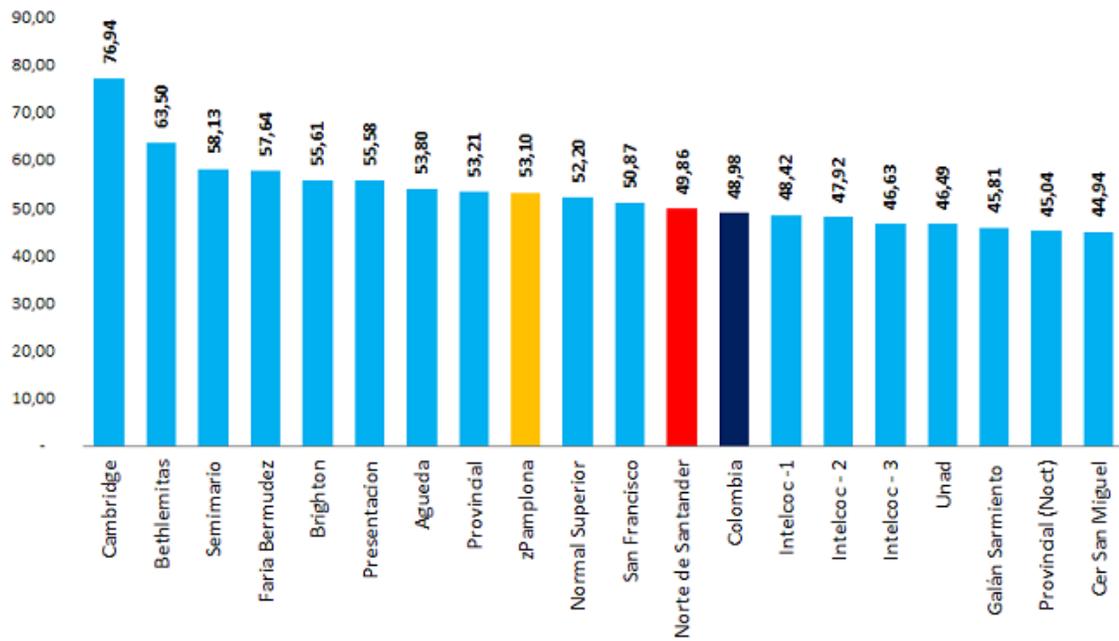


Figure 2: comparative results Saber 11° tests - 2014

Research Question

How can school newspaper design strengthen students' reading and writing skills?

Sub-questions.

- What is the effectiveness of using school newspaper activities in developing EFL skills?
- In which way, the uses of school newspapers reinforce students' knowledge?

Objectives

General objective

- To develop students' writing and reading competences in the Jose Antonio Galán High School through the use of a school newspaper.

Specific objectives

- To enhance writing production reading and writing news in order to create a student newspaper including the social behavior.
- To grow students' interest in the Target language through school newspaper tasks.

Theoretical framework

Due to the fact, this pedagogical component aims to develop students' competences incorporating the real context as a principal phenomenon; it is mandatory to establish some general terms for a better understanding of the project itself. For this project, we consider the following terms: writing production, reading comprehension, task based learning approach, school newspapers, and Human behavior.

Writing production

Written production is conceived as a skill that materializes the verbal communication that contributes to the increase and thus to the development of the linguistic zone, and it also allows the complementation and the acquisition of new words, expressions or sentences that can be

learned by repetition. On the other hand, a continuous works where expressiveness is one of the most advantageous elements of this practice. According to L'Initiative francophone pour la formation à distance des maitreso (IFADEM), literary activities concern reception and production, the latter concept is divided into three major activities: production in the restricted sense directs towards any activity by allowing the transmission of an oral or written text to be continuous; interaction emphasizes in exchange; and finally mediation where an actor reformulates an oral or written text to make it more accessible.

Akmoun (2010) shows us the analysis of text as an evaluation tool that describes the general elements of the text, to have a clearer and more precise idea. Text analysis is a method where the reader has the ability to acquire a better literary, linguistic and contextual understanding. Thanks to this method, readers know the intentions, the ideas and the thoughts that the author expresses through the written production which allows a subjectivity expression of the learners which reinforces a literary didactic. According to Hébert (2015) determines that the analysis in a production takes several aspects as the linguistic component which relates to knowledge and know-how in relation to lexical fields, to phonology, grammar and syntax. We must take into account the analysis from the contribution of a corpus as Hébert said, this is constituted by semiotic products, it means integral texts on the basis of objective criteria conscious, explicit, rigorous and relevant for the desired application.

Reading skill

Reading is a receptive language process Goodman (1969). It is a psycholinguistic process which it starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader. There is thus an essential interaction between language and

thought in reading. Also Ríos & Valcárcel, (2005) point out that reading is a receptive language process in which the reader recognizes and decodes any kinds of symbols. This process ends when the reader gives sense and meaning to the decoded written language and transfers the information understood into his experience and thought.

Correspondingly, it is necessary to emphasize that, according to Herminda, reading competence is divided into two very important aspects: “Surface and Deep Approaches to Reading. A surface approach is the tacit recognition of information confined in the text. Learners taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text” (2009, p.2).

Task base learning

This approach gives the learners a different way of understanding the language as a tool instead of a mandatory goal to be reached. Peña and Onatra (2009) stated that in TBL teachers ask learners to carry out a series of tasks for which they will need to learn and recycle some specific items of language. The focus is on the tasks to be done, and language is seen as the instrument necessary to carry them out. Under this approach, the activities carried out in classrooms have a clear goal and result. This might help learners to take into account what they will be doing at the end of the task. The TBL has the following three phases: The pre-task, the task cycle and the language focus.

- The pre-task introduces the topic of the class, this phase activates topic-related words and phrases.
- The task cycle offers learners the chance to use the target language activities such as pair-work, group-work and gap activities.
- Finally, during the post task the learners might work on selecting and identifying words, practicing phrases and building their own dictionaries allowing them to study of some of the specific features used during the task cycle.

School newspaper

According to the American Newspaper Publishers Association (1983, p. 2) “school newspaper provides information on many topics in a variety of ways. News stories tell you what’s happening on local, state, national and international scenes”. Furthermore, it contains feature stories expand your knowledge of social issues and events. Opinion columns and editorials provide arguments and debate on controversial topics. Advertising, which is space paid for by stores and businesses, provides important information about goods and services available in your area. Newspapers have several objectives: to inform, interpret and entertain.

In the same way, newspapers involve key factors that illustrate them as a useful instrument to integrate in the learning process:

- Instruct students in the use of writing folders to store and organize their newspaper writing activities
- Refer to the writing styles and genre of the newspaper frequently in your teaching
- Talk with your students about the news: follow one story for several days with them

- Use the newspaper as a stimulus for stories students write
- Acquaint students with the use of journals so that writing becomes a part of the classroom routine
- Provide a safe, predictable environment where students can write every day
- Newspapers can be used as an integral part of the instructional program throughout the year, not only during week.

Human behavior

A significant term emerges as one of the determining factors in the teaching and learning process, the human behavior that delimits and specifies the proposed objectives in order not only to seek an educational satisfaction but also a social, disciplinary and conductive conditioning in order to form integral students.

Indeed, Behavior is defined by the United Nations Educational, Scientific and Cultural Organization, “as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself; in other words, behavior should be viewed in reference to a phenomenon, an object or person. Besides, it can be seen in reference to society norms, or the way in which one treats others or handles objects. As a result, it can be either bad or good. It can be normal or abnormal according to society norms. Society will always try to correct bad behavior and try to bring abnormal behavior back to normal.” (UNESCO, 2000, p. 9)

As a point of convergence, human behavior is circumscribed according to the social, economic, professional, political or educational conditions that man must face every day; its

behavior is designated according to the level of self-knowledge where its rationing plays a fundamental role for personal development.

Literature review

Recently, education in Colombia has been evaluated at an international level to determine the abilities developed by students from the use of both grammatical and communicative skills of a second language. A diagnosis promoted by the organization Education First ((EP EPI-c, 2012), determined that Colombia is among the nations with the least English proficiency, in relation to another 59 countries evaluated, being surpassed by Latin American territories such as Argentina, Uruguay , Chile and Peru.

For some researchers, the very poor results reflect the little coverage provided by the Colombian government towards learning English in public institutions, since these do not have the same resources or pedagogical tools of private institutions. With regard to what the director of Englishtown, Francisco Elizondo (2012) mentioned who states that one of the main reasons for which Colombia occupies the last positions, is the low quality of public schools, and the little literacy that exists in the country. Experts add that the few existing bilingual schools in Colombia and public institutions do not find a way to implement a curriculum or methodology emphasized in the teaching of English, with a view to motivate and accustom students to read, speak and write in English.

On the other hand, Bouchard and Kadi (2014) argue that teaching and learning about FLE practices is not just a process of educational development; but also, a category which provokes the knowledge of the methodologies at work in the production of the written text. It represents

the adaptation or adoption of a system that allows the orientation of the project towards the linguistic fields with a global meaning with the aim of incorporating all the skills to work. It must be said that there is the exploration of a methodology that takes into account the causes, the processes, the consequences, the problem and the possible solutions.

In fact, Hermida's study (2009) revealed that researches on postsecondary education reading and learning show that most students today adopt a surface approach to reading and learning. In general, these studies attempt to explain this phenomenon by focusing on students' attitudes, activities, and skills. The research study demonstrated that when teachers design an aligned course that places academic reading at the forefront of the course, where the selected class activities encourage students to use higher-order cognitive skills to construct meaning from academic texts, and teachers implement assessment tools aimed at evaluating whether students use such skills to read academic texts, the result is that students tend to take a deep approach to reading and learning.

Meanwhile Kumar (2009) considered that Newspapers play a critical role in battling the problem of information for the educational development; newspaper is the main sources for the development of students as well as teacher. Indeed, newspapers in the classroom promote critical thinking abilities, which can only be developed if students are exposed to stimulating information about which probing questions can and must be asked, and if they are provided examples of critical reasoning as manifested in the printed word. The author stated that newspapers help students to develop vocabulary and access to verbatim transcripts.

Certainly, Villamizar la Rotta (2016) found that combining reading and writing competences can be developed in a better way. It was easier for the students to have the

examples given in the reading comprehension activities to write their own pieces after. They seemed to work in a more fluent way. Understand a reading was a motivating activity that triggers the writing competence in them. Even if the students were not completely aware of the use of a strategy or a systematic set of steps, they found this activity more organized than others performed before.

Methodology

The present project was focused on creation of a student newspaper in order to reinforce their writing and reading skills. For this pedagogical component, it was necessary to implement different strategies in order to collect enough information, and obtain several productions each week through the tasks based on learning method.

The project took as support the American Newspaper Publishers Association's (ANPS) guidelines considering the structure, topics, procedure, among others. In order to illustrate the previous statement, the ANPS established the following steps:

- **Teacher's lesson plan:** Each lesson introduces the teacher to the newspaper element to be studied. Student objectives are stated next, followed by a list of pre-organizing strategies. Next, learning activities outline steps to help students to learn about newspaper writing or design. The final section directs students to take information they have studied and apply it to their own classroom newspaper.

- **Reporter's Notebook – Student worksheets:** Student's worksheets are accompanied by each lesson plan. The instructions are written at three levels of complexity, so you can use the

worksheet that is most appropriated for the students. The level of each worksheet is indicated by the number of pencils shown in the lower right-hand corner of the worksheet.

- **On Assignment – Content-related activities:** Activities presented here provide additional experiences for the students as news gatherers. Each activity can be used to help students create portions of the newspaper. Teachers may have students of varying proficiency levels in your class adapting these ideas to meet your students' needs.

- **Checklist for Production:** Suggestions to place the classroom newspaper together are presented in checklist form. Alternative ideas for production also are listed.

- **Newspaper Glossary:** A list of newspaper terms is included. Copy this page for your students' newspaper writing folder. These terms are used as appropriate to the daily newspaper lessons. Learning the language of the newspaper is essential and can be fun.

Research Methodology

Type of research

Action research design will have led teachers to be emphasized on the issues presented in the classroom. Therefore, in this pedagogical component an action research was taken as point of reference due to, during the practicum as pre-service teachers, it was necessary to seek for solutions in order to overcome different problems for the common success in the classroom management, and specially the students learning. According to Walls (1985, p. 118), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals identify and solve common problems in their environment
- Teachers and principals become more effective when examine and assess their own work.
- Collaborative working as a fundamental process to achieve the mutual objectives.
- Working with colleagues helps teachers and principals in their professional development.

Population

This pedagogical component was conducted at Jose Antonio Galan High School in the 6th grade of secondary school. There are three groups of 6th grade with an amount of 27 students each of them. Most of the students are from 10 to 15 years old average. It is expected that the focal group for carrying out the project are 6th--B and 6th -C grades

Instruments

Classroom Observations and field notes

In order to gather enough data from a holistic point of view it was necessary the implementation of useful instruments. According to Gitomer (2014) classroom observation (CL) is an observation of a learning environment which can be formal or informal, typically carry out by teachers. They are useful to enhance teachers performance aimed at improving their classroom management. It is necessary to clarify the field notes were taken during the observations and based on describing what happened into the class. They were meaningful to determine the main phenomena to be observed. With this method it was defined the activities, events and behaviors. Classroom field notes were employed as a central data set whereas

questioners are the supporting data. This meant that the analysis of the questioners was informed by the findings from the classroom observation and the field notes.

Questionnaires

According to Wallace (1998) questionnaire is an instrument where there are series of questions to be answered by a quantity of participants who provide information about a phenomenon that a research exposes. Questionnaires are usually responded in writing, but also it can be apply in interviews. A total of 30 students answered the questionnaire; it is indispensable to mention that the practitioner chose the respondents according to their performance and commitment in relation to their participation in the pedagogical project.

Error analysis in written productions

According to Bellhag (2016), error analysis is invaluable mechanism for teachers that provides understandable information on students' errors, which in turn, supports teachers to correct these errors and also seeks for the improvement in the effectiveness of their teaching. Systematic analysis of different errors also offers a reliable representation of the students' familiarity of the target language. Consequently, an awareness of the errors committed by the students helps the teachers to design effective remedial materials.

Pedagogical methodology chronogram

<i>DATE</i>	<i>ACTIVITY DESCRIPTION</i>
-------------	-----------------------------

February 26 th - 11 th	Institutional observation. First contact with the students
March 12 th	Initiation of classes
March 19 th - 23 rd	Second week of class
March 26 th – March 30 th	Third week of class
April 2 nd - April 06 th	Socialization of the pedagogical project
April 09 th – 13 th	Implementation of my proposal
April 16 th – 20 th	Sixth week of class
April 23 th – April 27 th	Implementation of the pedagogical proposal
May 1 st – May 4 th	Implementation of instruments of instruments
May 07 th – May 11 th	Ninth week of class
May 14 th – May 18 th	Tenth week of class.

Table 3: Pedagogical methodology chronogram

Data analysis process

During the integral practice, it was indispensable to use instruments that allowed a continuous data collection taking into account a consistent activity according to the projected objectives; In other words, class observations, field notes, questionnaire and error analysis in written productions were established as the pillars in the information gathering process.

In the first place, class observations, which open up as one of the most useful and frequent tools in data collection, because it is a perennial process during the development of the classes, also leads to the delimitation of a problem from a critical and evaluative point considering the steps and activities that are being carried out. Classroom observation (CO) is one of the methods through which it is assessed the quality of teaching and learn how to develop further. There are several factors that can be observed within the classroom observations namely: the routine, schedule, participation, strategies. That is the reason why it was chosen this method, to study the processes of education in naturalistic settings. In addition, through classroom observation the researchers are able to describe what takes place in classrooms. In particular, to delineate the complex practical issues that learners confront.

The class observations were applied in both courses in sixth B, and sixth C in order to identify the implications for student learning, while at the same time examining and making an incessant monitoring of the conditions under which in project was implemented, which means to appreciate the educational environment, the materials implemented. However, it is necessary to understand that the observations provide a general idea, without taking into account the thoughts of the students, in other words they make assumptions about the attitudes and aptitudes on the part of the students.

In contrast, the questionnaires which were applied in the same courses demonstrated a more specific point of view, and based on the students' conceptions. Where each one of them argues, evaluates and criticizes the processes carried out. In addition, it is a tool that allows supporting class observations, since it leads to a deeper exploration and exploration from the main axes in this case the students.

On the other hand, Creswell (2012 p.94) considers the implementation of descriptive and contrast questions will be meaningful; the first ones are related to comprehend the participants' role on the issue, for instance the informants will be those who have special knowledge. According to Creswell, these kinds of questions offer a description or analysis, in which the participants have the chance of sharing their perspectives in their own words. The second type of questions is used to compare the potential responses given by the informants, for instance, in those kind of questions is attempted to get or obtain two or more answers replied by the person concerned with the contrast question.

On the other hand, the analysis of texts allowed delimiting and categorizing the errors that students usually make when writing English text. From a thorough reading and review of student productions, detailed rubrics were established in order to organize the most frequent errors, the reason behind them, and the potential consequences on learning. However, it was fundamental to take into consideration the Corder's error analysis procedure (1967) who acclaims that errors are evidence of learners' strategies, not inhibition indicators, and preserves the systematic study of errors with the purpose of describing the syllabus constructed by the scholars. Thus, EA proposes empirical and scientific techniques to analyze learner's production in a L2. This standard of analysis stated that errors are not arbitrary, but, on the contrary, errors are a source of information of the systematic system in which a language is acquired. To be more precise, the procedure created by Corder consists of six steps:

- Corpus selection of homogeneous groups
- Error identification
- Classification
- Explanation

- Evaluation

Furthermore, Corder distinguishes between errors and mistakes, or, in other words, systematic errors of competence and systematic errors of performance. Therefore, the great contribution of EA to the field of applied linguistics is the new conception about error, its acceptance, and the increase of its status.

Ethical considerations

Throughout the development of this study, some aspects have been taken into consideration, such as: confidentiality, participants' anonymity, in other words, it was not shown students identity in order to avoid anyone's judgment. Before starting the preservice teacher time, a letter of consent was delivered to the rector and academic coordinator from the school.

Planning principles

The written production was a fundamental pillar in the current project, where the adoption of a school newspaper was established as means for the improvement and reinforcement of English as a foreign language from a critical and informative angle, through the creation of school, sports or cultural news students increase their vocabulary, grammar, comprehension and writing of A1 level texts.

Nonetheless, it was verified a strong incongruence between the methodology to be used and the methodology implemented by the Jose Antonio Galan educational institution; due to directing orders, the written production, the oral production and the oral comprehension were not

well-designed within the lesson plan, with almost no adaptation of activities related to these three competences. The Franciscan establishment was based on a traditional education emphasized in the grammar-translation method; preventing the practitioner from developing activities related to the formulation of texts during English classes.

For that reason, the Task Based Learning opened a system to fulfill the pedagogical and formative purposes of the project. Likewise, the lessons plans were proposed as key elements to provide a concordance between the topics worked in class and the assimilated activities within the project. In other words, the units within the curriculum serve as the basis for the creation of the different sections of the newspaper developed by the students in their respective homes. According to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra-class homework.

In the [appendix 1](#) shows an example of a lesson plan adapted for the practitioner in order to teach the subject of the class and in turn encourage the creation of texts by means of tasks. To obtain a clearer conception, to seek examples that were in agreement with the topics of the class and the sections of the school newspaper, in the same way the examples are analyzed and interpreted with the purpose of promoting and increasing the reading comprehension. In the example, the pre-service implemented a comic strip in order to introduce the topic) during the warm up, meanwhile during the closure he proposed homework to carry out at home, where they have to create a comic strip no matter the theme.

The methodology implemented

Learning a foreign language is seen as a reciprocal activity where there is a constant interaction between friends, colleagues or people who are in the same environment. If in doubt, the implications that the project has in the educational context must be ended, and explicitly in the influences that contribute to the development of both the teacher profile and the learner profile. The first seen as a facilitator, who is responsible for guiding the student in the learning process; For its part, the second is committed to contributing to the development of activities, generating a pleasant atmosphere, and put into practice the knowledge acquired. With the intention of fulfilling the objectives established for the pedagogical component, the adoption of the communicative approach, the method of learning by tasks, and the adaptation of the structure of a newspaper was essential.

Written production from a communicative approach

It should be noted that the primary objective of the school newspaper is the improvement of written production based on the creation of news, stories, among others. But it also leads to the transmission of information, and from the communicative approach students have the opportunity to increase their performance in the transfer both verbally and non-verbally. On this occasion the students expressed themselves through the materialization of the word, that is, through writing. From an informative point, the realization of texts highlights the improvement of production skills; however this starts from the application of activities and examples such as the analysis of news, comics or announcements which are socialized and analyzed in order to

determine the main idea and secondary, the grammatical structure, and the interpretation of the same assuming a critical reading

Secondly, a space dedicated to the creation of the texts is opened, having as axis the examples given by the teacher in practice, in this point the communicative approach has greater notability, since the learners make their ideas known, putting in dexterity the previously acquired knowledge, and also make a review and reinforcement of communicative, pragmatic, grammatical and conceptual skills. Similarly, the Communicative Approach places emphasis on developing the communicative competence, viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses“(Brumfit and Johnson 2015). Through the communicative teaching, learners are encouraged to consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. By giving opportunities to use the language for real communicative purposes the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform.

Task based learning as alternative method

Task based learning (TBL) is a fundamental alternative for putting into practice the knowledge obtained during the academic and linguistic progression. Moreover, TBL allows examining, verifying and discovering with a didactic method what learners have learnt. Additionally. The scholar newspaper is a pedagogical project that was born because of the necessity of improving one of the productive competences, in other words writing skill. To conduct this project is necessary to take into account the students' level in order to accomplish the main objective. To be more precise, it is indispensable to implement instruments and

strategies that allow the author and the participants achieve the goals stated. On the other hand, it involves a cooperative learning where the Jose Antonio Galan School will be the most benefited, considering a reciprocal work between the author, participants, and tutors. Nonetheless, some learners have not developed their communicative abilities; the author will have to be a support or a guide for orienting the students' performance.

However, the adoption of TBL implies the careful follow-up of three steps: pre-task, task cycle and post-task based on introducing the topic, interpreting it and finally putting it into practice. The figure represents the cycle around the TBL method.

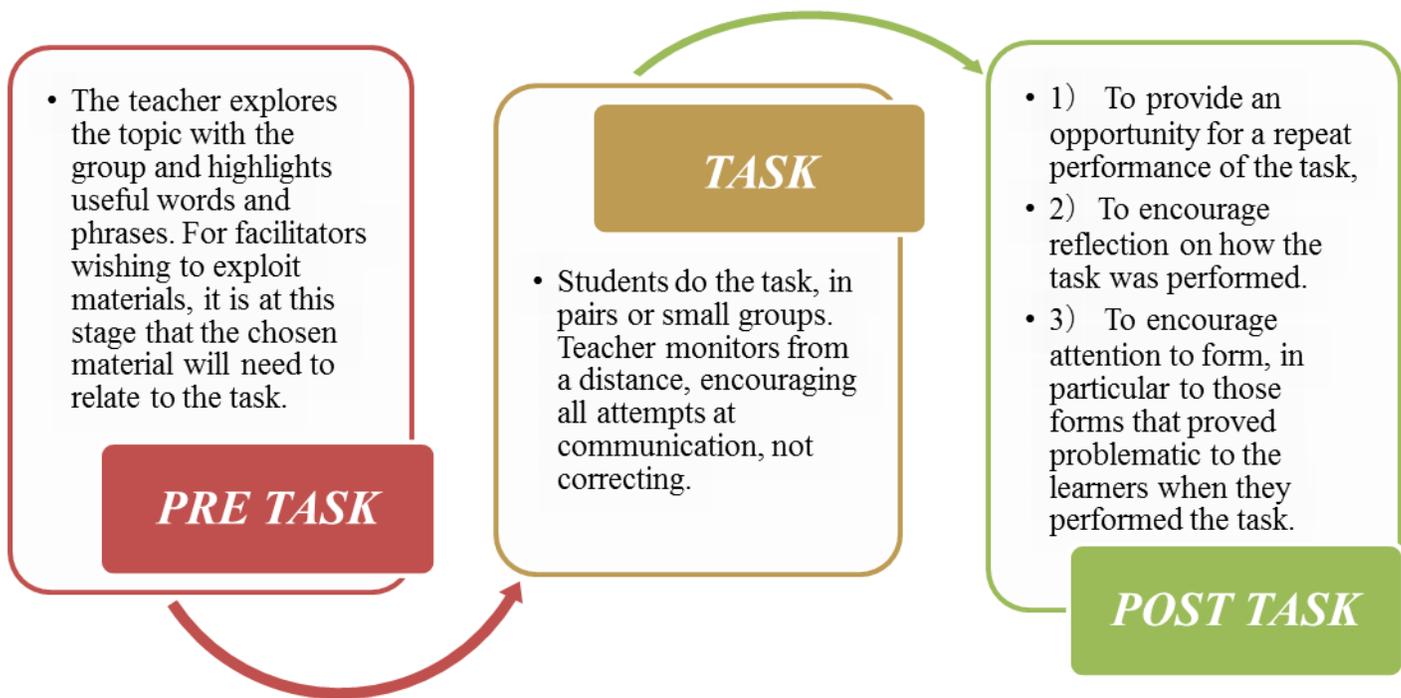


Figure 3: TBL cycle

The practitioner executed four gliders in relation to the TBL method, with the intention of collecting the different productions to complete the designed rubric; incorporating reading such as sports news, announcements, stories, and comics. In order to have a clearer conception, the activities developed during the five meetings will be explained in detail:

Planning 1

Topic: professions and verb TO BE

- 1. Pre task:** The first stage gives the guidelines to introduce the topic, and the potential activities to work, also this in connection with the opening and the warming of the class. The practitioner used a short story entitled "My mom", which was to be read by the students in order to have a notion on the subject to work. It should be noted that due to

institutional orders the application of games or recreational activities are prohibited, which is why short readings are applied during warming.

1.1 Reading process: During this first stage, the execution of a reading process was essential in order to assume a more assertive thought about the main theme of the text:

1.1.1 The pre-reading stage: the students did a general first reading

1.1.2 During Reading Stage: students answered some question as:

1.1.2.1 What is the main idea?

1.1.2.2 Who is taking?

1.1.2.3 To whom?

1.1.2.4 What do you think about the reading?

1.1.2.5 What else could happen?

Also, students were asked to look for unknown vocabulary, and then they share the meaning of one of the words with the others.

1.1.3 Post-reading Stage: the instructions to start with written production are started

2. Task cycle: The second stage is related to the activities of evaluation and production according to the planner executed by the teacher in practice. It should be emphasized that the production activities at the Jose Antonio Galan institution are not part of the teaching method which is based on a grammar - translation method interposing, which is why the students created short sentences, since according to directive orders both Oral production such as writing implies a longer period than other competences, in general terms the time

is not enough to make the opening, the warm-up, the explanation of the topic, and the evaluation activities. On that occasion, prayers were written where TO BE, professions and family members were mixed.

3. **Post-task:** Finally the third stage is linked to the writing of a text according to the theme seen in class, this activity will be developed in the home of the students, who will have to carry out the productions independently, using tools such as online translators and / or dictionaries. It is necessary to highlight the fact that students are not allowed to take internet stories, since in the first place it would be plagiarism denying copyright, and secondly because students would not put into practice the knowledge obtained during the sections. As a result, schoolchildren with the vocabulary and grammar achieved created texts about their mothers, fathers or famous people.

As a last step, the practitioner collects the corpus in order to make the analysis of the texts, identifying the grammatical errors, syntax, coherence, cohesion, among others. For later, giving feedback to students taking into account the most common mistakes, it is worth mentioning that this feedback will be done in a general and / or group.

Planning 2*

Topic: W.H questions

1. **Pre task:** The practitioner used two comic strips, which should be read by the students in order to have a notion about the subject to work (wh questions).

2. Reading process: During this first stage, the execution of a reading process was essential in order to assume a more assertive thought about the main theme of the text.

1.1.1.The pre-reading stage: the students did a general first reading

1.1.2.During Reading Stage: students answered some question as:

1.1.2.1. What is the main idea?

1.1.2.2. Who are the characters?

1.1.2.3. What is the context?

1.1.2.4. What do you think about the comic strip?

1.1.2.5. What else could happen?

3. Post-reading Stage: instructions are given to start with written production

4. Task cycle: The parameters are established for the creation of your own cartoon, where the theme, the number of vignettes, and the characters can be chosen freely

5. Post-task: Finally, the third stage is linked to the writing of a text according to the topic seen in class, this activity will be developed in the home of the students, who will have to do the productions independently, using tools such as online translators and / or dictionaries

For the next class, the different productions will be collected with the intention of doing the respective analysis, and definitively the group feedback to make known the most common mistakes committed within the written productions. ([Appendix 2](#))

Planning 3*

Topic: .The noun

1. ***Pre task:*** The practitioner used four advertisements, which should be read by the students in order to have a notion about the topic to work (the noun). Identifying the unknown vocabulary, and giving a potential interpretation of the content of the advertisement

1.1 Reading process: During this first stage, the execution of a reading process was essential in order to assume a more assertive thought about the main theme of the text:

1.1.1 The pre-reading stage: the students did a general first reading

1.1.2 During Reading Stage: students answered some question as:

1.1.2.1 What is the main idea?

1.1.2.2 What is it promoted?

1.1.2.3 What is the context?

1.1.2.4 What do you think about the advertisement?

1.1.2.5 Would you buy the products?

2. ***Post-reading Stage:*** instructions are given to start with written production.

3. ***Task cycle:*** The parameters are established for the creation of your own advertisement, where the subject, the number of words can be chosen freely.

4. **Post-task:** Finally, the third stage is linked to the writing of a text according to the topic seen in class, this activity will be developed in the home of the students, who will have to do the productions independently, using tools such as online translators and / or dictionaries

For the next class, the different productions will be collected with the intention of doing the respective analysis, and definitively the group feedback to make known the most common mistakes committed within the written productions. ([Appendix 3](#))

Planning 4*

Topic: .The possessive adjectives

1. Pre task: The practitioner implemented sport news, which had to be read by the students in order to have a notion about the subject to work (The possessive adjectives). Identifying the unknown vocabulary, and giving a potential interpretation of the content of the advertisement.

1.1. Reading process: During this first stage, the execution of a reading process was essential in order to assume a more assertive thought about the main theme of the text:

1.1.1 The pre-reading stage: the students did a general first reading

1.1.2 During Reading Stage: students answered some question as:

1.1.2.1 What is the main idea?

1.1.2.2 What is the event about?

1.1.2.3 What is the context?

1.1.2.4 Who are the characters?

1.1.2.5 What do you think about the advertisement?

1.1.2.6 What are the potential consequences?

2. **Post-reading Stage:** instructions are given to start with written production.

3. **Task cycle:** The parameters are established for the creation of their own news, where the subject, the number of words can be chosen freely. Also, the news could be sports, health, education, and national, municipal or institutional problems.

4. **Post-task:** Finally, the third stage is linked to the writing of a text according to the topic seen in class, this activity will be developed in the home of the students, who will have to do the productions independently, using tools such as online translators and / or dictionaries Copy news from other sources will not be valid, because this can be considered as plagiarism.

For the next class, the different productions will be collected with the intention of doing the respective analysis, and definitively the group feedback to make known the most common mistakes committed within the written productions.

Newspaper structure according to the Newspaper Association of America Foundation (NAA)

This section provides opportunities for teachers and students to explore issues relevant to the modern news-gathering process. A background section introduces each topic; instructional activities require students to analyze news products as they relate to each topic. The NAA Foundation (2006) strives to develop engaged and literate citizens in our diverse society through investment in and support of programs designed to enhance student achievement through newspaper readership and appreciation of the First Amendment.

In the same way, the NAA Foundation establishes sections which contain modules related to preparing and creating a classroom or school newspaper. There are five components for each module:

- **Background:** A discussion of the nature and role of essential elements in the newspaper.
- **Study the Pros:** Activities that require students to analyze newspaper elements to determine the relevant characteristics of each.
- **Writer’s Planning Sheet:** A form that requires students to gather necessary information and organize their thinking in preparation for creating a part of the newspaper.
- **Assessment:** A rubric-like form to assess whether students have met the requirements of the writing/creating task at a commendable or acceptable level or whether they should “revisit” or rework the assignment.

- **Adaptations:** Suggestions for adapting each assignment for younger and older students.

As well the pre-service teacher as the participants have to decide how the newspaper will look like, what news will be included and who will do the different jobs to create the newspaper. In teams of distribution, answers to the following questions, in order or categorize the roles and the sections:

1. What will we call our newspaper?
2. Who will we give our newspaper to?
3. Who will decide where to put the stories on the pages?
4. Who will check our stories for spelling, grammar and punctuation?
5. How will our newspaper look?
 - 5.1 How big will the pages be?
 - 5.2 How many pages will we have?
 - 5.3 How many columns will we put on a page?
 - 5.4 How will we get our stories ready for the newspaper?
 - 5.5 How many pages will contain “news”?
 - 5.6 How many pages will contain ads?
6. Who will write news stories?
7. Who will write feature stories, puzzles or editorials?
8. Who will make up ads?
9. Who will do the artwork for stories and ads?

Content standard

Many individual schools, districts and states have established content standards for their programs. For that reason was essential to categorize the written production through the standards suggested by Newspaper Association of America Foundation bearing in mind factors such as: Determine text organization and content, apply word to read new word, form generalization based on evidence from more than one text, use examples to support a conclusion, use facts to inform, compare/contrast problems and solution, correct spelling, punctuation, grammar and stylistic errors. The lessons in this guide address many language arts and social studies standards. The charts illustrate how specific standards can be taught using the newspaper. The standards are listed in the first column. The individual lesson topics are listed across the top of the chart. The boxes in the column indicate which topics may be used to address each standard. *(To see the Content standard go to [Appendix 4](#))*

Results

The findings will be shown in the light of three categories that were established as first, Improvement of vocabulary through reading and writing activities; second, Error analysis in written productions, and How is the Scholar Newspaper divided?;

Improvement of vocabulary through reading and writing activities

One of the participants' common opinions was that from the writing and reading activities new vocabulary is obtained, tasks related to the identification of unknown terms, and also the assimilation of them allowed the students to expand their vocabulary. Figure 1 shows the

results taken during the questionnaires applied by the practitioner:

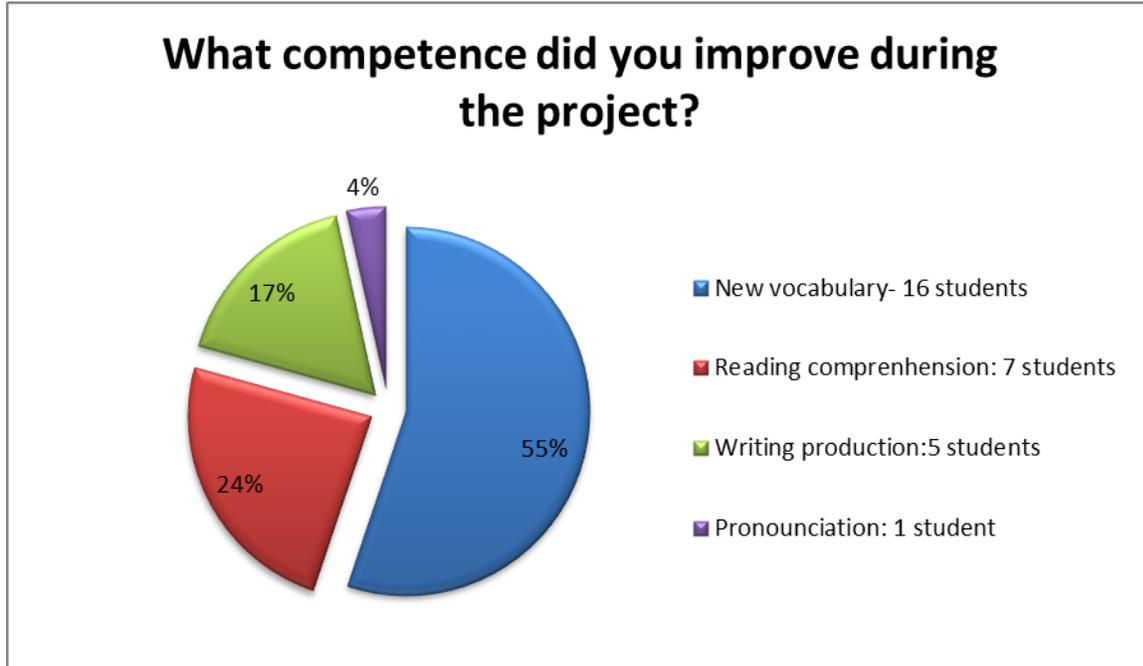


Figure 4: Information taken from the questionnaires implemented

It is necessary to clarify that the questionnaire offered the opportunity to describe the process, skills, and role of the members, in other words open questions for descriptive purposes. One of the most relevant aspects was the fact that the learning of new vocabulary was the most mentioned, being the second and third place the reading and writing competences respectively, these two being the main axes of the project. (*Information taken from the questionnaires implemented appendix 5*)

Error analysis in written productions

Most common errors

Most commonly found errors in the written production of the participants are presented in the following Table. It is considered the description, identification and correction of the most common errors. Some examples will be given for each type of error.

Description and correction of errors		
<i>Error classification and description</i>	<i>Identification of error</i>	<i>Correction of error</i>
<i>Omission of the subject</i>	<ul style="list-style-type: none"> My mom is Rosa Delia Villamizar <u>Salamanca, is</u> 38 years old, and her job is waitress and kitchen assistant. We are from Pamplona, north of <u>Santander, live</u> with my <u>nona,</u> 	<ul style="list-style-type: none"> My mom is Rosa Delia Villamizar <u>Salamanca, she is</u> 38 years old, and her job is waitress and kitchen assistant. We are from Pamplona, north of <u>Santander, I live</u> with my <u>grandmother</u>
<i>Verb-incorrect use of tenses.</i>	<ul style="list-style-type: none"> My mom is XXX <u>is</u> twenty nine years old <u>studying</u> industrial design. 	<ul style="list-style-type: none"> My mom is XXX, <u>she is</u> twenty nine years old, and <u>she is</u> <u>studying</u> industrial design.

	<ul style="list-style-type: none"> • She 40 years old 	<ul style="list-style-type: none"> • She is 40 years old
<i>Coherence</i>	<ul style="list-style-type: none"> • This day will bring happy for Taurus 	<ul style="list-style-type: none"> • This day will bring happiness for Taurus
<i>Grammar structures</i>	<ul style="list-style-type: none"> • Her hobby favorite is listening to music, walking and cooking. 	<ul style="list-style-type: none"> • Her favorite hobby is listening to music, walking and cooking.
<i>Mother tongue interference</i>	<ul style="list-style-type: none"> • live with my nona • In our family, we have a perrito 	<ul style="list-style-type: none"> • I live with my grandmother • In our family, we have a little dog or a puppy •
<i>Wrong translation from Spanish to English</i>	<ul style="list-style-type: none"> • Also cooks very rich • I am construction, I am from Mutiscua 	<ul style="list-style-type: none"> • Also, she cooks very delicious • I am a builder, I am from Mutiscua
<i>Wrong possessive adjective</i>	<p>His favorite type of music is merengue, his favorite food is chicken. (The participant was</p>	<p>Her favorite type of music is merengue, her favorite food is chicken. (The participant was</p>

	taking about her mother)	taking about her mother)
<i>lack of capitalization</i>	<ul style="list-style-type: none"> • <u>i</u> am 32 years old • At two years old, he moved to <u>Norway</u> 	<ul style="list-style-type: none"> • <u>I</u> am 32 years old • At two years old, he moved to <u>Norway</u>
<i>Spelling</i>	<ul style="list-style-type: none"> • Moly is an excellent producer and <u>singuer</u> 	<ul style="list-style-type: none"> • Moly is an excellent producer and <u>singer</u> •

Table 4: error analysis identified in the participants ‘written productions

And the most common kinds of error are: addition of personal pronoun, the mother tongue interference, subject-verb disagreement, use of incorrect tense, lack of capitalization, omission or addition of articles and incorrect spellings. As it has been pointed out by several researchers committing errors is part of a second language acquisition process. The result of this study throws significant light on the deviation of the grammatical rulers of the learners from the rulers of the target language, English, and provides insight into the way the learners internalize the target language rules.

How is the School Newspaper divided?

Furthermore, it is crucial to recognize the structure followed with the aim of developing the sections in the scholar newspaper. Keeping in mind the students' interest, the educational context, and the methodology, 13 sections were created such as local news, front page, Help me, my school, Sports news, leisure, the horoscope, what on TV, knowing my idol, the influential one, what do you think, the interview, did you know?, classified, and thanks.

The participants were not chosen by the teacher, the contribution was opened to everyone, but there were just four volunteers (Rubí Suarez, Yulieth Leal, Sebastian Mendez, and Edgar Martinez). Consequently, the written productions were not enough to cover each section. As a result, the pre-service teacher had to select some participants taking into account their commitment and responsibility with the English classes (Camilo Rojas, Evelyn Floréz, Leonardo Mantilla, Johan Villamizar, and Yuri Ochoa.) On the other hand, the pre-service teacher used T.B.L with the purpose of collecting more written productions and filling the missing sections. In the same way, it is important to highlight the participation of a seventh grade student (Yeiler Rojas and Sebastian Pesca), the participants knew about the current project and they decided to be a volunteer and get involved, creating a special section (the horoscope and what do you think? respectively)

As it was said previously, the scholar newspaper (The Board News) has been broken down into 13 different sections gathering information associated to culture, social life and educational news (*to see the participants' productions go to the [appendix 6](#)*)

1. **Front page:** This section is dedicated to inform about the main news that happened in the school, taking into account the transmission of local information. In the same way, it presents generalities about the newspaper, such as the newspaper's title, volume, date, place, and edition.

2. **Local news:** The second section is associated to institutional news considering celebrations (the mother's day, the teacher's day, the Spanish day, among others) communicating the importance of the date, the activities developed during the event, the causes and consequences behind.

3. **Sport news:** In section is directed to communicate sport news in the global, national, local or institutional context. In the *¡Error! No se encuentra el origen de la referencia.* the author Rubí Suarez was in charge of writing the section, she decided to talk about the Fifa World Cup, starting with the title, a subtitle, and paragraph to introduce the news. Additionally, she created a search world based on the news published. To catch the readers' attention it is necessary to add images for contextualizing the central topic.

03
THE BOARD NEWS

Sport NEWS



FIFA world cup

What are the teams in the football world cup Russia 2018?

The world cup in Russia is coming and the countries that are going to participate are preparing their players for winning the most important football trophy. In this competition, 32 teams from the five continents are going to be presented.

- **Africa:**
Egypt, morocco, Nigeria, Senegal, and Tunisia

- **Asia**
Arabia Saudi, Japan, Iran and the Republic of Korea
- **Central America**
Costa Rica, Mexico, and Panama

The principal candidates to win the world cup are Germany, Brazil and England

Written By: Rubí Pinto

- **South America**
Argentine, Brazil, Colombia, Peru and Uruguay.
- **Europe**
Germany, Belgium, Croatia, Denmark, Spain, France, England, Iceland, Poland, Portugal, Russia, Switzerland, Sweden.
- **Oceania**
Australia

Who are going to be in the final?

R	E	B	R	A	Z	I	L	S	P	A	N	I	C
U	N	O	P	X	Y	Z	K	I	N	O	D	E	
S	T	E	G	Y	P	T	N	M	D	L	T	C	
S	P	A	I	N	W	X	Y	Z	O	K	R	N	
I	T	F	L	O	X	I	O	M	V	U	T	A	
A	M	E	X	I	C	O	S	M	E	X	I	R	
O	T	F	X	Y	Z	I	C	M	N	O	P	F	
C	O	L	O	M	B	I	A	T	U	N	I	S	

Alphabet soup

Look for the words

- France
- Egypt
- Spain
- Brazil
- Colombia
- Mexico
- Russia



Figure 5: Section directed to communicate sport news

4. **My school:** In this category, student will be able to express and inform the news associated to extracurricular activities, specially the integral project “Senderos de Paz y Bien”; in the same way, information about official program carried out inside the classroom such as sport groups (soccer, basketball and volleyball teams).
5. **Did you know? (Cultural tips):** This section is dedicated to share cultural information; on other words, through short descriptions learner will be able to exchange information about four historical, geographical, demographical, educational or cultural facts in the world.
6. **Influential one:** This section comprehends written production focused on telling information about a person that people admire; these articles are designed to talk about relatives or friends, who have changed their lives, who has had a vital role in the society. In the *figure 7* the auteur Belen Gamboa decided to dedicate a poem to her mother, considering the importance of that person, and a special date: the international women´s day. The writer connected her ideas with the exceptional date.

The Influential One

Remembering the international women's day

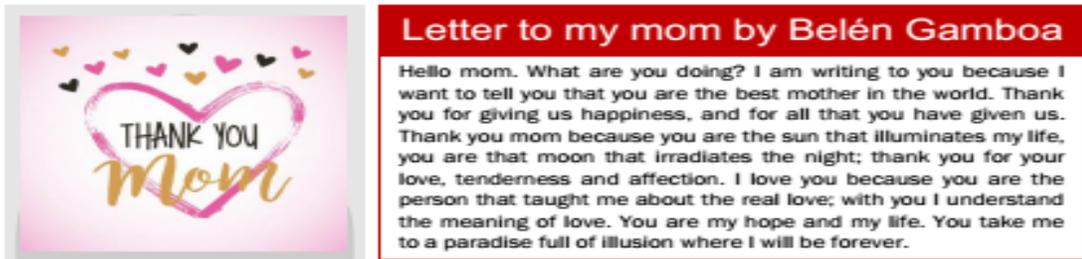


Figure 6:Section dedicated to talk about their idols

7. **What is on tv?:** This section allows students to talk about their favorite TV program, where and when it is transmitted and a summary about a series, a movie or a cartoon. Participants comment facts about the series, such as the thematic, the characters, the setting and the brain behind the TV show.
8. **Help me!:** It essential to highlight learners will show the successes and problems that they face every single day. As a point of convergence, human behavior is circumscribed according to the social, economic, professional, political or educational conditions that man must face every day; its behavior is designated according to the level of self-knowledge where its rationing plays a fundamental role for personal development. Anonymously, learners will ask for advices in order to solve a real problem.

Every day, students have to face real problems. Could you help them, please?

H
E
L
P
M
E

?

PROBLEM: Which is the best way to learn new English vocabulary by heart?
(Anonymous)

Write your potential advice: _____

PROBLEM: I need a useful advice: I am suffering of bullying by some classmates, what do I have to do? I will be waiting for a soon answer.
(Anonymous)

?

Write your potential advice: _____

?

PROBLEM: my classmates talk all the time during the classes, and they do not let me pay attention or to be concentrated. How can I avoid this distraction?
(Anonymous)

Write your potential advice: _____

Figure 7: Section oriented to ask for help

9. Others section are: classified, leisure and Horoscope (to see the complete newspaper go to the appendix 7)

10

THE BOARD NEWS

THE horoscope

Section written by Yeiler Rojas



ARIES (March 21 - April 19)

It is important that you do not underestimate certain commitments that you have assigned for the day. Meditate before acting. Keep your mind calm and you will be able to see beyond the situation.

TAURUS (April 20 - May 20)

Sweets, chocolates, desserts, night outings, sedentary life and leisure are provoking chaos with your health. Love yourself more. Taurus has economic problems to solve.



GEMINI (May 21 - June 20)

The presence and company of friends will be able to get rid of your usual shyness, leading you to reach an expected achievement. Do not underestimate destiny.

CANCER (June 21 - July 22)

Do not allow yourself to give in to certain temptations, even when you know that the result of doing so will be catastrophic. Or you can postpone more those jobs that you really hate doing. Face your responsibilities properly.



LEO (July 23 - August 22)

Do not let the situations that you should experience in life change the essence of your person. Learn from your lessons but do not get corrupted. You will show yourself very creative and funny today.

VIRGO (August 23 - September 22)

Someone from the past will return and seek to recover. But do not pay attention to his promises of change; it's still the same person. Look around and you will see the person you were waiting for



11

THE BOARD NEWS



LIBRA (September 23 - October 22)

You will have an explosive temperament today. Try to think well before saying a word. Open your mind and the solution will appear.

SCORPIO (October 23 - November 21)

The effort that Scorpio has devoted to the work will be paying off handsomely, but you should be cautious because knowing the professional terrain you are treading will make Scorpio reach the success you want.



SAGITTARIUS (November 22 - December 21)

You are spending more than you can and that will end up affecting your future. Do not borrow money from anyone. Lack of money will make arguments with your couple.

CAPRICORN (December 22 - January 19)

You will find yourself being a great help to a close friend who is going through a dark moment in his life. Capricorn will leave everyone speechless at work presenting an innovative proposal.



AQUARIUS (January 20 - February 18)

Pursue your professional dreams, you will be very close to getting a project for which you have worked so hard, however Aquarius should persevere in your professional performance to get a new work adventure that will allow you to stabilize economically.

PISCES (February 19 - March 20)

Pisces will have today to face a problem with people who do not get along very well, so it will be convenient to be patient to fix the conflict with mediation.



Conclusions and discussion

The main purpose of this research was to reinforce reading and writing skills through the implementation a student's newspaper to improve their English learning process. A sort of activities proposed by two main authors Brown (reading skill) and Harmer (writing skill) were implemented in order to accomplish the main goal of this pedagogical proposal. Also, many difficulties arose during the process, such as the lack of previous knowledge of some of the students in the classroom, the predisposition towards reading and writing activities.

However, it is here where we as teachers have to look for the solution of such problems. It is the teacher's role, to motivate the students and the learning process. During this all of this process the pre-service teacher was able to develop different activities; it was very challenging to fix the school schedule to applying them, because of the institution's extracurricular activities and the development of the curriculum necessity. It is important to say that students worked in a better way because of the clear indications and the good explanation of the implementation. They were very receptive about the objectives and the steps, which helped a lot with the time issues. It was easy to find stories to catch students' attention because most of them expressed their favorite topics so the pre-service teacher had variety of subject to choose that engaged students in the class development, and most of them actively participated in class. With this project implementation the students were able to produce the language meanly in written exercises through the creation of their own stories. In addition, the students were very interested in each other productions which generated a good environment in the classroom and increased the communication and good relationships.

This project also enhances the teacher and the students that written activities can be carried in the classroom, and despite the amount of time they need, they are very important for the learning process. Finally, as these strategies were acquired, the learning process became easier, more organized and as it was developed it became systematic. Hopefully, students get to apply these strategies in the future and in different areas.

CHAPTER II: RESEARCH COMPONENT

Introduction

In the setting of the PLEX background, pedagogical practices of the pre-services teachers are designed as one of the main focal points of interest and update to study and to document for improving the teaching-learning processes, for the education qualification.

Although there is a manifesto of interest in the necessity of understanding and transforming the pedagogical practices, as well as the significant part of the local studies emphasized more on the learning issues than the teaching problems.

It has been considered useful to formulate a project in which the reflective approach is established about the practicum to objectify knowledge, behaviors, and attitudes that leads the educational work; as well as an exteriorization exercise of the pre-service teacher own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

Justification

Formulating this project in the foreign languages students' integral practicum context, it is subscribed in the professional conception of the practicum as the basis to improve the educational processes in the application centers where PRADO is conducted. It has been importantly considered that the role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate proceedings and to be interested in the knowledge of the concepts, and approaches to attend a problematic situation and to establish an analytical perception of the practicum.

In accordance with the educational philosopher John Dewey, pioneer in the reflective thinking realm applied to the education, we justified the need of this project to bestow the students on analysis and self-observation tools that allow them to distinguish between the routine and the reflective actions. We consider that a reflective approach protects the agents of the traditional context of inertia, and the authority that permeates the school.

Statement of the problem

The educational institutions assume the core statements of the subjects' constitutions, the institutional life without questioning; they are impressions, stable and unchangeable features that develop some part of the educational culture and identity. When the events are carried out without major disturbance, the teachers risk of establishing themselves in a logical intervention that does not allow conducting the pedagogical evaluation and the school cultural renovation. A practicum without reflection does not provide the emergency of problematic situations because the realities are ignored and non-perceived. Viewed this way, the pedagogical practicum is

assumed from some reproductive codes furnished to the teachers in one traditional “know-how”, of one cultural replication obstructing the emergence of prone practices which generate those thinking and knowledge transformations that deal with social needs.

With respect to the above, it is required that teachers’ training process fosters the per-service teachers, future teachers, a critical and reflective thinking that contributes to improve their pedagogical practicum, so that they can in turn, become essential elements that impact and transform their day-to-day and their future professional performance.

In the case of the Foreign Languages Degree of the University of Pamplona, reflection is conceived as essential exercise for conducting the integral practicum in which students self-evaluate, they establish a critical and constructive perception about their day-to-day in their role as teachers.

Research questions

- How does reflection contribute to the transformation of pedagogical processes during the practicum?
- How does reflective practice influence the pre-service teachers’ critic spirit and allow the analysis of their pedagogical performance?

General objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.

Specific objectives

- To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance.
- To consolidate a pre-service teachers group with a critic spirit, a group able to reflect and present proposals to face any problem in their practicum.
- To socialize criteria, to share ideas and guidelines to assume all pedagogical practicum aspects.
- To identify and analyze the strategies used by the pre-service teachers in his/her practicum.
- To implement reflective workshops and to develop didactic units that guide pre-service teachers' reflection.
- The pre-service teacher will analyze his/her beliefs about teaching performance and student's behavior.

Theoretical framework

Among the points addressed, some concepts and theories are mentioned in this component, such as: teaching profession, reflection, reflexive practice and pedagogical practicum. To provide a broader understanding of each one of them, they are going to be covered subsequently.

The teaching profession

One of the essential members of any educational institution is the teacher, who has the function to teach knowledge framed in a determined science or art, but who also is the responsible of the students' integral formation.

The teaching professions demands a series of competences, that currently comprise a conceptualization and a way to operate within the planning and management of human resources orientated to facilitate an articulation among management, work, and education. As such, we find each teacher must meet the discipline competences that allow himself or herself to master a collection of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level in which he/she develops the activity. Similarly, each teacher must have competences in organization of the contents, it means that the pedagogical practicum does not only demand to organize its components to be learned by students, but also provides the teaching conditions inside or outside the educational setting. The most immediate function that teachers must develop is to design or foresee the teaching practice.

Reflection

Reflection implies to cover different conceptions. For that reason, to deepen into its definition, two aspects are going to be taken into consideration: the reflection as a process, and the reflection as a theme. (Correa et al, 2010)

Reflection as a process

Reflecting is carried out starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa et Molina (2010) reflecting about the experiences

which implies “a sort of reflective dialogue with the situation, where the language would promote the access to the individual’s experiences, which would permit to extract a new structuring of the situation”

Reflection as a process implies to follow a set of steps represented in the below figure:

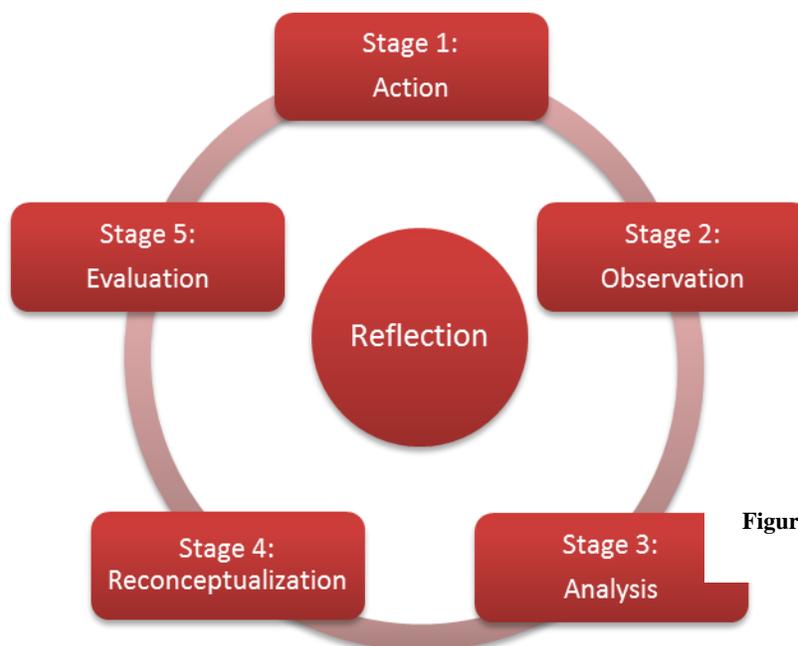


Figure 9: Reflection process

Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states that reflection may be focused on a specific theme or subject. This type of reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as deliberating among competing view of teaching, and reflection as reconstructing experience. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual aspects.

Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

Reflective practicum

In order to update and qualify the academic proposals in the university, and guide students to new ways of interacting with the world, it is necessary that teachers question themselves about their own practicum and the repercussion they are generated, and that they are capable of objectifying their behaviours, and assuming the different roles in the pedagogical relation.

Teachers take a central role in the educational modern world; they act in a complex context submitted to a constant change determined by the interaction of diverse factors and conditions. Teaching profession requires that: “Teachers develop their professional knowledge concerning the changing circumstances” (Ebutt y EllioT:1986). In this problematic practicum context, of the class setting it demands a treatment oriented to understanding and social interacting.

The necessity of articulating the changing social reality to our pedagogical day-to-day, as evidence by the existence of numerous attempts to explain school phenomena and by searching the ways to attend those phenomena, to make school work effective.

This study serves participants teacher reflect about their methodological processes in the light of reflection as unique rational and ethic way of intervening (Sacristán 1999).

According to Van Manen (1997) there are different levels of reflexivity, in the first one: it is effectively applied skills and technical knowledge; in which reflection is applied with regard of the appropriate selection and use of the didactic strategies to be used.

In the second level, reflection brings those implicit budgets within the specific practices of the classroom. Then, teachers analyse the adapted strategies' consequences of the curriculum, afterwards practices are chosen by the educational criteria of teaching practicum, so that the pedagogical decisions adapted to the institutional reality and context are taken.

In the third level, Van Manen establishes an exercise of critical reflection. In this level, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

Pedagogical practice

It is appropriate considered to appeal to a conceptual operation of the practicum classification in order to assume the proposal of Zeichner who establishes some modalities of practicum:

- Academic practicum: It is oriented to prepare teachers for being able to reflect about the courses they teach, in order to transform them in understanding structures for students.
- Efficiency social practice: It is about of getting an effective teaching through the application of didactic technics that are deduced of general principles in the

pedagogical investigation. In this case, reflecting consist on a strategic decision: “selecting between the range of available technics what the more effective is”.

- Of development: teaching is based on the interests and student development, at the same time, it considers the development of teacher as teacher and as individual.
- Social reconstruction: Reflecting objective is social, economic, and political context, that promote real democratic relations in the classroom, as well as equal and fair in social field.
- Generic: Programs related reflection in the generic way, but without specifying the claims of the programs, neither the curriculum about what it needs to be reflected nor the strategies to foment the reflective learning.
- Reflecting trigger: According to Schulman (1987), these triggers are the teacher’ cognitive foundations about the classroom life; they are essentials because they constitute the element of the reflective thinking which brings the own thoughts during the process of taking decisions in the classroom.
- Critical element of the reflective thinking: It I s related to “the morals and ethics aspects of compassion and social justice” in accordance with Sparks-Langer and Colton (1991:39). The interest concerning to social justice and ethics in education.

These authors established some sorting categories of the thoughts:

1. Content knowledge
2. General pedagogic knowledge.
3. Curriculum knowledge (materials, programs, etc.)
4. Teacher and own professional configuration knowledge.

5. Students' characteristic knowledge.
6. Educational context knowledge.
7. Fundamental knowledge: philosophical, historic, axiological aspects.

According to Georgea, Spark-Langer and Amy Colton the narrative element, is another of the elements of the reflective thinking which is included in the current study as instrument. These keep relation with teachers' narratives to incentive those stories of their own experiences which are presented in diverse ways and take some functions in the subjectivity, and its constitution. In this component, it is situated the teachers' diaries in which writing triggers the elaboration of teachers' reflective thinking, about their objective, subjective and intersubjective experiences in the practicum.

Methodology

Among the methodological strategies proposed, it is develop an unceasing reflection process that contemplates meetings to strengthen the pre-service teachers' group as an initial space to cover the educational and professional teaching work. The organization principles are autonomy, planning and self- observation.

This study undertakes a qualitative approach, from the perspective of reflection as the central approach that will contribute to the description, identification and analysis of the pedagogic practice itself. The data collection instruments proposed are:

Instruments

Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices.

Self-observation sheet

Its purpose is to guide the pre-service teacher towards an own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment.

Narrative

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life. *(To see an example about the narrative implemented go to the [appendix 8](#))*

Classes' registers

To have evidence about pre-service teachers' actions in the classroom will contribute to the analysis and reflection of a variety of aspects concerning teaching and learning process. These registers will also provide an external and constructive view of their pedagogic practices.

Research chronogram

Table 5: Research component chronogram.

		FEBRUARY				MARCH				APRIL				MAY			
		WEEKS				WEEKS				WEEKS				WEEKS			
ACTIVIDADES		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	Formulación proyecto																
II	Socialización																
III	Implementación																
IV	Aplicación de instrumentos.					*	*	*	*	*	*	*	*	*	*		
V	Talleres																

* Reflective journals.

Results

The component is applied from a reflexive point, where the practitioner has the capacity to make a critical evaluation of the process, the methodology, and the pedagogical, professional and formative skills taken by the teacher. From narrative reflections, the practitioner will understand

and analyze the shortcomings, strengths, and conceptions to be improved in order to lead an integral process focused on meeting the needs of the students.

However, the reflective process is based on the perceptions and events attributed to the teacher in practice; an internal thought process where labor, social and pedagogical conditions are evaluated. It is also seen as a joint work activity where the tutor and supervisor know more in depth the conditions that the teacher in practice must face every day.

But from my point of view, it is a simple activity that is not internalized, the narratives should not be a simple materialization of the class process, it should be an ideal space where the practitioner has the opportunity of an outlet, of the triumphs and failures. To realize about the physical, mental and professional impact, taking as a point of reference the attitude of the students, the institutional norms, and the academic context. Narrative reflection is understood through a process of mere description without an evaluative and analytical point of view.

CHAPTER III: OUTREACH COMPONENT

Introduction

Learning English as foreign language in Colombia has become a right for the kids in most school in which the Colombian government has established a principal purpose of teaching English to the basic primary in pursuance of giving children the opportunity to participate in cultural exchanges which allows them to have a great personal and social development.

In terms of improving the learning of English as foreign language the Ministerio de la Educación Nacional launched a bilingual politic which principal objective is: “to have capable citizens in English communication, with international standards to be inserted in universal communication process of the country, in the global economic and cultural opening” . Thus, MEN has been implementing a great variety of strategies in the different educational levels with a view to accomplish this goal, a clear example of this is the creation of the English quality standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description, and training plans.

These programs have been developing in all the country and it has integrated the work done for educational secretaries, public and private universities, and language centers, however the obtained results until now have not been very encouraging because many of the educational institutions have not yet been impacted for the program itself.

With respect to primary school, National government endeavors for the coverage expansion of the English teaching to children, because many of these educational establishments sometimes do not count with an English teacher who guides a teaching-learning process thereby the evaluation results applied at the national level are not encouraging.

The University of Pamplona, Colombia in its nature of public institution trainer of trainers and more specific the Foreign Language Department, it has closed to the school’s reality in Pamplona regarding to the bilingualism national politics, many of the educational institutions of this city do not count with an English teacher to attend the needs of formation in primary school.

In recognition of this social reality and the generated problematic, the current proposal of social projection aims to attend the needs of English formation, the children community of the primary schools in Pamplona and integrate the training in foreign languages of the Foreign languages department's students. To the educational truth of this sector for attempting to reduce the gap among public and private school in foreign language field.

The government policies identify the problematic, however the institutions' emphasis is not filled with the normativity, there is a need effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

Justification

Foreign language learning and acquisition, allows to be at vanguard of the own needs that nowadays are required by the world. Therefore, it is required to implement this project as well as working on it since the children beginnings of schooling in order to conclude with its basic learning cycle in which it has foundations to continue with such secondary, high-school vocational, and higher education learning process in teaching to achieve that more people be training in this field.

The following Project aims to raise awareness of English teaching in primary schools in Pamplona, contributing to the basic training in foreign language which is required and essential in these levels. For that reason, it is carried out as part of the integral practicum of foreign language students in its outreach component; this component is conducted by the tenth semester students, as a way of contributing to the English teaching empowerment in primary school.

The project development promotes a higher degree and mutual way to both educational institutions and the children community in Pamplona, as well as the Foreign Language Department and students who carry out the integral practicum. These benefits turn out to be the possibility that children have in primary schools the appropriate contact with the foreign language and at the same time with training process of the students who are finishing their studies in order to understand the needs and educational realities of the institutional environment, so that they will be able of co-help, intervening in the process, to impact the improvement of such needs.

Objectives

General objective

- To attend English training needs of the children community of primary schools in Pamplona.
- To integrate the foreign language training of the Foreign Language Department to the educational reality of the primary schools in Pamplona.

Specific objectives

- To familiarize the kid of primary school of Pamplona whit English fundamental knowledge.
- To involve Foreign Language Department students in the English teaching process in primary schools of Pamplona.

- To articulate the Foreign Language Department students training with the programs of social projection that offers the social interaction office of the University of Pamplona.

Outreach component subproject

At the same time, the Jose Antonio Galan School of Pamplona has important seat, which leads to an inclusive education, and which welcomes without any discrimination the Pamplona population. One of them is the 4th Julio primary school, located in the peripheral area, specifically in the. As well, one of the purposes of the 4th Julio School is to adopt a model based on benefiting the most isolated sectors, seeking to satisfy the need for an education committed to cognitive and pedagogical development, establishing strategies emphasizing integral education.

(to evidence the material implemented go to the [appendix 9](#))

<i>Date</i>	<i>Lection</i>	<i>Vocabulary</i>	<i>Activities</i>	<i>Materials</i>
From 12nd March to 16th March (4horas)	Nice to meet you!	Greetings	 Video about the greeting.  Introduce her/himself playing “hot, hot potato”  Match the expressions and the greeting with	Video TV Ball Flashcards Pieces of papers

			their respective picture.	
From 19th March to 23th March (4horas)	I am a student	Professions	 A bingo and a video to teach the professions.	Cartoons Piece of papers Video and T.V Worksheets
From 26th March to 30th March (4horas)	We are a family	The family	 Song about the members of the family.  Explain the members of the family through flashcards.	Song and T.V Flashcards (Family Simpson) and sheets Worksheets
From 10th April to 14th April (4horas)	I love eating	The fruits	 Use Realia method to teach the fruits.  The little worm (with fruits)  Cut and paste	Realia method The little worm Worksheets

			the fruits and say how many fruits there are.	Sheets
From 1th May to 4th May (4horas)	My favorite color	Colors	 Song and online game to learn the colors.  Turn the color roulette.  Paint the objects according with the color stated.	Song, internet and T.V Roulette with the colors Worksheets ”
From 7th May to 11st May (4horas)	What are you wearing?	Clothes	 Match the pictures with their respective names.  Draw	Flashcard and pieces of papers Colors, pencil, etc.

			<p>themselves.</p> <p>✚ Describe what they wear</p>	Worksheet
<p>From 14th May to 19th May (4horas)</p>	<p>It was an amazing spring</p>	Seasons	<p>✚ Explain the seasons using a video.</p> <p>✚ Describe the seasons</p> <p>✚ Categorize the objects according with the seasons.</p>	<p>Video and T.V</p> <p>Flashcards</p> <p>Pieces of papers</p> <p>Worksheets</p>
<p>From 21st May to 25th May (4horas)</p>	<p>My pet</p>	Animal	<p>✚ Crocodile board game (with the animals)</p> <p>✚ Draw their favorite animals.</p> <p>✚ Describe an</p>	<p>Crocodile board game</p> <p>Dice</p> <p>Colors, pencil, etc.</p> <p>Flashcards</p> <p>Sheets</p> <p>Worksheets</p>

			animal using the adjective.	
From 29th May to 1st June (4horas)	I am the best	Adjetives	 Worksheets  Videos  Speaking descriptions.	 Pieces of papers  Flashcards  Sheets  Technological instruments

Table 6: outreach component chronogram.

Results

At the same time, the Jose Antonio Galan School of Pamplona has important seat, which leads to an inclusive education, and which welcomes without any discrimination the Pamplona population. One of them is the 4th Julio primary school, located in the peripheral area, specifically in the. As well, one of the purposes of the 4th Julio School is to adopt a model based on benefiting the most isolated sectors, seeking to satisfy the need for an education committed to cognitive and pedagogical development, establishing strategies emphasizing integral education

Both in practice integrates in high school and primary, is essential to create class plans where they establish the topics to work, the objectives, stages of the class, and the different

methodological strategies such as games, songs, guides and tests. There are two courses, preschool and transition, the first is a group with the ability to write and read in Spanish, also transcribe words in English. However, transition children do not have written and reading skills developed in Spanish; reason why repetition classes are essential.

Modifications have been made on the topics to be worked on and the activities to be implemented due to the level of English of the students. In order to comply with the requirements outlined in the curriculum: but the primary objective in the primary stage is the apprehension of new vocabulary through songs, flashcards, and other teaching methods.

CHAPTER IV: ADMINISTRATIVE COMPONENT

Introduction

This component concerns the pedagogical activities that were developed in Jose Antonio Galan School, in order to involve all the educational community. As it was observed the majority of the planned activities and events were settled in the institution with the idea of engaging and involving both teachers and students, and so they could communicate satisfactorily in the target language. At the same time those activities were helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment.

Justification

In accordance with number 1 of article 15 and article 20 of law 01620 of 2013, the educational institution will develop projects aimed at the implementation of programs for the development of competencies citizens, education for the exercise of human, sexual and reproductive rights, in accordance with the guidelines, standards and guidelines that are defined. This implementation will be done through compulsory pedagogical projects, based on the article 14 of the General Education Law, as part of the Institutional Educational Projects - PEI or of the Community Educational Projects -PEC-, as the case may be.

In accordance with the provisions of Article 20 of Law 01620 of 2013, the projects referred to in numeral 1 of Article 15 of the mentioned Law, must be developed at all levels of the educational establishment, formulated and managed by the Teachers from all areas and grades, built collectively with other actors in the educational community, without a specific subject, respond to a situation in the context and that are part of the institutional educational project or project community education }

Objectives

General Objective

- To get involved in the academic, cultural and administrative activities organized by the institution taking an active role in all the events organize by Jose Antonio Galan high school in Pamplona.

Specifics Objectives

- To offer organizational services for creating the appropriated environment in order to develop satisfactorily the events proposed by the establishment.
- To establish a good relationship with all the school community.

MARZO

FECHA	ACTIVIDADES
1 AL 2	Desarrollo Académico
2	Elección Personero, Representante Consejo Directivo Y Contralor Estudiantil Organizan docentes sociales y coordinadores
5 AL 9	Desarrollo Académico
12 AL 16	Desarrollo Académico
20 AL 23	Desarrollo Académico
23	Segunda actividad experiencia significativa Proyecto Pedagógico Transversal "Senderos De Paz Y Bien"
26 AL 30	Desarrollo Institucional - Receso escolar (estudiantes)
28	BINGO INSTITUCIONAL

Activities Chronogram

Figure 10: administrative chronogram in March

MAYO

FECHA	ACTIVIDADES
2 - 3	Desarrollo académico - Pruebas de calidad primer periodo – Todos los niveles. 0° a 11°. Acorde a programación realizada por coordinadores
4	Terminación primer periodo académico – Cierre de plataforma Webcolegios para cargue de calificaciones
7	INICIO 2° PERIODO ACADÉMICO
8	Consolidación de reportes académicos por parte de coordinadores
9	Asamblea académica – comité de convivencia Primer periodo
7 AL 11	Desarrollo académico
10 y 11	Impresión de informes académicos por parte de secretaria
15	Celebración institucional día del educador y del personal administrativo franciscano
16 AL 18	Desarrollo académico Entrega de informes académicos primer periodo a padres de familia
21 AL 25	Desarrollo académico
24	Cuarta actividad experiencia significativa proyecto pedagógico transversal “senderos de paz y bien
25	SIMULACROS 3°, 5°, 9°, 10° y 11°
28 A 31	Desarrollo académico

Figure 11: administrative chronogram in April

Figure 12: administrative chronogram in May

ABRIL

FECHA	ACTIVIDADES
2 AL 6	Desarrollo Académico – Desarrollo De Simulacros 9°, 10° Y 11°
3	Sesión Ordinaria Consejo Académico
9 AL 13	Desarrollo Académico
16 AL 20	Desarrollo Académico
17	Entrega de instrumentos de prueba de calidad preescolar 1° a 11° grados – líderes de área a coordinación (primaria a coordinador Joaquín, grados sexto a octavo, al coordinador Mario; grados noveno a once a coordinadora Olga)
20	Entrega pruebas de calidad coordinadores a secretaria
23 AL 27	Desarrollo Académico
23	IZADA DE BANDERA – DÍA DEL IDIOMA. Participan todos los grados priorizar manifestaciones artísticas y culturales con los estudiantes
24 AL 30	Pruebas de calidad primer periodo – Todos los niveles. 0° a 11°. Acorde a programación realizada por coordinadores
30	Tercera actividad experiencia significativa proyecto pedagógico transversal “senderos de paz y bien”

Conclusions

This component concerns the pedagogical activities that were developed in Jose Antonio Galan School, in order to involve all the educational community. As it was observed the majority of the planned activities and events were settled in the institution with the idea of engaging and involving both teachers and students, and so they could communicate satisfactorily in the target language. At the same time those activities were helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment. *(to evidence some activities carried out in the institution go to the [appendix 10](#))*

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APPENDIX

Appendix 1

Institución	Representante	Educador en formación
Colegio José Antonio Galán	Gloria Duarte	Brayan Ferney Montañez
Grado	Tema	Programa
Sexto (tres horas por semana)	Possessive adjectives	Licenciatura en lenguas extranjeras
Objetivos	Fecha	Observaciones
Identificar el uso de los adjetivos posesivos	Del Marte 8 al viernes 11 de Mayo	
Temática a desarrollar	Descripción de la actividad	Recursos

<p>Actividad para iniciar la clase</p>	<p>✓ Para iniciar la clase, el profesor saludará a los estudiantes y escribirá en el tablero la fecha y seguidamente la frase semanal sobre la autoestima, la escribirá tanto en inglés como en español.</p> <p><i>“Don't raise your voice, improve your argument”</i></p> <p>No levantes la voz, mejora tu argumento</p> <p><i>“It is by acts and not by ideas that people live”</i></p> <p>“La gente vive de los actos, no de las ideas”</p> <p>(una frase por clase)</p> <p>Una vez los niños hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la oración. Asimismo, la frase será repetida tres veces por los estudiantes.</p>	<p>Tablero marcadores</p>
<p>Calentamiento</p>	<p>Para introducir el tema a trabajar, el docente dará a cada estudiante una ficha que contendrá una corta noticia deportiva. Los educandos analizarán e identificarán, el vocabulario desconocido, el tema, la idea principal y las construcciones gramaticales (verbos, artículos, sustantivos, etc) Esta actividad se</p>	<p>Guías Diccionarios</p>

	hará de forma colaborativa entre profesor-estudiantes. (<i>Anexo 1</i>)	
Explicación del tema	<p>✓ Para explicar el tema a trabajar (the possessive adjectives), el docente aportará la definición, reglas, y una serie de ejemplos. (<i>Anexo 2</i>)</p> <p>Los estudiantes tendrán que copiar en el cuaderno la explicación dada por el educador.</p> <p>Por otro lado, el profesor dará a cada estudiante una guía donde deberán completar los espacios en blanco con correcto adjetivo demostrativo, teniendo en cuenta las reglas y la explicación dada por el docente. Cabe resaltar que se hará una socialización con el fin de hacer una corrección cooperativa. (<i>Anexo 3</i>)</p>	<p>Marcadores</p> <p>Tablero</p> <p>Borrador</p> <p>Cuadernos</p>
Actividad de producción	<p>✓ Poner en práctica el tema estudiado, el docente dará a cada estudiante un guía donde deberán completar un total de 14 frases con el respectivo posesivo. Cabe resaltar, que el profesor estará dispuesto en cada momento para ayudar a los niños a cumplir con la tarea de producción. Se hará la debida corrección de la actividad(<i>Anexo 4</i>)</p>	<p>Guías</p> <p>Cuadernos</p> <p>Lápices</p>

<p>Actividad de evaluación</p>	<ul style="list-style-type: none"> ✓ En cuanto a la actividad de evaluación, el docente dará a cada alumno una guía donde tendrán que responder 5 preguntas de selección múltiple con única respuesta; mientras que en el segundo punto deberán hallar el error en la oración y corregirla. Enseguida, se hará la debida corrección, los niños tendrán que copiar la corrección en el cuaderno (<i>Anexo 5</i>) ✓ Para la siguiente clase, se realizará un test con el fin de evaluar los conocimientos adquiridos. el docente realizará una actividad de producción y comprensión lectora, donde los educandos deberán leer un texto para responder las preguntas y completar un cuadro según la información requerida. Asimismo, una actividad extra será resolver una serie interrogantes sobre información personal como gustos. Una vez finalizada la actividad, el profesor recogerá las guías para calificarlas. ✓ Enseguida, se hará la debida corrección. Los niños tendrán que copiar la corrección en el cuaderno (<i>Anexo 6</i>) 	<p>Guías</p> <p>Lápices</p> <p>Cartera</p> <p>Cinta</p>
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<p>Clausura</p>	<ul style="list-style-type: none"> ✓ Para finalizar la clase, el profesor dejará una tarea para desarrollar en casa. Los niños deberán crear una pequeña noticia deportiva en cuenta los temas vistos hasta el momento. ✓ Finalmente, el docente se despedirá y les dará las gracias a los estudiantes por la atención prestada. 	<p>Cuadernos</p> <p>Diccionarios</p>
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[Appendix 2](#)

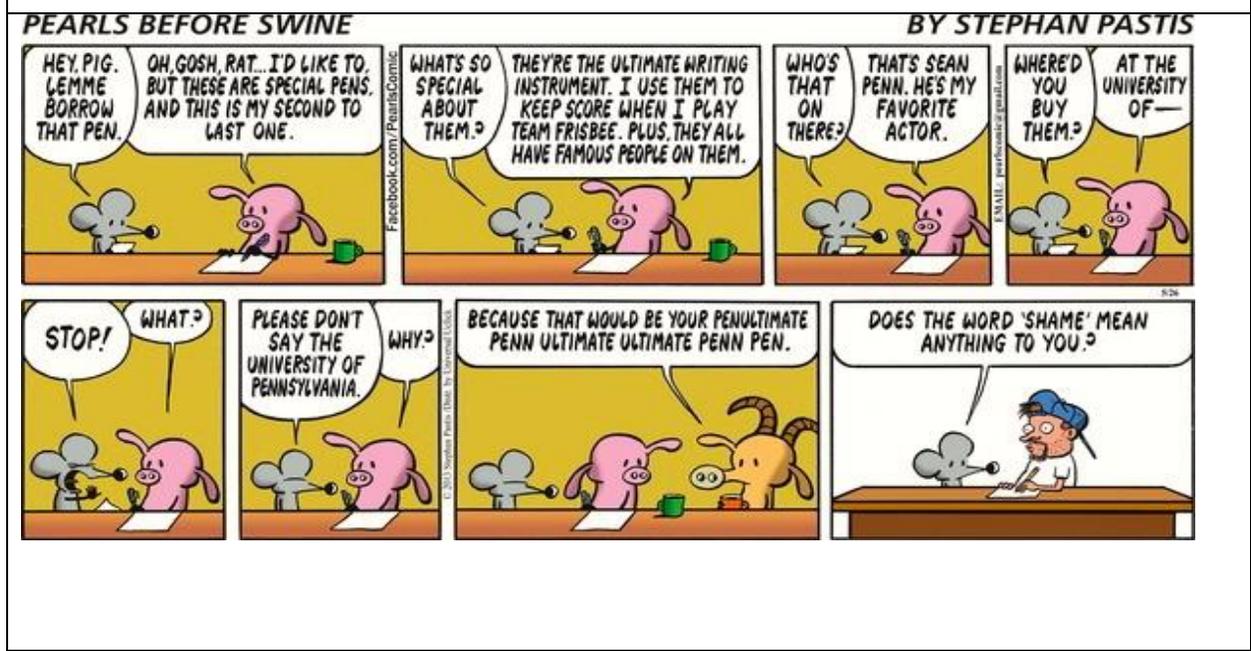
<p>Institution</p> <p>Colegio José Antonio Galán</p>	<p>Supervisor</p> <p>Gloria Duarte</p>	<p>Pre-service teacher</p> <p>Brayan Ferney Montañez</p>
<p>Grade</p> <p>Sixth</p> <p>(three hours per week)</p>	<p>Topic</p> <p>W H questions</p>	<p>Program</p> <p>Foreign languages</p>
<p>Objective</p> <p>Identify the use of W.H questions</p>	<p>Date</p> <p>Del Marte 17 al viernes 20 de abril</p>	<p>Observations</p>
<p>Stages</p>	<p>Activity</p>	<p>Recourses</p>
<p>Opening</p>	<ul style="list-style-type: none"> ✓ Para iniciar la clase, el profesor saludará a los estudiantes y escribirá en el tablero la fecha y seguidamente la frase semanal sobre la autoestima, la 	<p>Board</p> <p>Notebook</p>

	<p>escribirá tanto en inglés como en español.</p> <p><i>“It is during our darkest moments that we must focus to see the light”</i></p> <p>Es durante nuestros momentos más oscuros cuando debemos centrarnos para ver la luz</p> <p><i>“Change your thoughts and you change your world”</i></p> <p>“Cambia tus pensamientos y cambiará tu mundo”</p> <p>(una frase por clase)</p> <p>Una vez los niños hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la oración. Asimismo, la frase será repetida tres veces por los estudiantes.</p>	
<p>Warm up</p>	<p>Para introducir el tema a trabajar, el docente dará a cada estudiante una historieta de Garfield, la cual será analizada, es decir identificar, vocabulario, el tema, la idea principal y las construcciones gramaticales. Esta actividad se hará de forma colaborativa entre profesor-</p>	<p>Comic strips Dictionaries</p>

	estudiantes. (<i>Anexo I</i>)	
<p>Explanation of the topic</p>	<p>✓ Para explicar el tema a trabajar (las wh questions), el docente aportará una serie de ejemplos las cuales tendrán su respectivo nombre en inglés. El docente y los alumnos las repetirán oralmente con el fin de saber la pronunciación. Asimismo, se instruirá sobre el uso de cada W.H question.</p> <p>Question Words</p> <p>We make some questions with question words like <i>who</i> or <i>where</i>.</p> <p>We can use these words to make questions: <i>who, where, what, when, whose, why, which</i> and <i>how</i></p> <p>What's this? <i>It's a postcard from my friend, Makiko.</i></p> <p>Where is she? <i>She is visiting Sydney.</i></p> <p>We can use the question words <i>what, whose</i> and <i>which</i> with a noun.</p> <p>Which part of Japan is Makiko from? <i>Osaka.</i></p> <p>What places did she visit in Sydney? <i>The zoo, the Opera House and the shops.</i></p> <p>We can use <i>how</i> with an adverb.</p> <p>How often do you see Makiko? <i>Not very often. But we email once a week.</i></p> <p>We can use <i>how</i> with an adjective.</p> <p>How old is Makiko? <i>She's twenty. She'll be twenty one next month.</i></p> <p>Los estudiantes tendrán que copiar en el cuaderno la explicación dada por el educador.</p> <p>Por otro lado, el profesor dará a cada estudiante una guía donde deberán llenar los espacios en blanco los las Wh</p>	<p>Markets</p> <p>Board</p> <p>Notebook</p>

	<p>questions; cabe resaltar que se hará una socialización con el fin de hacer una corrección cooperativa. (<i>Anexo 2</i>)</p>	
<p>Activity 1</p>	<p>✓ Poner en práctica el tema estudiado, se dará a cada alumno una guía, en la cual deben leer una entrevista y llenar los espacios en blanco escogiendo una de las tres opciones de respuesta. Una vez completada la actividad los niños deben pegar la guía en el cuaderno de inglés, para finalmente hacer la debida corrección y traducción. Cabe resaltar, que el profesor estará dispuesto en cada momento para ayudar a los niños a cumplir con la tarea de producción. (<i>Anexo 3</i>)</p>	<p>Worksheets Notebooks Pencils</p>
<p>Evaluation activity</p>	<p>✓ En cuanto a la actividad de evaluación, El docente dará a cada alumno una guía donde tendrán que poner una W.H question para completar la oración la respuesta correcta; por su parte en el punto dos deberán unir las columnas 1, 2 y 3 para formar la pregunta con su correspondiente respuesta. Enseguida, se hará la debida corrección, los niños tendrán que copiar la corrección en el cuaderno (<i>Anexo 4</i>)</p> <p>✓ Para la siguiente clase, se realizará otra prueba con el fin de evaluar los conocimientos adquiridos. el</p>	<p>Worksheets Pencils Poster Tape</p>

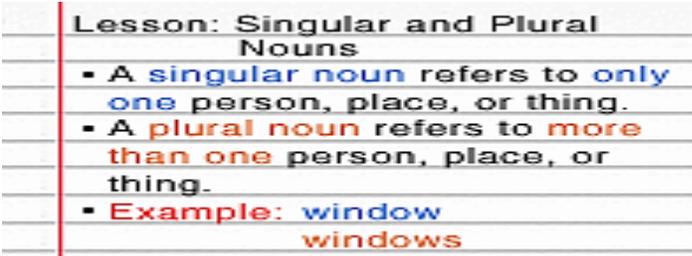
	<p>docente dará a cada estudiante una guía donde los estudiantes deberán leer un texto y en base en este responder siete preguntas. Una vez finalizada la actividad, el profesor recogerá las guías para calificarlas.</p> <p>✓ Enseguida, se hará la debida corrección. Los niños tendrán que copiar la corrección en el cuaderno (<i>Anexo 5</i>)</p>	
Closure	<p>✓ Para finalizar la clase, el profesor dejará una tarea para desarrollar en casa. Los niños deberán crear o inventar una corta historieta utilizando los temas vistos hasta el momento.</p> <p>✓ Finalmente, el docente se despedirá y les dará las gracias a los estudiantes por la atención prestada.</p>	<p>Notebook</p> <p>Dictionaries</p>



Appendix 3

Institution	Supervisor	Pre-service teacher

Colegio José Antonio Galán		Gloria Duarte	Brayan Ferney Montañez
Grade Sixth (three hours per week)		Topic The noun	Program Foreign languages
Objective Recognize grammatically the singular and the plural noun		Date Del Marte 17 al viernes 20 de abril	Observations
Stages	Activity		Recourses
Opening	<p>✓ Para iniciar la clase, el profesor saludará a los estudiantes y escribirá en el tablero la fecha y seguidamente la frase semanal sobre la autoestima, la escribirá tanto en inglés como en español.</p> <p style="text-align: center;"><i>“A day of worry is more exhausting than a week of work”</i></p> <p style="text-align: center;">Un día de preocupación es más agotador que una semana de trabajo</p> <p style="text-align: center;"><i>“If there is no struggle, there is no Progress”</i></p> <p style="text-align: center;">“Si no hay lucha hay progreso”</p>		<p style="text-align: center;">Board Markets</p>

	<p>(una frase por clase)</p> <p>Una vez los niños hayan copiado la frase en el cuaderno, el profesor les pedirá que hagan una pequeña reflexión sobre el significado de la oración. Asimismo, la frase será repetida tres veces por los estudiantes.</p>	
<p>Warm up</p>	<p>Para introducir el tema a trabajar, el docente dará a cada estudiante una guía que contendrá una serie de anuncios. Los educandos analizarán e identificarán, el vocabulario desconocido, el tema, la idea principal y las construcciones gramaticales (verbos, artículos, sustantivos, etc) Esta actividad se hará de forma colaborativa entre profesor-estudiantes. (<i>Anexo 1</i>)</p>	<p>Dictionaries</p> <p>Advertisements</p>
<p>Explanation of the topic</p>	<p>✓ Para explicar el tema a trabajar (the noun), el docente aportará la definición, reglas, y una serie de ejemplos.</p>  <p>Los estudiantes tendrán que copiar en el cuaderno la explicación dada por el educador.</p>	<p>Markets</p> <p>Board</p> <p>Notebook</p>

Por otro lado, el profesor dará a cada estudiante una guía donde deberán transformar del singular al plural una serie de sustantivos, teniendo en cuenta las reglas y la explicación dada por el docente. Cabe resaltar que se hará una socialización con el fin de hacer una corrección cooperativa. (*Anexo 2*)

Nouns	Plural	Examples
Most nouns	add <i>s</i>	book, books; cup, cups; sprout, sprouts
Most nouns that end in <i>ch, sh, s, x, or z</i>	add <i>es</i>	box, boxes; bus, buses; prize, prizes
Most nouns that end in a vowel and <i>y</i>	add <i>s</i>	boy, boys; day, days; key, keys
Most nouns that end in a consonant and <i>y</i>	<i>y</i> becomes <i>ies</i>	baby, babies; country, countries; spy, spies
Most nouns that end in <i>f</i> or <i>fe</i>	<i>f</i> or <i>fe</i> becomes <i>ves</i>	elf, elves; loaf, loaves; thief, thieves
Most nouns that end in <i>o</i>	add <i>s</i>	kangaroo, kangaroos; piano, pianos; video, videos
Certain nouns that end in a consonant and <i>o</i>	add <i>es</i>	hero, heroes; potato, potatoes; volcano, volcanoes

Activity 1

✓ Poner en práctica el tema estudiado, se realizará una actividad de producción y comprensión lectora, donde los educandos deberán leer un texto, identificar el vocabulario desconocido, la debida traducción, y responder las preguntas. Asimismo, una actividad extra será la transformación del texto, donde los educando deberán cambiar los sustantivos singulares a su forma plural. Cabe resaltar, que el profesor estará

Worksheets
 Notebook
 Pencil

	<p>dispuesto en cada momento para ayudar a los niños a cumplir con la tarea de producción.</p> <p>✓ En el segundo punto los estudiantes deberán encerrar los adjetivos y subrayar los sustantivos <i>(Anexo 3)</i></p>	
<p>Evaluation activity</p>	<p>✓ En cuanto a la actividad de evaluación, el docente dará a cada alumno una guía donde tendrán que responder 7 preguntas de selección múltiple con única respuesta y de completar, donde se evaluara la explicación del tema trabajado en clase. Enseguida, se hará la debida corrección, los niños tendrán que copiar la corrección en el cuaderno <i>(Anexo 4)</i></p> <p>✓ Para la siguiente clase, se realizará otra prueba con el fin de evaluar los conocimientos adquiridos. el docente dará a cada estudiante una guía donde los estudiantes deberán responder 5 preguntas de selección múltiple con única respuesta. Asimismo, transformar 9 sustantivos a su forma plural. Una vez finalizada la actividad, el profesor recogerá las guías para calificarlas.</p> <p>✓ Enseguida, se hará la debida corrección. Los niños</p>	<p>Worksheets</p> <p>Pencils</p>

	tendrán que copiar la corrección en el cuaderno <i>(Anexo 5)</i>	
Closure	<p>✓ Para finalizar la clase, el profesor dejará una tarea para desarrollar en casa. Los niños deberán crear su propio anuncio publicitario, teniendo en cuenta los temas vistos hasta el momento.</p> <p>✓ Finalmente, el docente se despedirá y les dará las gracias a los estudiantes por la atención prestada.</p>	<p>Notebook</p> <p>Dictionaries</p>

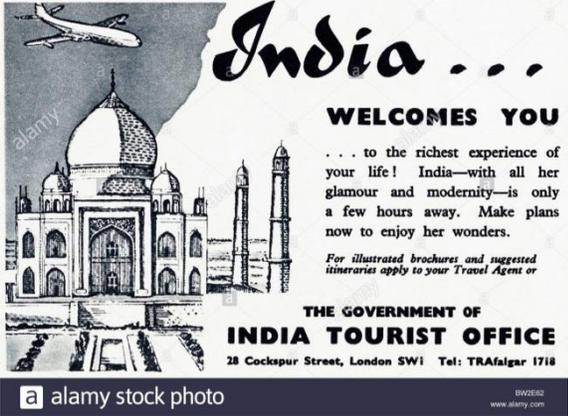


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dressed for
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those same
good
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Be a **PINEAPPLE**

Stand tall
wear a crown
& stay **SWEET**
on the
INSIDE

Appendix 4

Language Arts Standards

Many individual schools, districts and states have established content standards for their programs. The lessons in this guide address many language arts and social studies standards. The charts below illustrate how specific standards can be taught using the newspaper. The standards are listed in the first column. The individual lesson topics are listed across the top of the chart. The boxes in the column indicate which topics may be used to address each standard.

Standard	News	Feature	Edit.	Sports	Enter.	Bus.	Photo	Ad	D/P	Tips	Free.	Sens.	Far	Other	Web
1. Determine text organization and content	■	■	■	■	■	■		■		■					■
2. Apply word to read new words	■	■	■	■	■	■		■				■	■		
3. Use context clues	■	■	■	■	■	■		■			■	■	■		■
4. Interpret graphics	■	■	■	■	■	■	■	■	■				■		■
5. Form generalization based on evidence from more than one text			■					■							■
6. Find detail from more than one source to refute a generalization			■								■				■
7. Use examples to support a conclusion		■	■								■				■
8. Use facts to inform	■	■	■			■						■		■	■
9. Compare/contrast problems and solutions	■	■	■			■						■		■	■
10. Identify audience and purpose	■	■	■	■	■	■	■	■			■	■		■	■
11. Correct spelling, punctuation, grammar and stylistic errors	■	■	■	■	■	■	■	■	■	■		■	■	■	■
12. Use relevant graphics such as photos, charts, maps, tables and graphs	■	■		■	■	■	■	■	■	■	■	■	■		■
13. Maintain logical sequence	■	■	■	■	■	■	■	■	■	■	■	■		■	■
14. Make logical transitions between paragraphs	■	■	■	■	■	■					■	■		■	■
15. Use precise language	■	■	■	■	■	■	■	■			■	■		■	■
16. Make effective word choices	■	■	■	■	■	■	■	■			■	■		■	■
17. Demonstrate knowledge of art elements						■	■	■	■				■	■	■
18. Combine art elements in effective manner						■	■	■	■				■	■	■

Lesson Topics: News, Features, Editorial, Sports, Entertainment, Business, Photojournalism, Advertising, Design and Production, Tips on How to Read a Newspaper, Freedom of Press, Sensationalism, Far Side, Other Newspapers, Internet



Appendix 5

ENCUESTA ESTUDIANTIL PROYECTO "PERIODICO ESCOLAR"			
Practicante: Brayen Ferrey Montañez			
OBJETIVO	Identificar los beneficios de un periódico escolar implementado por el docente en práctica en la institución educativa José Antonio Galán, asimismo, conocer las consecuencias en el proceso de aprendizaje del idioma inglés. Cabe resaltar que las producciones escritas se recogieron a través de tareas tales como escribir sobre un familiar, un famoso, redactar una noticia, la creación de historietas, etc		
NOMBRE	Yohan Steven	APELLIDOS	Villamizar Anfeliz
EDAD	13	GRADO	6° C
EMAIL		DIRECCION	
1. ¿Cuál es su perspectiva sobre la implementación de un periódico escolar en la institución?	Pues sería bueno porque nos informaría de noticias, anuncios o historietas.		
2. ¿Cuáles fueron las ventajas de aplicar actividades como textos informativos (noticias), anuncios, historietas, etc?	Las ventajas fueron aprender un nuevo Vocabulario en inglés		
3. ¿Cuáles fueron las desventajas de dichas actividades?	tener que leer mucho en inglés		
4. ¿Cuáles habilidades pudo desarrollar a través de la creación de producciones escritas?	pude desarrollar un Vocabulario en la parte gramática		
5. Desde su punto de vista cómo describiría el rol de docente en práctica	pues el profesor es paciente y hacía entender los temas que dictaba		
6. ¿Cuál fue su rol en el proyecto pedagógico implementado por el docente en práctica?	bueno porque todos los temas los entendí muy bien		
¿Permitiría que el docente en práctica haga público sus producciones escritas frente a una audiencia real, o dentro de un periódico materializado?	VISTO BUENO DEL DOCENTE EN PRACTICA:		
Si: <input checked="" type="checkbox"/> No: <input type="checkbox"/>	_____		
FIRMA: Yohan Steven Villamizar			

ENCUESTA ESTUDIANTIL PROYECTO "PERIODICO ESCOLAR"

Practicante: Brayan Femej Montañez

OBJETIVO Identificar los beneficios de un periódico escolar implementado por el docente en práctica en la institución educativa José Antonio Galán, asimismo, conocer las consecuencias en el proceso de aprendizaje del idioma inglés. Cabe resaltar que las producciones escritas se recogieron a través de tareas tales como escribir sobre un familiar, un famoso, redactar una noticia, la creación de historietas, etc

NOMBRE	JESSER ELIAN	APELLIDOS	PERA GONZALEZ
EDAD	13	DIRECCION	
	GRADO: 6 ^o C		

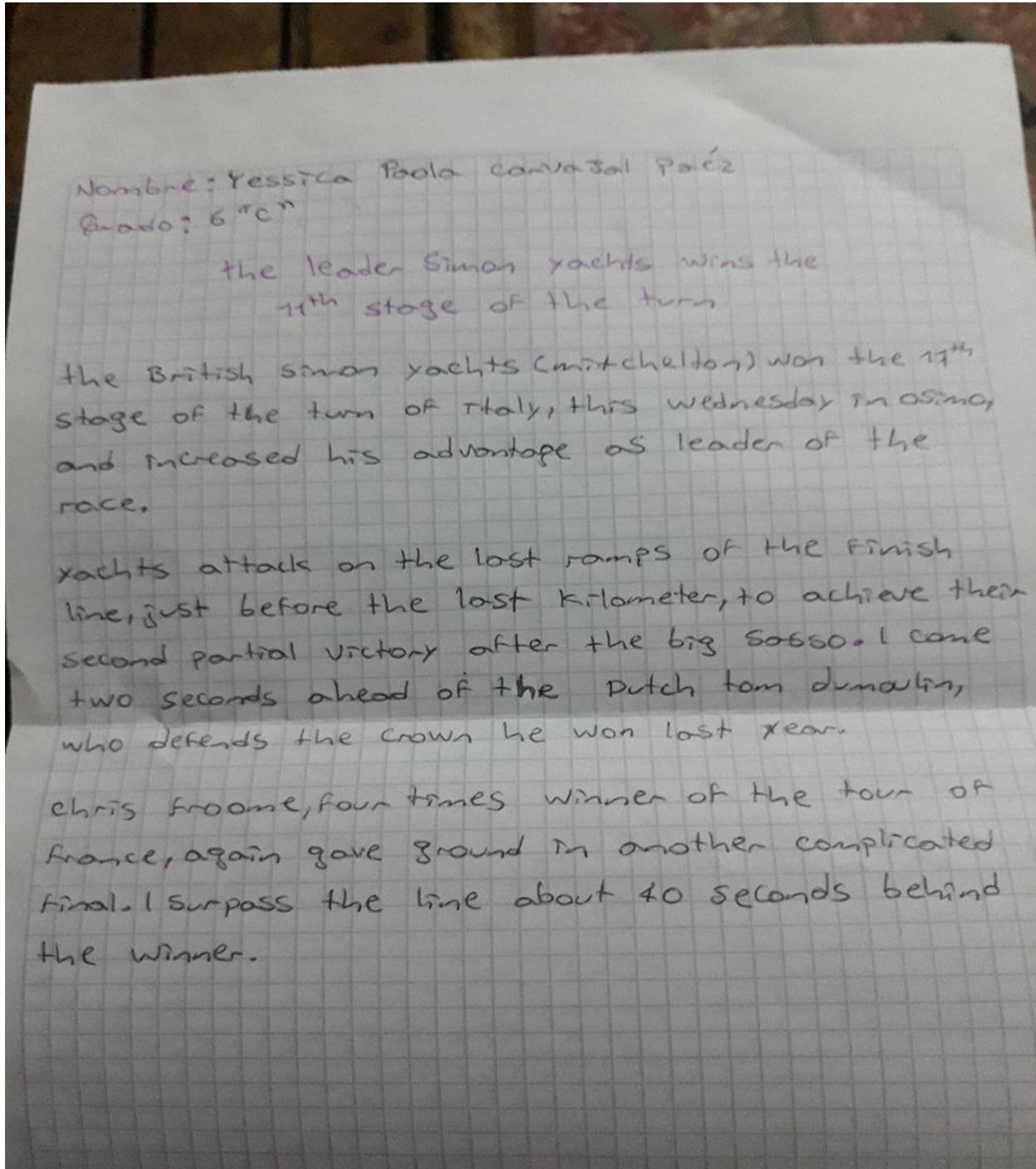
EMAIL

1. ¿Cuál es su perspectiva sobre la implementación de un periódico escolar en la institución?	BUENO PORQUE PODERAMOS SABER QUE PASA EN EL COLEGIO ☺
2. ¿Cuáles fueron las ventajas de aplicar actividades como textos informativos (noticias), anuncios, historietas, etc?	CAUCHO PORQUE APRENDIMOS COSAS SOBRE LAS HISTORIETAS Y SOBRE INGLES ☺ QUE NO SABIAMOS
3. ¿Cuáles fueron las desventajas de dichas actividades?	QUE ALGUNAS ACTIVIDADES ME PARECIERON DIFICILES. ☺
4. ¿Cuáles habilidades pudo desarrollar a través de la creación de producciones escritas?	QUE APRENDI NUEVO VOCABULARIO. ☺
5. Desde su punto de vista cómo describiría el rol de docente en práctica	CAUCHO POR QUE TENIA UNOS TEMAS INTEREBANTES ☺
6. ¿Cuál fue su rol en el proyecto pedagógico implementado por el docente en práctica?	BIEN PORQUE YO HACIA LOS TALLERES ☺ QUE ME DEJABAN
¿Permitiría que el docente en práctica haga público sus producciones escritas frente a una audiencia real, o dentro de un periódico materializado?	VISTO BUENO DEL DOCENTE EN PRACTICA:
Si: <u>SI</u> No: _____	_____
FIRMA: <u>[Firma]</u>	_____

JESSER ELIAN PERA GONZALEZ

Appendix 6

Some student's' written productions



"cuando hayas lo que más
temes, entonces podrás hacer
cualquier cosa"

Description of my mom

My mother is 52 years old she lives in Bogotá. She has three children. she works in a car company and she works very hard to keep us busy. I am always grateful to her.

1. Terminar la guía

2. Escribir sobre un famoso (Description costa)

Description de Garcia Marquez

Gabriel José de la Concordia García Márquez,
American Spanish: [gaˈβiex̄ ˈmaɾkɨz̄]
(6 March 1927 - 17 April 2014) was a
Colombian novelist, short-story writer, screen-
writer and journalist, known
affectionately as Gabo throughout
Latin America.

* cuando hagamos lo

Lisa is from Toledo she years 40 old
 Linda is from Toledo she years 16 old
 Paola is from Cucuta she years 14 old
 Carolina is from Toledo she years 12 old

FRIDAY 13th APRIL

class # 24

"when you do what
 you fear most, then
 you can do anything"

"cuando hagamos lo

escribir sobre un famoso (descripción corta)

LA HISTORIA DE SHAKIRA

He was born on February 2, 1977 in Barranquilla Colombia.

The only daughter of William Mebarak, an American of Lebanese origin who emigrated to Colombia at the age of five, and of Nidia del Carmen Tipoll Forriado, a Colombian of Catalan descent. He has eight older half brothers from a previous marriage of his father.

When Shakira was two years old, her older stepbrother died in an accident when her motorcycle collided with the car of a

nombre: JULIANA ALEJANDRA CARVAJAL PAEZ

Fecha: 12 - Abril - 04 - 2018

Grado: 6^oC

Description of my mom

MY mom is a great housewife, she CARES for us and WE ARE WELL. She helps us to keep everything in order, and especially the cleanliness as it is the most important thing of a person. She takes us for a walk on weekends, to share as a family.

also cooks very rich, and makes us food healthy and varied every day so that we have good energy for the study.

costa rica mexico pandora

Argentina Brazil colombia Peru Uruguay

which team is going to the world

Russia 2018/19

egypt africa nigeria senegal tunis

arabia saudi australia japonese republ of china
rde iran

Europe

germany / belgium croatia denmark spain
greece england israel india poland portugal
russia sweden switzerland

center america

costa rica mexico panama

south

america

argentina brazil colombia peru uruguay

R	B	R	A	Z	I	L	S	P	A	N	I	C
U	N	O	P	X	Y	Z	R	I	R	O	O	V
S	+	E	G	X	P	+	N	M	D	L	+	U
S	P	A	I	N	W	X	Y	Z	O	R	R	S
I	+	P	L	A	X	I	O	M	V	U	+	S
A	M	E	X	I	C	O	B	M	E	X	I	C
O	+	P	X	Y	Z	I	C	M	N	O	P	R
C	O	L	O	M	A	+	U	N	I	S	R	

Russia Brazil
Spain Egypt
Mexico Tunis
Colombia

LOS ANIMALES

A	E	D	E	L	E	F	A	N	T	E	G	N	E
G	B	F	T	I	G	R	D	F	L	E	N	T	
J	O	G	Z	O	S	B	R	S	S	T	A	T	B
P	N	M	O	N	K	E	Y	C	S	R	T	T	T
U	R	U	R	P	R	A	U	R	P	U	R	B	U
V	U	V	R	P	A	R	R	O	T	T	V	U	V
W	W	C	O	E	D	X	X	C	A	T	X	C	U
X	X	W	X	A	X	X	H	O	R	S	E	W	W
X	R	X	X	X	X	X	X	D	E	U	X	F	W
Y	X	X	O	W	Z	Z	P	I	G	O	F	O	D
B	X	X	C	Z	-	C	D	L	C	P	P	D	Z
B	B	B	I	R	A	F	F	E	E	E	A	P	Z
B	B	X	C	C	F	Z	F	Y	F	F	B	B	Z
A	A	A	Y	A	Y	Z	Y	Z	Z	Z	Z	Z	Z

- 1 Lion
- 2 Monkey
- 3 Bear
- 4 Parrot
- 5 Crocodile
- 6 Giraffe
- 7 Turtle
- 8 Tiger
- 9 Cat
- 10 Pig
- 11 Horse

Jessica Paola Conzasal Perez

Description of my mom

My mom is a great housewife, she comes for us and we are well. She helps us to keep everything in order, and especially the cleanliness as it is the most important thing of a person. She takes us for a walk on weekends, to share as a family. She also cooks very rich, and makes us food healthy and varied every day so that we have good energy for the study.

1 Terminar la guía
2 Escribir sobre un famoso (Descripción corta)
Descripción de García Márquez
Gabriel José de la Concordia García Márquez,
American Spanish: [ˈgaβi̞el̞ ˈxasˈsi.ɾa ˈmaɾkeθ]
(6 March 1927–17 April 2014) was a
Colombian novelist, short-story writer, screen-
writer and journalist, known
affectionately as Gabo throughout
Latin America.



Appendix 7

Final product: Newspaper

02

THE BOARD NEWS

THE LOCAL NEWS



Spanish language day

The Spanish language day is going to be celebrated the next 23rd April. An especial date for recognizing the importance of Spanish language in the world. During the government of the president Alfonso López Pumarejo was stated that the 23rd April would be day for celebrating the death of Miguel de Cervantes Saavedra.

Moreover, it would be a date for appreciating the Hispanic literature, taking into account famous writers like Gabriela Mistral, Mario Vargas Llosa, etc.

But, it is necessary to remember the most important Colombian writer, Gabriel Garcia Marquez; who won the literature Nobel Prize for his novel "Cien años de Soledad"

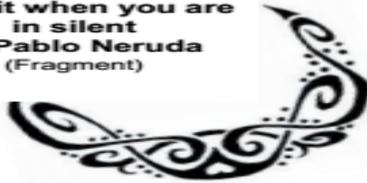
"In order to attain the impossible, one must attempt the absurd"
— Autor Miguel de Cervantes

The celebration in the Jose Antonio Galan School will be organized by the Spanish teachers, but several students are going to participate. Some of them, Zuley Suarez and David Garcia are going to declaim the poem "I like it when you are in silent" wrote it the Chilean poet Pablo Neruda; meanwhile, the students Evelyn Floréz and Oswaldo Floréz are going to declaim it into Spanish.

It would be an exceptional date for remembering our legacy.

Written by: Yulieth Dayanna Leaf

I like it when you are in silent
by Pablo Neruda
(Fragment)



I like it when you're silent, for you seem as if you're gone,
And you hear me from afar, and my voice doesn't touch you.
It seems as if your eyes had flown away from you—
It seems as if a kiss were sealing shut your mouth.

Since each and every thing is brimming with my soul,
You rise from everything, with my soul replete.
Dreamtime butterfly, you resemble my soul
And you resemble every word that hints at gloom.

Written by: Evelyn Floréz

03

THE BOARD NEWS

Sport NEWS



FIFA world cup

What are the teams in the football world cup Russia 2018?

The world cup in Russia is coming and the countries that are going to participate are preparing their players for winning the most important football trophy. In this competition, 32 teams from the five continents are going to be presented.

Africa:

Egypt, morocco, Nigeria, Senegal, and Tunisia

Asia

Arabia Saudi, Japan, Iran and the Republic of Korea

Central America

Costa Rica, Mexico, and Panama

The principal candidates to win the world cup are Germany, Brazil and England

Written By: Rubí Pinto

South America

Argentine, Brazil, Colombia, Peru and Uruguay.

Europe

Germany, Belgium, Croatia, Denmark, Spain, France, England, Iceland, Poland, Portugal, Russia, Switzerland, Sweden.

Oceania

Australia

Who are going to be in the final?

R	B	R	A	Z	I	L	S	P	A	N	I	C
U	N	O	P	X	Y	Z	K	I	N	O	D	E
S	T	E	G	Y	P	T	N	M	D	L	T	C
S	P	A	I	N	W	X	Y	Z	O	K	R	N
I	T	P	L	O	X	I	O	M	V	U	T	A
A	M	E	X	I	C	O	B	M	E	X	I	R
O	T	P	X	Y	Z	I	C	M	N	O	P	F
C	O	L	O	M	B	I	A	T	U	N	I	S

Alphabet soup

Look for the words

- France
- Egypt
- Spain
- Brazil
- Colombia
- Mexico
- Russia



SCHOOL

Knowing the
Jose Antonio
Galan School

Visiting the police station

That day was very pretty, the policemen tough us a loy of thing, they showed their offices, their dogs which were very beautiful, one of them was called Negra, the other one was called Lucas. The policemen asked us to run in a big field, then we went to a little mountain, and there we sang a beautiful song, we met two others dogs, which were training to detect psychoactive substances, and Lucas was training for dog shows.



Growing as an integral humans beings

Written by Yulieth Leal

DID YOU KNOW?

By Rubí Suarez Pinto



Did you know that the Statue of the Liberty was made by Frederic Auguste Bartholdi and Gustave Eiffel who also built the Eiffel Tower?

Did you know that United Kingdom is comprised by four regions: Scotland, England, Wales and North Ireland?



Did you know that the stars in the American flag represent the 50 states in the country?

Did you know that George Washington was the first president in the United States?



The Influential One

Remembering the international women's day



Letter to my mom by Belén Gamboa

Hello mom. What are you doing? I am writing to you because I want to tell you that you are the best mother in the world. Thank you for giving us happiness, and for all that you have given us. Thank you mom because you are the sun that illuminates my life, you are that moon that irradiates the night; thank you for your love, tenderness and affection. I love you because you are the person that taught me about the real love; with you I understand the meaning of love. You are my hope and my life. You take me to a paradise full of illusion where I will be forever.



What is on TV?

Written by Sebastian Mendez



The Simpson

The Simpson is an American package which is about a family that lives in Springfield. The series shows the daily life of five people: Homer who is the father, he works in a nuclear plant; Marge is the mother, she is a housewife; they have one son and two sisters. The boy is Bart who likes making jokes, and the girls are Lisa and Maggie. Lisa is a vegetarian student who likes playing saxophone and she is very intelligent; and the last one is Maggie, she is a baby who never talks. The program was created by Sam Simon and Matt Groening, and it is transmitted every day by Fox channel. If you like these kinds of programs, watch it at 8:30 pm by Fox.

Knowing my idol

In this section the students write about a their idols



Leonard Da Vinci was born in Italy. He was a amazing painter, architect, sculptor, engineer, and scientist. He created mechanic objects, airplanes, submarines, but he is famous in the world for his picture like the Gioconda.

Written by: Rafael Gelves



Alan walker is one of my favorite electronic producers. Alan Walker was born on August 24, 1997 in Northampton, England; if so Alan is currently 19 years old. He is the son of a British father and a Norwegian mother. In 2012, Alan started crating his own music with his laptop probably using FI studio.

Written by Karol Rivera



Our mom is a great housewife; she cares for us every day. She helps us to keep everything in order, and especially the cleanliness as it is the most important aspect of a person. She takes us for a walk on weekends, to share as a family. Also, she cooks delicious food for having energy to study.

Written by: Yessica and Yuliana Carvajal

Every day, students have to face real problems. Could you help them, please?

**H
E
L
P
M
E**



PROBLEM: Which is the best way to learn new English vocabulary by heart? (Anonymous)

Write your potential advice: _____



PROBLEM: I need a useful advice: I am suffering of bullying by some classmates, what do I have to do? I will be waiting for a soon answer. (Anonymous)

Write your potential advice: _____



PROBLEM: my classmates talk all the time during the classes, and they do not let me pay attention or to be concentrated. How can I avoid this distraction? (Anonymous)

Write your potential advice: _____

CLASSIFIED BY LEONARDO MANTILLA

Sports

The football championship in the Galan School has started. Enjoyed the matches during the breaks.



Be part of the sport groups like football, basketball, handball, cycling, tennis table, tejo, etc. for more information ask in the physical education department.

Handball and female football's schedules.

Handball: Mondays, Wednesday and Friday at 3: pm

Female football: Tuesday and Thursday at 4 pm

For more information ask the teacher Ovidio

The next cultural visiting will be on 30th April. 6th-A and 6th -B grades will be discovering the Garcia Rovira battalion. Be prepared for this amazing adventure.

Study

The exams will start on Monday 23rd April. Do not forget to study hard; the first evaluation will be Spanish test.

- The social science exam will be carried out on Thursday 26th.

- The biology exam will be carried out on Friday 25th.
- The English exam will be carried out on Friday 27th.
- The math exam will be carried out on Wednesday 2nd

CLASIFIED

An amazing space for thinking and Reading.. The library offers incredible books for enjoying the Spanish literature. Also, during the break go with your friends and play games like chess, domino, parques, among others



Jose Antonio Galan School, a fantastic place to learn.

Third meeting about the institutional project: "Senderos de paz y bien": It will be the next 30th April.. A space dedicated to recognize the importance of self-confidence the tolerance and respectful towards our classmates.

THE COMICS'

Read, interpret and enjoy

the **GaMERCaT** by Samantha Whitten



Comic strip taken from *The Gamercat* by Samantha Whitten. Edited by Yuri Juliana Ochoa



Do you like the comic? Tell us what you think about the comic:

Complete the crossword with each fruit

Created by Camilo Rojas

P
U
N
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L
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T
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M
E

Appendix 8

Example of narrative

Brayan Ferney Montañez Jaimes

Esta es una de las pocas narrativas que he redactado durante el transcurso de mi práctica integral en el colegio José Antonio Galán, en la ciudad de Pamplona. Durante este septenario se presentó una serie de acontecimientos creando en mí unas ideas que han ido germinando al paso de las semanas; inquietándome sobre mi futuro como docente, los factores socio-económicos que tiene grandes repercusiones en la vida profesional y académica. Pero sin lugar a dudas, actualmente me siento muy cansado física y mentalmente, sería una falacia el hecho de aparentar que todo el proceso que he estado llevando es como cuando un niño entra a una juguetería, o como idilio de amor donde la felicidad brota desde los más profundo, unas analogías que me representan un sentido utópico sobre la labor docente. Conllevar una rutina donde solo duermo el promedio 4 horas o tres horas diarias, una rutina que desgasta como mi cuerpo, mi mente, mis capacidades; levantarme a las seis de la mañana, e ir a dictar las clases hasta medio día son la primera etapa de mi día, luego ir a trabajar de dos hasta aproximadamente las diez de la noche, son la segunda etapa, pero indiscutiblemente la tercera es la más aborrecible donde llego fatigado a revisar cuadernos, calificar evaluaciones y redactor los cuatro planeadores que debo presentar semanalmente, donde mi cerebro me pelea por darle un merecido descanso, donde mis ojos luchan con los aspiraciones de dormir, donde te haces preguntas como ¿por qué dem**** estudio? ¿Vale la pena el esfuerzo? ¿Por qué tuve se coexistir con una sociedad clasista y mundana donde sin un título no vales nada?

Pero es el hecho de “ser alguien en la vida” (una concepción que no tiene fundamentos racionales, pero que son impartidas desde la vida pre-escolar, y crecimos con una percepción altruista). Pero ustedes se preguntaran porque hablo sobre el trabajo y/o la sociedad; pero es necesario contextualizar, y dar un punto de referencia holístico al proceso que llevo como docente en formación. Para ser sincero he estado a punto de decir adiós, de acabar con todo, o simplemente de cerrar los ojos y creer que todo esto es un sueño, pero con tono de pesadilla. Sin embargo, hay un componente indispensable que me dan motivación, que me muestran un camino que no debo dejar atrás, que simplemente me dar a entender que no es una pesadilla sino una fantasía de la cual es mejor no despertar: mis estudiantes podrán ser volubles, groseros y altaneros, pero son personas que me demuestran que la vida docente es difícil pero fructífera, que a pesar de los obstáculos se debe seguir adelante; e incuestionablemente debo mencionar una frase mencionada por Yeiler uno de mis estudiantes más confiables, donde él dijo “siempre trataste, siempre fallaste no importa trata otra vez, falla mejor”, desde ese momento me percaté que no solo enseño, sin que también aprendo, me instruyo, y comparto con mis educandos. Creo que debo agradecer a Yeiler desde los más profundos de mi espíritu, pero de forma anónima como sus palabras hicieron de mi un nuevo ser, con una mentalidad arrolladora, con principios morales mas no económicos o por simplemente crear una retrato que no está a mi imagen y semejanza.

Podría decir y agradecer a cada uno de los 150 estudiantes que tengo a mi cargo, pero esto es una reflexión más no una novela biográfica; mis queridos estudiantes saben que mi agradecimiento se da durante las clases mas no en un texto que va a quedar en el olvido y el anonimato; saben que mi agradeciendo está en la acciones frente a frente no entre teclas desgatadas y una pantalla arañada de pequeñas proporciones. E incluso el hecho de que algunos

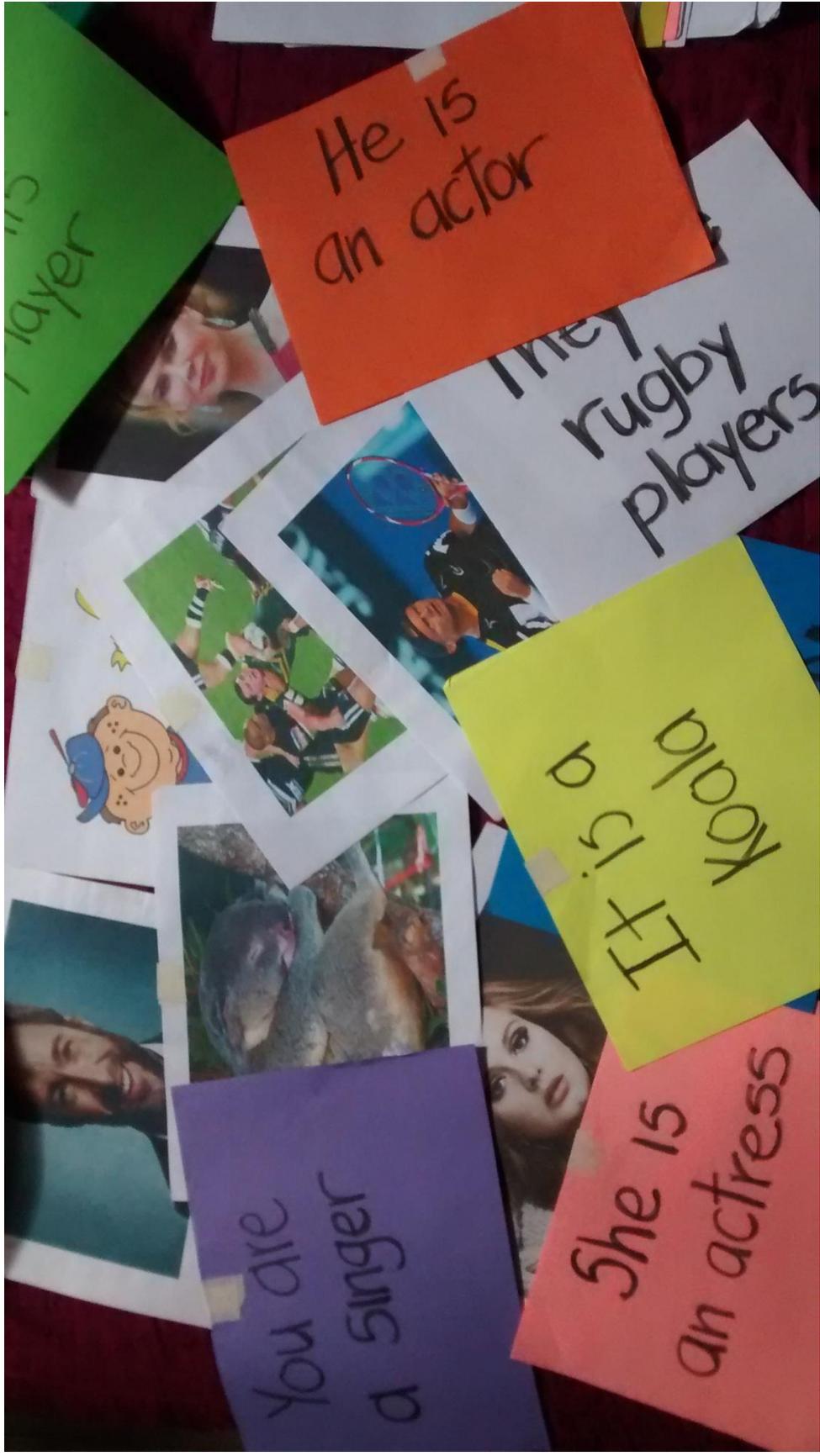
de ellos me ven como un personaje a seguir, una silueta a recalcar, pero lastimosamente les diría que no sigan mis pasos, que inventen los propios; y no es por ser egocéntrico o envidioso, el ser humano debe aprender por sí mismo no por experiencias contadas por un practicante que está en plena formación. Pero, si me gustaría que sigan sus sueños, sin desviaciones negativas o truncadas por las condiciones políticas, sociales, económicas o pedagógicas que me ha tocado afrontar para llegar hasta este punto.

Appendix 9

Materials implemented at the Cuatro Julio School







Appendix 10

International women' day



