

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH  
AUTHENTIC MATERIAL IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN ACTION  
RESEARCH

Juan Carlos Torres Peñaloza  
1096952647

UNIVERSITY OF PAMPLONA  
FACULTY OF EDUCATION  
FOREIGN LANGUAGES DEPARTMENT  
DEGREE IN FOREIGN LANGUAGES ENGLISH –FRENCH  
INTEGRAL PRACTICE  
PAMPLONA

2015

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH  
AUTHENTIC MATERIALS IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN  
ACTION RESEARCH

Juan Carlos Torres Peñaloza  
1096952647

Mentor: Yesid Contreras

UNIVERSITY OF PAMPLONA  
FACULTY OF EDUCATION  
FOREIGN LANGUAGES DEPARTMENT  
DEGREE IN FOREIGN LANGUAGES ENGLISH –FRENCH  
INTEGRAL PRACTICE  
PAMPLONA

2015

ACKNOWLEDGEMENTS

*“Partiality is a pompous name for indifference, which is an elegant name for ignorance”*

*Gilbert K. Chesterton*

*When I think in a teacher, lot of qualities come to my mind; dedication, responsibility, love, patience, tolerance, humility and so on. However, there is one which is indispensable for being on the right track. It is the impartiality.*

*That is why, I thank to teachers who were unbiased people during my degree. You are in my mind. You were few, but you made the difference with the rest because teaching implies not only imparting knowledge to pupils, but also involves to educate them. The best way to do it is giving an excellent example. Thanks.*

*I would like to dedicate this words to my family, especially to my dear parents Blanca Aydée Peñaloza Silva and Pedro Alejandrino Torres Gallo who trusted on me and encouraged me to go on, to never give up. My greatest gratitude to you.*

ACCEPTATION NOTE

---

---

---

---

---

Practicum Committee Signature

---

Mentor's Signature

---

Supervisor's Signature

**TABLE OF CONTENTS**

INTRODUCTION .....	6
PROBLEM .....	7
JUSTIFICATION .....	8
GENERAL OBJECTIVE.....	10
SPECIFIC OBJECTIVES.....	10
INSTITUTIONAL OBSERVATION.....	11
<b>CHAPTER I: PEDAGOGICAL COMPONENT.....</b>	<b>16</b>
INTRODUCTION.....	16
JUSTIFICATION.....	17
GENERAL OBJECTIVE.....	18
SPECIFIC OBJECTIVES.....	18
THEORETICAL FRAMEWORK.....	20
METHODOLOGY.....	28
PLANNING PRINCIPLES.....	28
RESULTS AND CONCLUSIONS.....	31
PEDAGOGICAL RECOMMENDATIONS .....	32
<b>CHAPTER II: RESEARCH COMPONENT.....</b>	<b>34</b>
INTRODUCTION.....	34
STATEMENT OF THE PROBLEM .....	36
JUSTIFICATION .....	37
GRAND TOUR QUESTION.....	38
SUB-QUESTIONS.....	34
THEORETICAL FRAMEWORK .....	40
LITERATURE REVIEW .....	42
METHODOLOGY .....	45
DATA ANALYSIS.....	52
FINDINGS.....	52

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

CONCLUSIONS .....55

**CHAPTER III: OUTREACH COMPONENT ..... 57**

INTRODUCTION.....57

JUSTIFICATION..... 58

GENERAL OBJECTIVE.....59

SPECIFIC OBJECTIVES..... 59

METHODOLOGY..... .60

CONCLUSIONS .....61

**CHAPTER IV: ADMINISTRATIVE COMPONENT..... 62**

INTRODUCTION..... 62

JUSTIFICATION..... 63

GENERAL OBJECTIVE..... 64

SPECIFIC OBJECTIVES..... 64

METHODOLOGY..... 65

REFERENCES..... 67

LIST OF ANNEXES.....70

## **Introduction**

Over the years, in the field of education, the process of teaching a second language has always been a challenge for educators, considering that students are uninterested and/or demotivated in learning a L2. Thereupon, methods and techniques for acquiring the target language have to be to-up-to date on labor and social necessities. There is a great variety of methods and approaches for doing it. Nevertheless, in a theoretical view, few archive with all these demands.

In this sense, public schools focus on writing and reading skills mainly, that is why, it is relevant to implement effective and innovative strategies to acquire linguistic, pragmatic and sociocultural competences in the English classes in order to integrate all skills.

Hence, in this action research carried out at the José Rafael Faria Bermudez high school was put Authentic Material forward as a mean to enhance writing skill. This tool is closely related to the Communicative Approach. It combined competences mentioned before, and sub competences such as vocabulary, phonetics and grammar, which are indispensable to learn a foreign language. Besides, it approach focused on motivate students to learn more and to use what they knew in concrete situations. This project took place in the previously named institution in eighth grade course in order to improve writing skill by means of using Authentic Martials in the English classes.

### **Problem**

As time goes by, lots of erudite in the field of education have enquired and advanced theories, methods and approaches for teaching a foreign language. Those theories lead students to aims they should achieve according to their English level. Nevertheless, any system will be useful if pupils do not have any motivation and/or they are not interested in learning a second language. In addition, teachers just focus on mastering grammar structures, making still use of traditional methods which turn lessons uninteresting. Thus, educators must seek novel ways for teaching which integrate linguistic, sociolinguistic and discourse competences.

Keeping this phenomenon in mind, three non-participant classroom observations were carried out during the English classes of 8<sup>th</sup> grade courses in the Jose Rafael Faria Bermudez high school, examining how learners developed writing skill.

Accordingly, this research project attempts to enhance writing skill through Authentic Materials. Moreover, it aims at integrating all skills as it is based on the communicative approach.

### **Justification**

Taking into account the three non-participant classroom observations of 8<sup>th</sup> grade course in the Jose Rafael Faria Bermudez high school, it was identified that learners showed lack of motivation in learning English due to the educators took advantage of traditional methods for teaching. Besides, although this school focuses on reading and writing skills, students still get tenses structures mixed up. In addition, they only use the target language when they recite a prayer that they know by heart. This project attempts to enhance writing skill which involves the language areas such as grammar, vocabulary, sentence structures and punctuation, through the usage of Authentic Materials.

According to Pandey (2010), teachers concentrate on different forms of writing such as letter, report, essay etc. and less on teaching of how the language is used in them. This deprives the learners of the practice of the communicative aspect of language used in real situations. Students should be given tasks based on the functions of the language. As a result, the researcher finds practical Authentic Materials to improve the eight graders' English level, and to be able to achieve the B1.1 level proposed by the Ministry of National Education in Colombia in its bilingual program and keeping the Common European Framework of Reference in mind.

This proposal is divided into four chapters in which the four components are explained: The pedagogical, the research, the outreach and the administrative. The first chapter is the Pedagogical Component that concerns the strategies Teacher in training conducted in class so as to improve or work on the skills he found the most important to focus on; based on the observations he carried out in the English classes. The second chapter is the Research Component which is the section focuses on methodology, instruments to collect data, participants and research design. In addition, it describes the design adopted for the

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

development of the study. Also data collection methods and analysis are displayed; finally, the findings and conclusions are described at the end of the component. The Outreach Component makes a description of the different activities in the tutoring process that was carried out, as it was necessary to offer extra-classes to some students who presented difficulties in the learning process. Finally, in the last chapter regarding the Administrative component, it presents the different school activities in which the Pre-Service Teacher played the role as a member (a teacher) of the institution; these were related to institutional celebrations, flag raisings, and other extra-curricular activities which were not directly related to the teaching activities and responsibilities.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### **Objectives**

#### **General objective**

- To enhance the 8<sup>th</sup> grade students' writing skill by employing Authentic Materials at a public school in Colombia.

#### **Specific objectives**

- To stimulate the 8<sup>th</sup> grade students' writing skill using Authentic Materials.
- To develop the 8<sup>th</sup> grade students' writing skill through real usage of the target language in concrete situations.
- To enable students to learn new vocabulary and sentences structures through Authentic Materials.

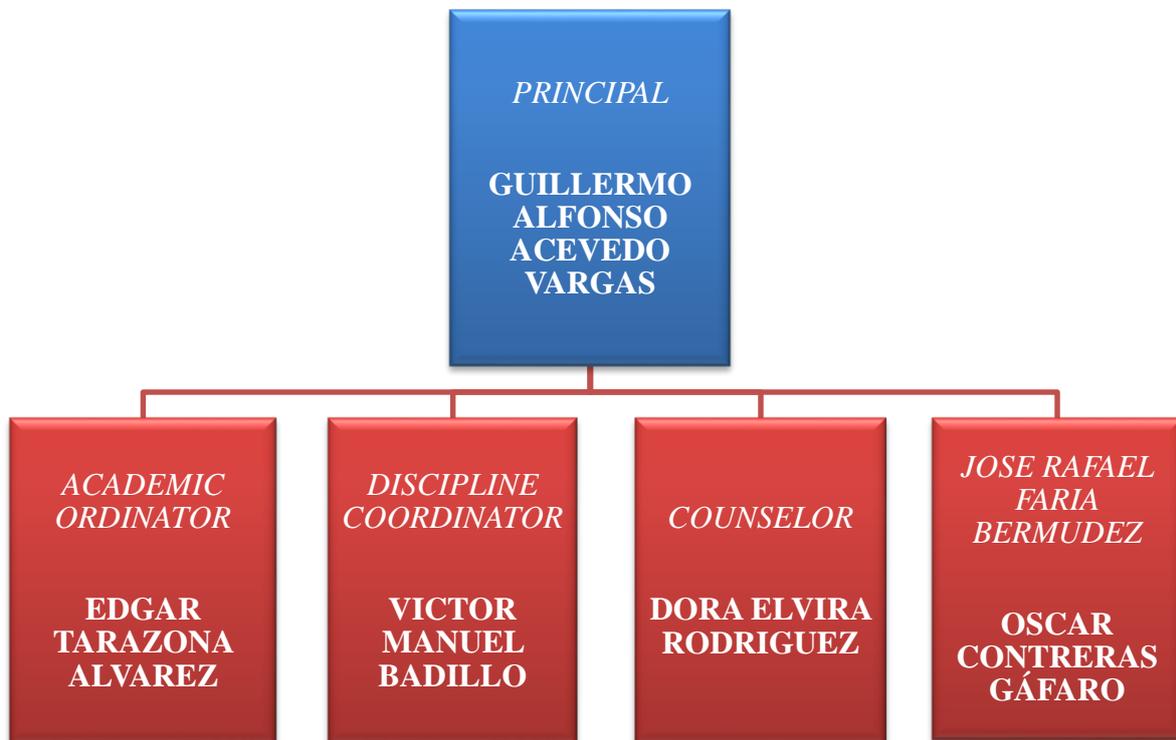
### **Institutional Observation**

#### **Location**

The José Rafael Faria Bermudez high school is located in the North East of Pamplona, specifically on the Calle 8 N° 6-61. This institution is one of the headquarters of the San José del Provincial high school in the town, which is located in the Avenue Santander.

#### **School Authorities**

As previously mentioned, the José Rafael Faria Bermudez high school is one of the headquarters of the San José del Provincial high school, whose principal is in the central office, consequently, there are several coordinators as the next chart explains:



## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### **P.E.I. (Institutional Educational Project-from its initials in Spanish-)**

Concerning the most relevant aspects of the PEI, we may find below the general and the specific objectives.

#### **General Objective:**

The primary aim of the Provincial San José High School and its entire headquarters is to educate sensitive, supportive and productive people with cultural identity, self-suggestive capacity who act harmoniously with themselves, their pairs and the environment. Equally important, communication is the basis of individual and group affirmation.

#### **Specific Objectives:**

- To favor a co-educative model toward the construction of real spaces of equality in opportunities, respect and integration of the differences between men and women.
- To develop communicative skills to read, comprehend, write, listen, talk and express correctly in the student's first language and in a foreign one (English).
- To stimulate the development of activities and habits that enhances the conservation of physic and mental health and the rational use of free time.
- To promote the capacity to create, adapt and transfer the required technology in the development processes of the country.
- To enhance the study of values and the knowledge and respect of the characteristics differences of each social group.

#### **Rulebook**

With regards to the philosophy and ideology, this institution has established clear principles of Christian orientation and attempts to train upstanding, competent and enterprising citizens through equity, commitment and quality, developing on them

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

competences such as the appropriate management of a second language and the TICs, also values like intellectuality and competence through a participative, self-managed and contextualized education.

### **Mission**

The Provincial San José de Pamplona high school is an integrated and inclusive institution which offers the educational service to the Preschool, Basic and Middle academic modality, with the purpose of training upstanding, competent and enterprising beings. Citizens to a changing globalized society, respectful concerning the human rights, based on the honor, science and virtue principles through pedagogical processes focused on the shared structure of the knowledge.

### **Vision**

To the 2015 year The Provincial San José de Pamplona high school will still be known in the region by offering an integral training of quality, based on humanistic principles and in continuous updating of the pedagogical practices, responding to the challenges and demands of the environment.

### **Maintenance**

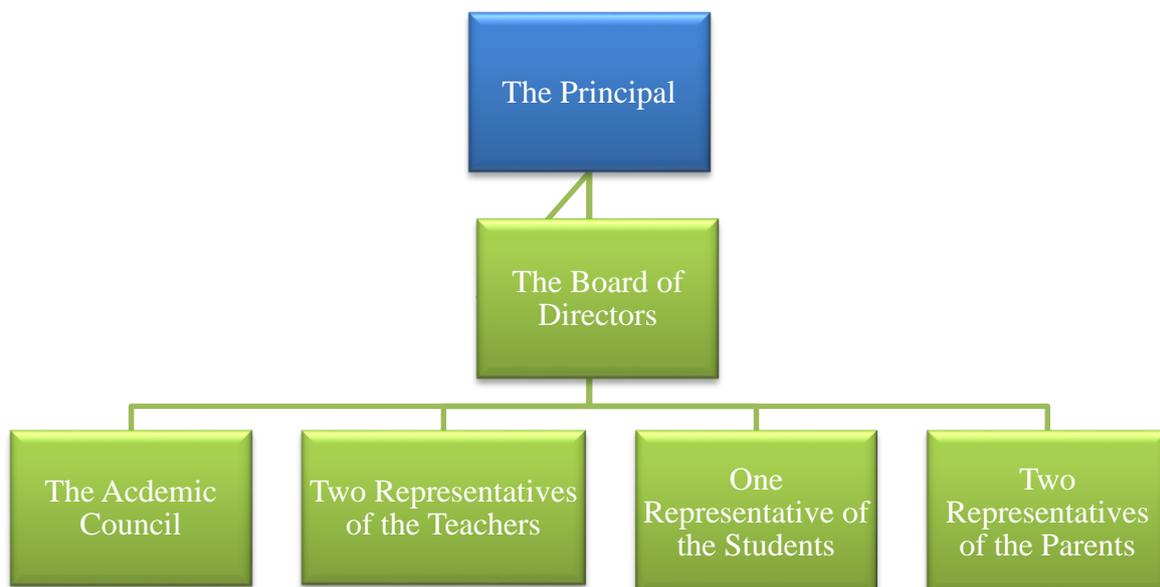
This educational institution is composed by three stages. Firstly, we find in the front of building the academic coordinator's room, orientation's room and a cafeteria. On the left side of the school there is an auditorium which is a media room with visual projector and a DVD and it is used for cultural and extra-classes activities. Concerning the classrooms, the 8th and 9th grade rooms are located on the second floor and all the 7th grade classrooms in the third one. Besides, on the right side of the building the 6th grade classrooms and the bathrooms are situated; the three 10th grade courses are on the first floor, and finally the two 11th grade courses which are located in the second floor. In addition, in the middle of the building there

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

is a yard where students play soccer, basketball, and volleyball. With regards to the technological resources, into this establishment there are four laboratories: a laboratory for chemistry and another for physics, which are situated on the third floor, and the bilingual and computers laboratories which are on the second floor.

### Organization Chart of the Institution

According to the Ley 115 de 1994 in the Artículo 142, the school government of all the public schools in Colombia must be organized in this way:



### Scholar Calendar

(See Appendix N°1)

### Planning Formats

(See Appendix N°2)

### Observation Format

(See Appendix N°3)

**Schedule of the Pre-Service Teacher**

(See Appendix N°4)

## 1. CHAPTER I

### PEDAGOGICAL COMPONENT

#### ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH AUTHENTIC MATERIALS IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN ACTION RESEARCH

##### 1.1 Introduction

The Colombian president and the National Educational Ministry (MEN) introduced the English National Program 2015-2025 “Colombia Very Well” to develop the English linguistic skills for everyone, taking the Common European Framework of Reference (CEFR) as a guiding model for the educational area which contains six levels of foreign language proficiency: A1, A2, B1, B2, C1 and C2 (*See Table N° 1*).

Thereupon, English educators need to vary and adapt their ways of teaching based on not only students' necessities but also educational system and working demands. In this sense, the pedagogical component of this project is strongly related to the implementation of the usage of Authentic Materials in order to improve students' writing skill. In particular, students gave tasks based on the functions of the language and they followed the stages of writing; controlled writing, guided writing and free writing Pandey (2010).

## **1.2. Justification**

This pedagogical project has as main purpose to employ Authentic Materials in 8th grade course in order to work on the writing skill in the José Rafael Faria High School through Stages of writing. According to Pandey (2010), to make writing effective, students should follow these stages: controlled writing, guided writing and free writing. This study was based on the observations the Pre-Service Teacher conducted during the English classes in 8<sup>th</sup> grade course. He found that most of pupils acquired knowledge about vocabulary and grammar structures. Hence, he attempted at enhancing not only the writing skill which involves vocabulary, sentences structures and grammar, but also the sub-skills of writing such as connecting of sentences, ability to communicate convincingly and to perform different functions of writing effectively.

### **1.3. Objectives**

#### **1.3.1. General Objective**

- To develop the 8<sup>th</sup> grade students' writing skill using Authentic Materials.

#### **1.3.2. Specific Objectives**

- To focus on authentic use of language in the Authentic Materials.
- To identify what is the function of the language in the Authentic Materials.
- To enable students to learn vocabulary and sentence structures concerning the Authentic Materials.
- To promote writing skill through Authentic Materials and a given writing model.
- To enable students to have an authentic experience of understanding and use of the target language.

### 1.4. Theoretical Framework

In order to illustrate the main topics of this research project, it is essential to expand the definitions of the main aspects and foundations. These concepts are The Bilingual National Plan, Integrated Skills, Authentic Materials, Writing Skill, Communicative Approach and Writing Skill in the Communicative Approach.

#### 1.4.1. The Bilingual National Program

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

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

<b>1<sup>st</sup> to 3<sup>rd</sup> grade</b>	<b>Beginner</b>	<b>A1</b>
<b>4<sup>th</sup> to 5<sup>th</sup> grade</b>	<b>Basic 1</b>	<b>A2.1</b>
<b>6<sup>th</sup> to 7<sup>th</sup> grade</b>	<b>Basic 2</b>	<b>A2.2</b>
<b>8<sup>th</sup> to 9<sup>th</sup> grade</b>	<b>Pre-intermediate 1</b>	<b>B1.1</b>
<b>10<sup>th</sup> to 11<sup>th</sup> grade</b>	<b>Pre-intermediate 2</b>	<b>B1.2</b>

*Table N°1 Levels of the CEFR (Adapted from the document "Formando en Lenguas Extranjeras, Inglés: El Reto" (2006,) p. 14 MEN)*

### 1.4.2. Integrated Skills

It is well known that there are many important aspects involved in the English teaching and learning processes. One of these aspects is the integration of the four skills that students need to develop when learning a foreign language. (Speaking, Reading, Listening and Writing).

The integration of the four language skills allows students to learn the language as a whole aspect, and where the authentic language takes the principal role. According to Brown (2007), it is important to highlight the four language skills because through this aspect, learners are able to discover the differences and relationships between them. Consequently, they were able to perform the different activities that each one of them demands.

Hence, it highlights the importance of selecting the most appropriate materials, activities and techniques employed in the teaching process. In this regard, this project has been based on enhancing writing skill using Authentic Materials.

Based on the previously mentioned, the integration of the four skills (listening, reading, speaking and writing) in this project took advantage of Authentic Material. First, learners watched a video (Audio Visual Genuine Material) dealing with the topic of the lesson (Listening skill); second, the teacher posed some questions about the video, asking them to answer in English (Speaking skill). Third, the educator took advantage of the readings of the method 'Let's learn English together' (See Appendix N°5) dealing with the topic or/and he used a written Proper Material). He read it louder and he asked students if they understood the theme, the main idea, and the meaning of some words. In addition, the teacher used synonyms in L2 and he sometimes translated (Reading skill). Finally, students followed the 'Stages of Writing' proposed by Pandey (2010) which are explained below (Writing skill in the Communicative Approach pg.24).

### 1.4.3. Authentic Materials

Using authentic materials in teaching English is not new, because teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach Hamed, Al-Rashd (2014). According to Martinez (2002) cited in Hamed, Al-Rashd (2014), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. Kilickaya (2004), has another definition for authentic materials, which is "exposure to real language and use in its own community".

Nowadays, "preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, especially in places where English is a foreign language. Teachers need to adopt effective teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world" Hamed, Al-Rashd (2014) . Bacon and Finnemann (1990: 459), state that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Nuttall (1996) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people."

In this sense, the use of the authentic materials within an English class of the 8<sup>th</sup> grade in the Jose Rafael Faria Bermudez might fire pupils up to learn English. In addition, they could improve their writing competence specifically, as genuine material is a novel, captivating and different tool which facilitates the English learning process.

### 1.4.3.1 Types of Authenticity

According to Breen (1985) cited in Hamed, Al-Rashd (2014), there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity and authenticity of the classroom. These types are discussed below: Authenticity of text: refers to the authentic qualities of a text.

- Authentic texts in the context of language learning, means any source of information used to help learners to develop an authentic understanding.
- Authenticity of learners: refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.
- Authenticity of the tasks: refers to the chosen tasks provided for the learners to be engaged in an authentic communication and authentic aims for learning.
- Authenticity of the classroom: the most important role of the classroom is to enable the learners to experience "public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems." Breen (1985, p. 67).

### 1.4.3.2. Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody, Hamed, Al-Rashd (2014). The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) cited in Hamed, Al-Rashd (2014), classified authentic materials into three categories as follows:

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

- Authentic listening materials, such as radio news, cartoons, songs, etc.
- Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
- Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Taking into account those advantageous aspects, the researcher used Authentic Material such as posters, brochures and ads by adapting it according to the topic, students' level and interest. The use of this Material helped not only to enhance the writing skill, but it facilitated the integration of the others skills (reading, listen and speaking). Furthermore, Genuine Material is an effective tool for taking students out of the routine and of being working with the students' English book. Besides, the use of Proper Material is a good idea to change students' perception about the learning process of a foreign language, since it is a technique for catching students' attention, controlling the discipline and explaining the grammar rules in agreeable manner.

### **1.4.4. Writing Skill**

According to Ghaith (2002), (cited in Santos and Tamayo, 2014) the writing skill is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. Whereas, Harmer (2004) affirms that "when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds." (p. 8).

### **1.4.5. Communicative Approach**

Taking into account that this action research privileged communication, especially in the writing context, it is important to stand out that this project was based on the communicative approach.

According to Brown (2007), the communicative Language Teaching is a theoretical position about the nature of the language and its learning and teaching process. Besides, it establishes five characteristics that define this approach and that allow us to understand how it can be used in the classroom. 1) the goals of the classroom should be focused on the development of communicative competences and not just grammatical aspects, 2) the language techniques are focused on develop students' competences that allow them to use the target language in a meaningful way, 3) fluency and accuracy are considered as the main aspect of this approach, 4) students in a communicative class have to use the language, productively and receptively in unrehearsed context outside the classroom, 5) students are given opportunities to focus on their own learning process through raising their awareness in order to help to develop autonomous learners able of keeping working beyond the classroom. Besides, the main purpose of the communicative approach is to communicate effectively with others. According to Richards & Schmidt (2002) Communicative Approach is "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competences and to achieve meaningful communication among foreign languages learners".

Consequently, the researcher implemented the communicative approach in the teaching process wherein the main concern was to articulate theory with practice for developing students' competence in the foreign language. Therefore, in an attempt to integrate the four

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

skills to build a foreign language communicative environment in classes, He determines this approach could be useful for this purpose.

### **1.4.6. Writing Skill in the Communicative Approach**

According to Pandey (2010), listening and speaking come naturally to a person but one has to learn the rudiments of writing in one's mother tongue. Writing is a difficult skill, as it needs coordination of motor skill and brain. Also, it needs systematic training. Writing has three aspects – mechanical, linguistic and communicative. They have to be properly developed in learners.

The skill of writing involves teaching of spelling, vocabulary, sentence structures and grammar, punctuation, coherence, cohesion and the organization of content clearly and effectively.

The sub-skills of writing cover organization and sequencing of ideas, connecting of sentences and the ability to communicate convincingly and to perform different functions of writing effectively.

#### **1.4.6.1 Functions of Writing**

Pandey (2010) states that teachers usually concentrate more on different forms of writing such as letter, report, essay etc. and less on teaching on how the language is used in them. This deprives the learners of practice of the communicative aspect of language used in real life situations. Students should focus on the functions of the language such as: introducing, agreeing and disagreeing, asking for information, asking and giving direction, instructing, arguing, persuading, convincing, explaining, defining, illustrating, describing, reporting, summarizing etc.

### **1.4.6.2 Stages of Writing**

There are different stages of writing a learner has to go through till he becomes an independent and efficient writer, Pandey (2010). To make writing effective, the sense of who, why, what and how is essential. 'Who' is the reader, 'why' is the purpose, 'what' is the content of writing, 'how' refers to the linguistic structure and the style of writing. Knowledge of these things is essential at all stages of writing. These stages can be changed according to the level and the needs of the learners.

#### **1.4.6.2.1. Controlled Writing**

It is the first stage of writing, 'where', 'why', 'what' and 'how' are decided by the teacher. S/he decides the purpose and content of writing. S/he provides the desired vocabulary and structure, punctuation, word order etc. Substitution tables are used for developing sentences. This helps the learner to understand the basic structures. Jumbled sentences are given to put in the correct order to develop the sense of organization.

#### **1.4.6.2.2. Guided Writing**

The learner has to follow the guidelines given by the teacher. It covers the facts and ideas supplied by the teacher. The teacher gives the topic and its sub-headings. The learners has to use his own sentences observing the mechanics of writing. Guided composition is an example of this stage.

Therefore, researcher used authentic material which are going to be the model to follow in order to enhance writing skill's students.

### **1.4.6.2.3. Free Writing**

The teacher gives the title but ideas, facts and the expressions are developed by the learner. The learner is now ready for independent and creative writing. The activities at this stage can be completing a story, narrating an event, summarizing, report writing etc.

## **1.5. Methodology**

The socio-cultural evolution through time has demanded the change in teaching techniques to suit the needs and learning rhythm of the students, in which educators' perceptions deal with the classroom, how to teach the topics, how to evaluate and how to give feedback to learners. Different methods have been used for teaching a Foreign Language. From Grammar Translation method to Communicative Approach, each method has a conception of students' and teacher's role in Language Learning Process. However, it is up to teachers to choose what methods, techniques and strategies use in order to achieve students succeed. Practicum is an opportunity to experience real classroom events and to implement fresh theoretical knowledge in practical situations. Taking into account that this proposal aims at improving writing skill thanks to the usage of Authentic Materials, it was carried out in the following way.

Regarding the teaching planning and performance, the teacher in training prepared his classes in the planning format this educational institution had; in this format, the sequence of the classes are clearly explained. For the English classes, there are four classes per week. The supervisor checked and correct the planning mistakes or gaps by E-mail so that the Pre-Service Teacher could work on those aspects previously. Having the planning corrected, he was able to perform the classes. Some activities related to written and oral exercises are

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

obtained from the student book or from the web sites, games and dynamic activities also played an important role.

### **1.6. Planning Principles**

Planning a class sometimes is not considered an easy task, since, it could be time-consuming for teachers; however, it helps them to have everything under control, not only the sequence of the methodology and activities, but also to keep the students' attention and discipline. Besides, it gives the chance to have a plan B when something unexpected changes in what educators have planned before.

The Planning organization is based on the format proposed by this institution (Appendix N°2) which has a general planning for all the teachers, the unit plan and the weekly planning. The Pre-Service Teacher prepared the Unit Plan and a Planning per week explaining the activities, sequence and materials for all the classes with the courses he had in charge.

Besides, during the execution of this project, the classes followed the stages proposed by Brown (2001) in which classes should be develop following this order: (1) Warm-up/Review: It encourages learners to use what they have been taught in previous lessons. (2) Introduction to a new lesson focuses learners' attention on the objective of the new lesson and relates the objective to their lives. (3) Presentation: introduces new information, checks out learner comprehension of the new material, and models the tasks that the learners did in the practice stage. (4) Practice: provides opportunities to practice and apply the new language or information. (5) Evaluation: enables the instructor and learners to assess how well they have held the lesson. With regards to the pedagogical conception that guided this project, it was Constructivism theory, that argues that "humans generate knowledge and meaning from

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

an interaction between their experiences and their ideas.” (Educational Broadcasting Corporation, 2004). Since the main idea in this study was generating students’ autonomy with the teacher’s aid in the construction and improvement of writing and reading skills. Some studies argue the importance of mentoring in the process of learning (Archee and Duin 1995). The social constructivist model thus emphasizes the importance of the relationship between the student and the instructor in the learning process. In this sense the teachers’ role is a meaningful aspect to consider in this action research since their attitudes and teaching strategies were useful to accomplish the main objective of the present study.

Bearing in mind the perspectives above mentioned and as a way to motivate students to write, Authentic Materials fostered and articulate speaking, listening and reading activities during class. It means, learners were familiarized with a topic applying reading, listening and speaking activities; and then, they were asked to write a composition related to the topic worked in classes. Moreover, it is a way to foster students’ integration and self-correction.

Taking into account activities using Authentic Materials (See Appendix N°6), researcher proposed the following products to work in class without interrupt the scholar academic chronogramme.

<b>Weeks</b>	<b>Grade</b>	<b>8-06°</b>	<b>Product Sketches</b>	<b>Product</b>
<b>September 7<sup>th</sup> - 11<sup>th</sup></b>		Unit 3 <i>“Let’s Learn Method”</i>		Poster of Colombia October 2 <sup>nd</sup>
<b>September 14<sup>th</sup> -18<sup>th</sup></b>			September 18 <sup>th</sup> X	
<b>September 21<sup>st</sup> - 25<sup>th</sup></b>	Unit 4	September 25 <sup>th</sup> X		
<b>September 28<sup>th</sup> -October 2<sup>nd</sup></b>		October 2 <sup>nd</sup> X		
<b>October 5<sup>th</sup> - 9<sup>th</sup></b>	Unit 4	October 9 <sup>th</sup> X		
<b>October 12<sup>th</sup> – 16<sup>th</sup></b>	Unit 5	October 16 <sup>th</sup>		

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

		X	
<b>October 19<sup>th</sup> -23<sup>rd</sup></b>	Unit 5	October 23 <sup>rd</sup> X	Travel Brochure of Pamplona November 6 <sup>th</sup>
<b>October 26<sup>th</sup> - 30<sup>th</sup></b>	Unit 6	October 30 <sup>th</sup> X	
<b>November 2<sup>nd</sup> - 6<sup>th</sup></b>		November 6 <sup>th</sup> X	
<b>November 9<sup>th</sup>- 13<sup>th</sup></b>	Unit 7	November 13 <sup>th</sup>	Phone sale Ad 20 <sup>th</sup>

### 1.7. Results and Conclusions

#### 1.7.1. Aspects to improve

Teachers in training may present some complications when carrying out all the activities and plans they have in mind. Those issues could be related to the time or probably to the inexperienced process of being teachers. The first situation the PST found as a challenge when using the authentic materials in class was the vocabulary. Most of them use high level words which are not according to the student's English level. As a result, PST had to explain the meaning of the words and gave them synonyms to comprehend the statements. He even had to use mother tongue in order to understand the sense of the sentences.

Other trouble was the time, it was not enough to work on other activities different from the topics of the lesson. English class was only fifty-five minutes per day and apart from the fact that it was just few minutes, it wasted more time carrying out the mandatory steps (a message to reflect dealing with the value of the month and a short discussion of it with pupils) to start a class proposed by the Faria school. Moreover, PST decided to leave the third final product out and change the second final product for a forum which students had to make a comment about a specific question because of time was not enough to carry out all activities proposed initially. (Appendix N°7)

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Among pedagogical issues the teacher could enhance was homework, since when the teacher asked for the notebook, the student book or the workshops assigned as tasks to do in their house, a 90% of the students copied the same answers and the same mistakes of their classmates and they did not learn anything. As a matter of fact, some students suggested to work more in class the activities and the student book because with homework most of the learners were dishonest and forgot to be responsible with the English tasks.

### **1.7.2. Positive Aspects**

The activities developed with the implementation of authentic materials, most were conducted in the English laboratory fostered students to participate and produce orally or written language. Songs, videos, contests, competitions, games and music made students to be in a more comfortable environment. Also, the creativity of the PST encouraged students to like English classes, since the teacher arrived to the classes with the previously mentioned ideas as in the laboratory as in their classrooms.

Another positive aspect the PST identified when using the genuine materials was the acquisition of vocabulary from part of the students, since firstly they wrote the new words in the worksheet and secondly, their creativity let them to include the words they attempted to search in the dictionary and translate them. It was evidenced in some of the written productions students made.

As a final aspect, it was demonstrated that the PST achieved the goal proposed in the objectives of the project related to motivate and foster students to learn English through the use of authentic materials when they worked in groups, enjoyed the music while they wrote and participated to know who was going to be the winner team.

### **1.8. Pedagogical Recommendations**

It is advisable to continue with this sort of authentic material with the students since they demonstrated enjoying this learning stage, as they are bored being all the time in the small classroom they have to study with the traditional board and notes. However, it is recommended to complement the writing activities with a feedback time to correct and work on the learners' mistakes to enhance their written skill. If the institution time enables the good working of the schedule, one hour and a half or two hours could complete the written skill process.

## 2. CHAPTER II

### RESEARCH COMPONENT

#### ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH AUTHENTIC MATERIALS IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN ACTION RESEARCH

##### 2.1 Introduction

Research is something essential when being a teacher, because you need to identify students' needs and find ways to implement strategies in order to overcome the difficulties that students have in their learning process.

In this sense, teaching is a practice of periodic changes. Taking into account (Borg, 1965), who stated that "an action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education". Besides, Carr and Kemmis (1986) affirm that "as its name suggests, action research concerns actors those people carrying out their professional actions from day to day and its purpose is to understand and to improve those actions. It means that action research is about trying to understand professional action from the inside; as a result, it is research that is carried out by practitioners on their own practice, not, done by someone or somebody else's practice. Action research in education is grounded in the working lives of teachers, as they experience them.

This component presents several aspects related to the problem, the justification of this research, the research questions elaborated to guide this project, the methodology, the

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

population, all the data collection issues used for such end and the data analysis is described as well. Also the schedule the Pre-Service Teacher created to his teaching performances is included.

## **2.2. Statement of the Problem**

Learning a foreign language implies the development of the four main competences understood as: writing, listening, reading and speaking, which are vital to communicate in a foreign language. However, during this learning process, learners tend to develop a specific language skill more than others, and therefore some deficiencies, in comparison to the rest of the skills, appear. In this study, Pre-Service Teacher attempts to improve students' writing skill employing Authentic Materials. Through the observation process, the researcher realized that 8th grade students had a low English level. It was evidenced due to their performance during English classes and on the results after checking their notebooks and quizzes.

### **2.3. Justification**

An action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. (O'Brien R, 2001.p. 2). That is to say, this sort of research aims at implementing a tool, a useful material or a strategy to work on a specific issue or problematic situation found on the destined population to solve the problem.

Keeping this essential contribution of research in mind, this project has as main aim to enhance the writing skill, as according to the observation process, it was noted that learners presented significant problems when writing even when completing a simple sentence. That is why conducting a research becomes essential for having a wide comprehension of the situation being studied.

## **2.4. Research Questions**

### **2.4.1. Grand-Tour Question**

- How does the usage of Authentic Materials may enhance the 8<sup>th</sup> grade students' writing skill at a public school in Colombia?

### **2.4.2. Sub-Questions**

- How can Authentic Material foster students to develop the writing skill in an English lesson?
- How do students perceive the usage of Authentic Material to learn English?

## **2.5 Objectives**

### **2.5.1 General objective**

- To identify how Authentic Material helps students to improve their writing skill.

### **2.5.2 Specific objectives**

- To determine if Authentic Material is an efficient way to improve students' writing skill.
- To ascertain what was the impact of the usage of Authentic Materials to develop students' writing skill.

## **2.6. Theoretical Framework**

This theoretical framework helped the reader to better understand the definitions of the main concepts of this study which are, writing skill, communicative approach and authentic materials.

### **2.6.1. Writing Skill**

According to Harmer (2004), when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. In addition, according to Brown (2007), "Writing is the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. Further, he states that in the process approach to writing, the teacher has to help student writers to understand their own composing process; helps them to build repertoires of strategies for prewriting, drafting, and rewriting; gives students time to write and rewrite; lets students discover what they want to say as they write; gives students feedback throughout the composing process (not just on the final product)." (p.335).

### **2.6.2. Authentic Materials**

Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467). Harmer (1994), cited in Matsuta (n.d., para. 1) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students,

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes. Authentic material is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p. 347). The main advantages of using authentic materials are (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richard, 2001):

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. These are what make us excited and willing to use authentic materials in our classrooms, Kilickaya (2004).

## 2.5. Literature Review

This literature review provides a general framework on previous studies that have been conducted on the field of writing skill by employing Authentic Materials.

Halijah (2010) with their project entitled "The effectiveness of using authentic materials to Improve students' vocabulary to Develop Descriptive Paragraphs." The main aim of this research was to describe whether the use of authentic materials improved the vocabulary students to develop descriptive paragraphs in the tenth grade students of SMA (Sekolah Menengah Atas) Negeri 2 School in the city of Sungguminasa Indonesia. The method used was pre- experimental with a single group. The sample was 35 students belonging to the tenth year SMA Negeri 2 school and it was completed in two years from 2008-2009. For data collection the researcher used the test, questionnaire and participant observation during classes where authentic documents had the central role of the class. Data were analyzed through t -test (statistical evidence for students) with the purpose of knowing the level of vocabulary that students possess. The result of the analysis of the data showed that the vocabulary that students had when they introduced the test was low compared after passing the t -test showed that the use of authentic materials in English class was a useful resource that helps to improve the students' vocabulary.

Another point of view in relation to writing, is a study in Indonesia Ayuningtyas R (2010), which focuses on "The Application of authentic materials to Improve students ' writing skill ' this research was developed under the method quantitative research action. Main objectives were to find out if guided writing using authentic materials can improve writing skills among students, how students participate in the teaching of writing, how is the attitude of students towards use of authentic materials in the teaching of writing.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

The research was conducted from March 2010 to July 2010 in the eighth year of SMP Negeri 1 Nguter. The procedure of the research was identifying problems, planning the action, implementing the action, observing or monitoring the action, reflecting the results and revision of the plan for the following steps. Research data were collected using observation techniques, maintenance, documentation and test (pre- test and post- test). Technique to analyze the outcome of the tests was to compare the score of pre-test and post- test.

The results of this research showed that the teaching of writing using authentic materials in guided writing can effectively improve the students' writing skill. The improvement was observed in the form of students' writing. The improvement of student performance can be seen from the differences in pre- test and post -test. From the test results showed that there was a significant improvement in student writing, this proves that the application of authentic materials can improve writing skills. The results of this research were that students have less difficulty in exploring ideas for writing, students also have fewer errors in the construction of new sentences using the past tense, and after searching the selected words they enrich their vocabulary. According to the findings English teachers should choose the strategy and appropriate materials in teaching writing. One of suitable materials for teaching writing are authentic documents.

Likewise, Minhatul (2008), conducted a research entitled "The effectiveness of using authentic materials in teaching recount text to improve students' writing ability", aimed at finding out whether authentic materials is effective in teaching to improve students' writing ability . It also found out how students response to use of authentic materials in learning recount text. Population was the first grade students of SMA PGII 1 Bandung. The authentic materials used in this study are treasure hunt, that is students get news or magazine articles and sheet of paper with a series of questions so they look for certain items: dates, people

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

involved, etc. This study uses two classes as the sample. The first class is X-3 as the control group and the second class is X-5 as the experimental group. This sample is purposefully chosen due to both classes are the class which have similar schedule in English lesson compared to the other class. Research data were collected using writing test and questionnaires. Technique to analyze the outcome of the tests was to compare the score of pre-test and post- test in both groups using t – test in Statistic Product Service Solution (SPSS 13.0). From the test results showed that there was a significant difference between pre-test score and post- test score, which last one had a higher score. It proved that the application of authentic materials may improve writing skill.

## **2.6. Methodology**

This research is focused on a qualitative design which consists of “a system of inquiry which seeks to build a holistic, largely narrative, description to inform the researcher’s understanding of a social or cultural phenomenon” (Dennishale, 1999). On the other hand, Cresswell (1994) affirmed that “A qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. However, in order to get a better understanding about what a qualitative design is, it is necessary to cite to Kirk and Miller (2002) who assert that a “qualitative research aims to understand the richness and complexity of social experience by attending closely to the actions, interactions, and social contexts of everyday life. It involves systematically watching people in their own territory or speaking with them in depth about their thoughts and feelings” (as cited in Holstein and Gubrium, 2002).

### **2.6.1. Design**

According to Parson & Brown, (2002) Action research “is a form of investigation designed for teachers’ use, attempting to solve problems and improve professional practices in their own classrooms”. It involves systematic observations and data collection.

Carr and Kemmis (1986) describe action research as being about:

- The improvement of practice
- The improvement of the understanding of practice;
- The improvement of the situation in which the practice takes place.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Donato, (2003), says that an Action research is conducted by teachers and for teachers. It is small scale, contextualized, and localized, and aimed at discovering, developing, or monitoring changes to practice. The defining features of action research also reflect the qualities of leaders in collaborative cultures of change. These qualities include a deep understanding of the organization, vision and insight, a quest for new knowledge, a desire for improved performance, self-reflective activity, and a willingness to effect change. In order to develop this study, an action research design was chosen as a method to find out how the use of newspaper improves the students' writing skills. An action research allowed the teachers-trainees to reflect on their teaching, to analyze the problematic situations that could present within a classroom and also to promote actions to change them or find possible solutions to them.

### **2.6.2. Population**

The participants of this action research were 8th grade course students of a public High School in Colombia. The group is composed by 28 students, among them both women and men. The age of students was between 13 and 18 years old. The English proficiency of the students was supposed to be in B1.1 (Pre-Intermediate I level), according to the Common European Framework and Bilingual National plan in Colombia. Nevertheless, most of them do not even have an A2 English level. It was proved as Pre-service teacher gathered quizzes and he check students' English notebooks out.

#### **2.6.2.1. Sample**

The researcher conducted in 8<sup>th</sup> grade course the material proposed to enhance the written skills (Authentic Materials). He focused in 8th-6 grade which presented a good language level concerning basic verbal conjugations and lexical knowledge. They were 32

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

students. Nevertheless, only four students were selected as the key informants, to analyze the development and their improvement in the writing process. They were selected according to their results and level demonstrated in class and in the written quizzes; thus, two students with excellent grades and level were chosen, two students who are attentive and interested in teacher's explanations but their grades are not the best. This decision was taken with the aim of comparing their writing process improvement and its development as well in order to obtain results related to varied performance and enhancing process.

### **2.6.3. Data Collection Procedures**

Yin (2003) has recommended six types of instruments to collect data, such as documents, archival records, interviews, direct- observations, participant-observations and physical artifacts. For the present study, the researcher used journal, non-participant observations, participant observation, interviews and physical artifacts (students' compositions) what could provide broad information about the phenomenon.

#### **2.6.3.1. Journal**

According to Ortlipp (2008), through reflective journals, the researcher is able to make his experiences, opinions, thoughts and feelings visible in the research design, data generation, and analysis and interpretation process. Furthermore, Mori (2007) introduces diaries as a research tool in English language teaching studies. It is reflective material which provides a record of the chronological events and development of a research as well as the researcher's own reactions face with a specific subject under study. The use of diaries lets teachers make a complete description and reflection of what happened during the class, to reflect what he/she could change for the next time. This data was collected during the days in which the proposal was applied, that is to say when students developed writing activities.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Moreover the journal is a powerful strategy in order to reflect about the effectiveness of the classes. Pre-service teacher wrote all those aspects that are considered relevant in regard to not only the classes, but students' participation, motivation, behavior and attitudes during the classes which allowed teachers to reflect about their teaching and about if what they were doing was correct or not.

Researcher used this instrument once per week in order to reflect about the positive and negatives aspects of the English lessons carried out by him.

Through these ten weeks the researcher reflected about several aspects such as:

Firstly, some students had a very good level and it is interesting and easier to work with them; however, there are some students who despite the fact they paid attention to what the teacher said and explained, they had difficulties to learn the L2, as this passage of the teacher journal states “... *hay estudiantes que poseen un buen nivel de inglés. Me he dado cuenta que son los estudiantes que han estudiado desde sexto grado...Esto les ha dado buenas bases en ésta área. Sin embargo, hay estudiantes que definitivamente presentan muchas desventajas y dificultades en la clase de inglés y lamentablemente son la mayoría. A pesar de eso, algunos de ellos son muy atentos y juiciosos cuando se les asigna una tarea o actividad, sobre todo cuando utilizo materiales auténticos y juegos en clase.* ” (September the 18th).

Second, there was an issue in this institution that concerned the time to conduct a class and the mandatory steps to start one. “*Las clases son de 55 minutos cada una, y para empezar una clase, tengo que dar un mensaje relacionado con el valor del mes y hacer una corta reflexión y debate sobre éste mismo. El tiempo se reduce a 50 o 47 minutos y a veces no alcanzo a hacer todas las actividades planeadas para el día.*”(September 25th).

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Thereupon, I had to be strict with the time of the activities. In addition, I decided to change this reflection by an idiom because of students got fed up with hearing all days the same message but using different words. “...*en las observaciones de clase, me di cuenta que los estudiantes se levantaban y rezaban antes de comenzar la clase. Unos balbuceaban, otros no se sabían las plegarias. Los que sí se las sabían, lo hacían más porque era un acto mecánico en vez de orar de corazón. Esto me estaba pasando a mí con las reflexiones, era un acto repetitivo, aburrido que a los estudiantes no les gustaba y mucho menos a mí. A parte de todo se perdía mucho pero mucho tiempo. Por tanto, decidí enseñarles todos los días una expresión idiomática en inglés con el fin de captar la atención de los estudiantes. Que si se va a “perder el tiempo”, que se pierda en algo significativo”.* (October the 2nd). As it was mentioned above, it is one of the most difficult parts of the practicum stage.

Third, during the implement of the authentic material in the laboratory, the PST perceived that those students with bad grades, and behaviour were interested and attentive on the activities, despite the fact it was a challenge to understand. “... *trabajar con material auténtico es un desafío. Debo encontrar material que se adapte, primero, a las necesidades de los estudiantes y segundo, al tema de la clase, y hacer eso es muy difícil. Sin embargo, hoy fue un día muy motivante y gratificador para mí porque comprobé que los estudiantes les gustan que les lleve este tipo de material y que haga juegos y sobre todo concursos ya que en esta clase de actividades todos los estudiantes se emocionaban, participaban, y algo aprendían. Los estudiantes pensaban que el inglés era muy difícil y aburrido, y romper con ese paradigma ha sido muy enriquecedor en el Faria”* (November the 6th). As we can appreciate, before starting with the practicum, students had a misconception about learning English. Nevertheless, it changed gradually thanks to PST’s classes based on what students need and prefer to facilitate their learning process.

### **2.6.3.2 Observation**

According to Kiernan (2004) observation is one of the most underused data collection methods; we can assess many physical aspects of an environment. Observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers to learn the perspectives held by studying populations. The current research took into account several kinds of observations in order to have a wide range of data sources and obtain a big amount of significant information that could guide this research to a final result.

#### **2.6.3.2.1 Non – participant observation**

A nonparticipant observer is a person who visits a site and records notes without becoming involved in the activities of the participants, to obtain information about what is occurring in the setting. (Burns and Grove, 1999) These non–participant observations were conducted by the researcher at the beginning of the study during two weeks, where the research was focused in the development of the English classes, the teacher’s and student’s role in the classroom. This data collection method was used in order to obtain a general idea about the English level of ninth and tenth grade students, that is to say, to know what the strengths and weaknesses of the students were. Also, to get information about the classroom environment in which the proposal was carried out and to know what the students’ level of participation and motivation was during the English classes. Likewise, how teacher developed the activities proposed in the students’ English book.

#### **2.6.3.2.2. Participant Observation**

According to Dewalt (2002) with participant observations the researcher takes part in the daily activities, ritual, interactions, and events of a group of people as one of the means of

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

learning the explicit and tacit aspects of their life routines. In this way the participant observation were conducted throughout the development of the research process. The pre-service teacher took the role of a teacher and an observer at the same time in order to achieve the objective of the project. This instrument was conducted over the first two weeks of observation. Applying this data collection method, researcher could see if the process of students, in regard to the development of their writing skills, is positive or negative.

### 2.6.3.2.3. Semi-Structured Interviews

It is important to highlight that pre-service teacher gathered data through semi-structured interviews. According to Wengraf, (2001). Semi-structured interviews were designed to have a number of interviewer questions prepared in advance but such prepared questions are designed to be sufficiently open that the subsequent questions of the interviewer cannot be planned in advance but must be improvised probably half-and maybe 80% or more- of your responses to what they say in response to your initial prepared question or questions.

For this study, it conducted one semi-structured interviews in the last week of the pre – service teacher’s chronogram aims at knowing the student’s perceptions and opinions after using authentic materials in English classes. These interviews could have five open questions. It was implemented once.

### 2.6.4. Schedule

<b>Weeks</b>	<b>Instruments</b>	<b>Non-Participant Observations</b>	<b>Semi-Structured Interview</b>	<b>Journal</b>
<b>August 17<sup>th</sup> – 21<sup>st</sup></b>		<b>X</b>		
<b>August 24<sup>th</sup> – 27<sup>th</sup></b>		<b>X</b>		
<b>September 7<sup>th</sup> - 11<sup>th</sup></b>				<b>X</b>

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

September 14 <sup>th</sup> -18 <sup>th</sup>			X
September 21 <sup>st</sup> - 25 <sup>th</sup>			X
September 28 <sup>th</sup> -October 2 <sup>nd</sup>			X
October 5 <sup>th</sup> - 9 <sup>th</sup>			X
October 12 <sup>th</sup> – 16 <sup>th</sup>			X
October 19 <sup>th</sup> -23 <sup>rd</sup>			X
October 26 <sup>th</sup> - 30 <sup>th</sup>			X
November 2 <sup>nd</sup> - 6 <sup>th</sup>			X
November 9 <sup>th</sup> - 13 <sup>th</sup>		X	X

### 2.7. Data Analysis

In order to analyze the data, the researcher conducted the typological analysis which is defined by Ayres & Knafl (2008) as a strategy for descriptive qualitative data analysis whose goal is the development of a set of related but distinct categories within a phenomenon that discriminate across the phenomenon. Typologies are characterized by categorization, but not by hierarchical arrangement; the categories in a typology are related to one another, not subsidiary to one another.

### 2.8. Findings

All the data was gathered through a questionnaire to identify perceptions, disadvantages and suggestions from the students facing authentic materials (Appendix N°9), the participants' written productions and the journal; these productions were analyzed thanks to an analytical and holistic scale tool and adapted from Harris & McCann, Assessment, (1994) (Appendix N°8). Likewise, researcher obtained the main typologies and patterns of the

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

research project through the typological analysis. As a result, three main aspects were selected as the descriptive issues to highlight in this study:

### **2.8.1 Advantages of the use of authentic material**

As a main aspect, it was found that the acquisition of vocabulary was the most relevant issue the students and the researcher noticed. In the questionnaire all the answers agreed that the acquisition of new words was the most positive factor there was in the authentic material activities. As the participant N° 1 stated in the questionnaire “*We learn new words in English thanks to authentic material*”. In addition, the written compositions demonstrated that most of the students used words learnt in class (Appendix N° 7)

Likewise, the researcher found that the grammar, syntax and spelling mistakes decreased, mainly with the students who obtained the best grades in the classroom. Two of them were more attentive to not repeat the same mistakes related to tenses or structures. Nevertheless, the most common mistake all of them still made in all of the writings was the omission of the personal pronouns and organization of the phrases. (Appendix N° 8).

### **2.8.2. Limitations of the use of Authentic Material**

Concerning the disadvantages of the use of authentic material, the most important was to find them according to student’s necessities and level. In fact, the researcher complained about that in the journal “... *Debo encontrar material que se adapte, [...] a las necesidades de los estudiantes y [...], al tema de la clase, y hacer eso es muy difícil...* ((November the 6th). This situation caused that researcher spent lot of extra - time looking for the appropriate material to the class.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Another relevant issue regarding the results of the data was the 8<sup>th</sup> grade students' lack of vocabulary to better understand the content of the authentic material. They always wanted the teacher to translate into Spanish unknown words for them. As a result, the PST had to write a list of vocabulary on the board in order they could understand what was written in the material. Besides, he decided to introduce the use of dictionary when using of this specific material. It was stated in the journal in October the 22<sup>nd</sup> "*Me gusta que los estudiantes se emocionen y participen activamente en clase, sin embargo, cuando utilizo material autentico, ellos quieren que les traduzca toda la frase al español. He recurrido a la traducción con el fin de que los estudiantes entiendan, sin embargo, decidí avisarles con antelación, cuando ellos debían traer el diccionario para que ellos mismos busquen las palabras desconocidas y las aprendan*". Students demonstrated in the written texts to be able to use the words learnt in class.

### **Authentic material as a Source of Motivation**

During the practicum stage and also during the implementation of the authentic materials, several activities were proposed to foster students to develop the writing skill and to keep their attention on the tasks. For instance, in the speaking session, the teacher graded the participation of the learners and sometimes was difficult to know who had spoken first or correctly due to the excitement of them during the activity. Also, the PST played music while they worked on the written elaboration in groups and that made students to be motivated on that.

Although at the beginning the students were excited about working on the authentic material, later interest on that had decreased; as a result, it was necessary to modify the strategy, "*...tuve que hacer cambios importantes cuando usé los materiales auténticos en clase ya que los estudiantes les daba pereza tener que responder preguntas en inglés, la*

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

*mayoría no llevaban el diccionario, entonces solo unos pocos trabajan verdaderamente.*

*Como resultado, hacia muchos concursos, les llevaba caramelos y a veces les daba una nota al grupo o persona que participara más. Sé muy bien que es una estrategia conductista, pero lamentablemente no puedo cambiar esta forma de actuar de los estudiantes en tan poco tiempo. Y aunque no me la llevo bien con el “conductismo” tengo que aceptar que las clases salían muy bien, eran muy divertidas y se pasaba el tiempo rápido para los estudiantes”.*

(November the 6th). As the extract explains, when the way we expected to work on something does not give good results, it is advisable to change the strategy to obtain a satisfactory learning process.

Additionally, in the questionnaire all the participants' responses agreed in their opinion about what they had thought concerning the authentic material implemented in class: all of them liked the strategy to learn English and said that it was a very good method to teach the language. For example, the participant N°2 stated that genuine material teaches us how to use real English. Therefore, their perceptions about this authentic material was good.

Furthermore, as it was explained in the advantages, they learnt so much vocabulary owing to the reading, listening activities and written productions.

### **2.9. Conclusions**

As a conclusion, we may state that the main advantage that the implementation of authentic material on English classes provided the acquisition of vocabulary as it was a strategy gripping and attractive in the teaching process. This learning method of the acquisition of new words was fostered by the use of posters, covers and ads; also audios, synonyms in L2 and translation of the unknown vocabulary the dictionary was used when searching the words that their creativity and imagination asked them to translate.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Moreover, the participation in the activities and the team work enabled students to be motivated on producing in a written way a few lines using the vocabulary and the grammar structures they have just learnt in the English lessons. Music and competitions against the clock while they wrote were two important elements to create a comfortable and pleasant environment.

Bearing in mind that through the use of this material, we may integrate the four skills to take advantage of the authentic materials in different ways such as videos, images, audios, posters, among others; it allowed the educator to teach a topic or show a story and work it in all the manners he may do it. That is why, the participants of this study concluded that authentic material were a good strategy to learn English, modifying the traditional way in which they learn every day.

However, the only inconvenient dealt with elaboration of longer sentences, according to the participants' responses who affirmed to have difficulties when writing a large paragraph, due to the lack of time the institution enabled to the English classes to conduct some feedback sessions; thus, students could analyze their mistakes and correct them for next time.

To sum up, it is recommended for English teachers not to work on readings or grammar activities in a monotonous way, since the students are the ones who need to learn and not those who we should grade as a good or bad learner; as a result, it is advisable to facilitate their learning process creating a pleasant atmosphere in the classroom. Authentic material motivated students to acquire vocabulary, stimulate their learning process, enable the integration of all the linguistic skills and foster the development of writing abilities in English.

### **3. III CHAPTER**

#### **OUTREACH COMPONENT**

##### **ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH AUTHENTIC MATERIALS IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN ACTION RESEARCH**

#### **3.1. Introduction**

It is well known that educators have to be part of the context where they are immersed. They must pay attention not only to what occurs in the school classes time but also they must go further in order to give knowledge and experiences to the society. Thereupon, this chapter is oriented to the extra-classes activities carried out to support and help the students who have difficulties in the process of learning English as a foreign language. These tutorials were offered as a review of topics seen in class.

Pre-service teacher worked with them twice a week in order not only to explain or reinforce the topics in which they showed difficulties but also motivate them to learn English by using different strategies.

### **3.2. Justification**

The main purpose of this component is to indicate the extra activities that the Pre-service teacher developed in order to contribute to the community involved in this project. To achieve this goal, Pre-service teacher offered students the opportunity to work in the afternoons four times a week, two hours each meeting, according to the following schedule; First, on Mondays and Wednesdays, from 2:30 pm to 4:20 pm (seventh grade), second, on Tuesdays from 2:30 pm to 4:20 pm and Thursdays from 3:25pm to 4:20pm (eighth grade), finally, on Thursdays from 2:20 pm to 3:25 pm (11th grade).

This course consisted on increased students' vocabulary in English through the use of different didactic activities and games.

### **3.3. Objectives**

#### **3.3.1. General Objective**

- To support and guide to students with their pedagogical necessities.

#### **3.3.2. Specific objectives**

- To encourage students to learn and practice English so that they do not see it as a difficult subject to learn.
- To provide students with materials, activities and games to overcome their doubts, difficulties, and increase student vocabulary related to English topics.

### 3.4. Methodology

The reinforcement activities are established according to the suggestions of the teacher in charge of the students, she suggested to help those students who would have difficulties at learning English, and who probably would fail English subject at the end of the scholar year. Therefore, she proposes to work in vocabulary activities, in order to increase students' knowledge such as nouns, adjectives, verbs and adverbs.

In order to control the student's attendance, Pre-service teacher notified each student's parents, with a letter in which the pre-service teacher presented the general objectives of the tutorial time, and when each tutorial took place. As it was previously stated, in this component, the Pre-service teacher used several didactic activities taking into account that he is working with the students who would have worse grades and the ones who would not like English. This kind of activities were developed in order not only to motivate students to learn and practice English, but also increase the students' vocabulary.

DATE	TOPIC
1 <sup>st</sup> Week	<ul style="list-style-type: none"> <li>• <i>the alphabet family members professions</i></li> </ul>
2 <sup>nd</sup> 3 <sup>rd</sup> Week	<ul style="list-style-type: none"> <li>• <i>colors</i></li> <li>• <i>the animals</i></li> <li>• <i>Countries and nationalities.</i></li> <li>•</li> </ul>
4 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>• <i>Plural Nouns</i></li> </ul>
5 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>• <i>Verbs Do, Go, Have / Prepositions of Place</i></li> </ul>
6 <sup>th</sup> week	<ul style="list-style-type: none"> <li>• <i>Regular and Irregular Verbs-Past Simple</i></li> </ul>
7 <sup>th</sup> week	<ul style="list-style-type: none"> <li>• <i>Going to for planning a vacation</i></li> </ul>

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

As previously mentioned, these strengthened activities were aimed at those students with troubles at learning English. Nonetheless, PST had to change it due to external factors. Now that PST had to comply with the outreach component objectives and there was not time enough, he decided to train an 11<sup>th</sup> grade student to sing a song in French in the “Chanteclair” event realized by the University of Pamplona (Appendix N°12).

Thus, activities were related to pronunciation and phonetic. Besides, student analyzed the sense of a few songs looking for the unknown vocabulary and idioms to translate into Spanish. In addition, there were lessons of corporal expression in order to know how the student should move in the stage and how to use the microphone properly.

### **3.5. Conclusions**

Despite the fact that PST had to alter what he had planned, activities were satisfactory for the student. She was very interested on attending because their doubts about pronunciation were solved. Furthermore, she learnt vocabulary and some informal grammar structures in French such as the omission of the vowel “e” in negative sentences and transitive verbs like “Je n'm'enfuis pas je vole” instead of “Je ne m'enfuis pas je vole” and “Je m'demande sur ma route” instead of “Je me demande sur ma route”.

As a conclusion, the student's performance in the “chanteclair” was admirable. She sang correctly, and she repeated her act in the last flag-raising of the Faria School (Appendix N ° 13). As a result she and PST were congratulated by teachers and students due to their job.

## **4. CHAPTER IV**

### **ADMINISTRATIVE COMPONENT**

#### **ENHANCING THE 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILL THROUGH AUTHENTIC MATERIALS IN THE JOSÉ RAFAEL FARIA HIGH SCHOOL: AN ACTION RESEARCH**

##### **4.1. Introduction**

Since Pre-service teacher is a José Rafael Faria High School's official member, he participates actively in academic, cultural and administrative events organized along the. These activities include Flag raisings, shows, shows, religious retreats, assemblies, forums and seminars in which students and teachers" from the whole institution must take part of these events in order to accomplish the intended purpose which is to integrate different fields to the scholar life.

#### **4.2. Justification**

The teacher in training must contribute to the organization of some events at the José Rafael Faria high school during the first semester of 2015 in order to be a member of the institution. Consequently, the role of the student-teacher is not only teaching English or reinforcing topics in tutorials, but also to be with students and helping other teachers in the organization of the events the high school needed to carry out.

### **4.3. Objectives**

#### **4.3.1. General objective**

- To participate in all the academic and administrative and cultural activities during the practicum stage.

#### **4.3.2 Specific objectives**

- To take part of the organization of the activities.
- To promote students' participation in the activities executed by the institution.
- To be a collaborative member of the organization of the activities.

#### **4.4. Methodology**

The pre-service teacher worked and participated on all the religious, cultural, academic and extra-classes activities and events proposed by the institution in order to facilitate the organization and the control before, during and after them. For example, taking into consideration that this high school has deep catholic connections, most of the extra-classes events were related to masses, religious parades (one in homage to Saint Joseph, whose name was given to the institution).

Second, the bicentenary of the Provincial San José was an important academic festivity which many events carried out. The most relevant were the promotion of this celebration in the TV programme “Sábados Felices”, the international athletic race, the launch of the “Aguilicho” wine, the flag-raising which school-graduates were the guests of honour, the Provincial students’ art exposition in the “Casa Agueda”, and the carnival parade. (Appendix N° 13).

Third, extra-classes activities which took place in the institution. An instance of this was the futsal championship which participated all grades of the institution. PST played with the teachers’ team who won this exciting tournament.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL



Finally, the institutional meetings where all the students and teachers reunited to discuss about academic and important information, they took place mainly on Mondays to begin the week or among the week to tell the news or current events and inform them. In these activities, the PST helped to maintain the control and to ask students to be quiet and be attentive to what the teachers said.



## 5. References

- Archee, R. and A. H. Duin (1995). The WWW and Distance Education - Convergence or Cacophony? AUUG'95 & Asia-Pacific WWW'95 Conference and Exhibition, Sydney, Australia.
- Ayres L. and Knafel K. (2008) "Typological Analysis" retrieved from <http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n472.xml>
- Ayuningtyas, R. (2010). "The Application of authentic materials to improve students' writing skill." Surakarta. Teacher Training and Education Faculty, Sebelas Maret University.
- Bacon, S. M. & Finnemann, M. D. (1990). A study of the attitudes, motives, and strategies of University foreign students. *Modern Language Journal* 74-459-473.
- Borg, W. (1965). *Applying educational research: A practical guide for teachers*. New York: Longman.
- Breen, M. (1985). Authenticity in the language classroom. *Applied Linguistics* 6, 60-70.
- Brown H. D., (2007). *Principles of language learning and teaching*. P 241.
- Brown, H D (2001) *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Longman.
- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*. Retrieved From [http://www.cuc.edu.ve/upc/PNFT/INGLES/Principles\\_of\\_Language\\_Learning\\_and\\_Teaching.pdf](http://www.cuc.edu.ve/upc/PNFT/INGLES/Principles_of_Language_Learning_and_Teaching.pdf)
- Burns, N., Grove, S.K. (1999) *Understanding Nursing Research*. (2nd edn). Philadelphia: W.B. Saunders Company
- Carr and Kemmis (1986) *Action Research : Teacher Action Research*. Collaborative, Participatory and Democratic Inquiry. Retrieved from [http://www.sagepub.com/upm-data/27030\\_2.pdf](http://www.sagepub.com/upm-data/27030_2.pdf)
- Common European Framework of Reference, (2001).

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

- Cresswell R.(1994). The qualitative Paradigm. Retrieve from: <http://www.compapp.dcu.ie/~hruskin/RM2.htm>
- Dennishale, C. (1999). Qualitative Research Design. Pag 201.
- Dewalt, K. M. (2002). Social Science. Pag 285.
- Donato, R. (2003). Action Research. Center for Applied Linguistics: Eric Clearinghouse on Languages and Linguistics.
- Educational Broadcasting Corporation. (2004). Workshop: Constructivism as a paradigm for teaching and learning. Retrieved February 3, 2009, from [http://www.thirteen.org/edonline/concept2class/constructivism/index\\_sub4.html](http://www.thirteen.org/edonline/concept2class/constructivism/index_sub4.html)
- Genhard, J., G. (1996). Teaching English as a foreign language: A teacher self-development and methodology. Ann arbor: the university of Michigan press.
- Ghaith (2002) <http://nadabs.tripod.com/ghaith-writing.html>
- Guariento, W. & J. Morely (2001) Text and task authenticity in the EFL classroom. *ELT Journal*, 55 (4), 347-353.
- Halijah, S. (2010). « The effectiveness of using authentic materials to improve students' vocabulary to develop descriptive paragraphs. » *Journal Sastra Tamaddun* Vol.7 No.2, December 2010.
- Hamed, Al-Rashd (2014). The Effect Of Using Authentic Materials In Teaching.
- Harmer, J. 1994. *The Practice of English Language Teaching*. London: Longman.
- Harmer, Jeremy (2004) *How to teach English*. Pearson Education Limited, Edinburgh Gate, England pp. 99-112
- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Cambridge. Cambridge University Press.
- Kilickaya, F. (2004). Authentic materials and culture content in EFL classrooms. *The Internet ELT Journal*, 10(7).
- Lazaro (2001). *Teaching and assessing writing Skills*
- Martinez, A.G. (2002). Authentic materials: An overview. Free resources for teachers and students of English, *Karen's Linguistics Issues*, 1-7.
- MEN. (2006) Programa Nacional De Bilingüismo. Retrieved from [http://www.mineduacion.gov.co/1621/articles-132560\\_recurso\\_pdf\\_programa\\_nacional\\_bilinguismo.pdf](http://www.mineduacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf)
- Miller (2007). “Action Research: Making Sense of Data.” On-line article download 16/02/2013, [www.coe.fau.edu/sfcel/sensdata.htm](http://www.coe.fau.edu/sfcel/sensdata.htm).

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

- Minhatul (2008). The Effectiveness of Using Authentic Materials in the Teaching Recount Text to Improve Student's writing Ability.
- Nuttall, C. (1996) Teaching Reading Skills in a foreign language (New Edition) Oxford, Oxford University Press.
- O'Brien R. (2001). An Overview of the Methodological Approach of Action Research. University of Toronto. <http://www.web.ca/~robrien/papers/arfinal.html>
- Ortlipp, M (2008). Keeping and Using Reflective Journal in the Qualitative Research Process. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/ortlipp.pdf>
- Pandey (2010). Communicative Approach to the Teaching of English.
- Parsons, R. D., & Brown, K. S. (2002). Teacher as reflective practitioner and action researcher. Belmont, CA: Wadsworth/Thompson Learning.
- Richard, J.C. & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics(3rd ed.). London: Longman.
- Richard, J.C. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.
- Wengraf, T (2001). Qualitative Research Interviewing: Biographic Narratives and Semi-structured Methods [13 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 3(4), Art. 4, <http://nbn-resolving.de/urn:nbn:de:0114-fqs020446>.
- Yin, R. K. (2003). Case study research: Design and methods (3rd Ed.). Thousand Oaks, CA: Sage.

6. ANNEXES

Appendix 1: Scholar Calendar

 <b>COLEGIO PROVINCIAL SAN JOSÉ</b> <b>CRONOGRAMA DE ACTIVIDADES</b> <b>Septiembre 2015</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
		1 Actividades a estudiantes de básico y bajo desempeño académico Bendición y entronización de las BIBLIAS para colocar en cada salón.	2 Actividades a estudiantes de básico y bajo desempeño académico	3 Fecha límite para el envío de planillas finales al correo y cierre del sistema Hora: 11:59 p.m. INICIO DEL 3° PERIODO		
6 Semana por la Paz Eucaristía 6° a 8° Sede Central. Organiza 6°	7 Semana por la paz	8 Semana por la paz Eucaristía - Fiesta de la Niña María	9 Semana por la paz Entrega de boletines a padres de familia	10 Semana por la paz	11 Semana por la paz	12 Semana por la paz
13 Semana por la Paz Eucaristía 9° a 11° Sede Central. Organiza 9°	14	15	16 Festival Polimotor 4°	17 Día del Ocio	18 Banquete de amor al colegio	19
20 Eucaristía 6° a 8° Sede Faria. Organiza 6°	21	22	23	24	25	26
27 Eucaristía 9° a 11° Sede Faria. Organiza 9°	28	29	30			

 <b>COLEGIO PROVINCIAL SAN JOSÉ</b> <b>CRONOGRAMA DE ACTIVIDADES</b> <b>Octubre 2015</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
				1	2 Festival Polimotor 5°	3
4	5 Trabajo Normal	6 Trabajo Normal	7 Trabajo Normal	8 Trabajo Normal	9 Trabajo Normal	10
11	12	13	14	15	16 Lanzamiento Celebración 200 años Hotel Cariongo 7:00 p.m	17 Actividades Deportivas
18 Eucaristía Primarias. Organiza 2°	19	20	21 Jornada de atención a padres de familia	22	23	24 Programa Sábados Felices
25	26 Pruebas de Eficacia	27 Escuela de Padres de Familia	28	29 Alborada, Exposición Fotografía, Sesión Sociedad Santanderista, Lunada	30 Defile honor aguilucho, Exposición pintura, reconocimientos, Festival Danzas	31

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES <b>Noviembre 2015</b> 						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
1 Desfile Cumpleaños Pamplona, Eucaristía	2	3	4	5 PRUEBA DE EFICACIA	6 DÍA LIBRE	7
8	9 RECUPERACION TERCER TRIMESTRE	10 RECUPERACION TERCER TRIMESTRE	11 RECUPERACION TERCER TRIMESTRE	12 RECUPERACION TERCER TRIMESTRE	13 DÍA LIBRE	14
15	16	17 SUBIR NOTAS AL SISTEMA ENTREGA DE SIMBOLOS	18 COMITES DE EVALUACION	19 ACTIVIDADES RECUPERACION DE AÑO	20 ACTIVIDADES RECUPERACION DE AÑO	21
22	23 ACTIVIDADES RECUPERACION DE	24 ACTIVIDADES RECUPERACION DE	25 ACTIVIDADES RECUPERACION DE	26 ACTIVIDADES RECUPERACION DE	27 ENTREGA DE RESULTADOS DE RECUPERACIONES DE	28
29	30 AUTOEVALUACION	1 AUTOEVALUACION	2 AUTOEVALUACION	3 CLAUSURA PRIMARIA 3 P.M	4 CLAUSURA SECUNDARIA 3 P.M CLAUSURA ADULTOS 6 P.M	5 DIC. GRADOS DIURNOS 6 DIC GRADOS ADULTOS

**Appendix 2: Planning: 7-6, 8-6, 11-3**

	<b>COLEGIO PROVINCIAL SAN JOSÉ                  PAMPLONA</b> Honor Ciencia y Virtud		
	<b>PREPARADOR DE CLASE</b>		
	CODIGO:	<b>SGC-</b>	

**Instrumento:**

<b>1. PREPARADOR DE CLASE</b>				1.1 N°	
1.2 NOMBRE DE LA UNIDAD DIDACTICA:		MY FAMILY AND MY COUSIN'S FAMILY			
1.3 ASIGNATURA		ENGLISH	1.4 ÁREA:		HUMAN SCIENCES
1.5 GRADO(S):		7-06	1.6 PERÍODO:		3
		1.7 AÑO:		2015	

<b>2. ACCIONES OBLIGATORIAS DE CONTROL Y FORMACIÓN</b>
2.1 REFLEXIÓN Y TOMA DE LISTA

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

- Teacher will check the attendance of all the students into the classroom by calling them in the list.

- Teacher will reflect on the values of the month ( Peace and Friendship)

### 2.2 REVISIÓN DE LA PRESENTACIÓN PERSONAL

- Teacher will observe the presentation and the uniform of all the students without they notice it and the teacher will ask those ones who are not appropriately well-dressed to not come to class in that way ever again.

### 2.3 MENSAJE FORMATIVO

- If there is an important administrative information to give students, teacher will do it.

### 2.4 ENTREGA DE INFORMES SI LOS HAY (EVALUACIONES, TRABAJOS)

- If there are some homework, exams or tests to give them back, teacher will carry out this task at the end of the class.

### 2.5 ATENCIÓN A RECLAMOS Y ACLARACIONES

At the end of the class, the teacher will be available to answer or receive students' suggestions, doubts about the topic and give them a clearer explanation

## 3. ACCIONES OBLIGATORIAS DE INFORMACIÓN

### 3.1 FECHA

- This planning is elaborated to conduct the first week of my teaching performance which goes from Monday the 28<sup>th</sup> to Friday the 2<sup>nd</sup> in the month of September and October 2015.

### 3.2 TEMA

Unit 6: My family and my cousin's family

- ✓ Possessive pronouns
- ✓ Possessive adjectives
- ✓ What are the like? / Adjectives.
- ✓ Sentences with "have" possession.

### 3.3 ESTÁNDAR

- I describe people, places, objects, situations and facts using short phrases which are familiar to me.
- I ask simple questions about topic familiar to me using gestures and repetition.

### 3.4 OBJETIVO (S)

- To be capable to identify the member of my family.
- To be capable to identify and use the grammar structure: Possessive pronouns, possessive adjectives.

**4. DESARROLLO DE CONTENIDOS**

**4.1 DESARROLLO DE CONTENIDOS**

FIRST CLASS (Monday, September the 21th 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. Teacher will check the last exercise in an oral way. (7 min).
3. Teacher will explain the grammar focus of the topic of the week "The possessive apostrophe". Besides, he will give some examples to students to better understand. (25 min).

**THE POSSESSIVE APOSTROPHE**

**s** to form possessives in nouns

**EXAMPLE:**

TOM AND JESSICA'S ENGLISH CLASS.  
=  
THE ENGLISH CLASS OF TOM AND JESSICA.

singular nouns → mother's  
→ sister's

LOOK AT THE EXAMPLE  
The mother *of my* mother =  
My mother's mother

4. After explaining it, teacher will give the examples to students.

The book of the teacher	The teacher's book
The father of my son	My son's father
The Mother of my cousin	My mother's uncle
The daughter of my mother	My mother's cousin
The grandson of my grandfather	My grandfather's grandson

5. Students will conduct the point A of the page 70 of the student's book. They will practice changing the following sentences using the possessive apostrophe. (10 min).

The grandfather of my cousin	My cousin's grandfather
The daughter of my aunt	
The son of my uncle	
The sister of my mother	
The niece of my father	
The cousin of my cousin	

6. After doing the last exercise, student will practice the family vocabulary and will reinforce the topic learnt. (10 min).

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

My mother is my father's wife.

My mother is my grandmother's

My father is my mother's

My father is my grandmother's

My grandfather is my father's

My uncle is my father's

7. As a homework, students will have to do ten phrases following the example of the last exercise. (5 min).

### SECOND CLASS (WEDNESDAY, September the 23rd 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. From today, teacher will teach students popular phrases, proverbs and idioms in order to improve their vocabulary and use the target language in real contexts. The phrase for today is "a wet blanket". Teacher will explain the meaning in our Colombian context. (5 min).
3. Teacher will explain the grammar focus "possessive adjective". Students will have to write down the definition and draw the following table. (20 min)
  - *Possessive adjectives are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership.*

SUBJECT PRONOUN		POSSESSIVE ADJECTIVE
I	→	MY
YOU	→	YOUR
HE	→	HIS
SHE	→	HER
IT	→	ITS
WE	→	OUR
THEY	→	THEIR

**POSSESSIVE ADJECTIVES ARE USED BEFORE A NOUN.**  
**EXAMPLE: THIS IS MY BOOK.**

4. Students will conduct the point A of the page 71 of the student's book. They will match the sentences, circle the pronouns or nouns that goes with the possessive adjectives. Besides, they will underline the possessives. (15 min)

1. She has a <u>sister</u> .	<input type="checkbox"/> Their parents are good.
2. They are brothers.	<input type="checkbox"/> His sister's name is Mary.
3. We like our family.	<input checked="" type="checkbox"/> <u>Her</u> name is Camila.
4. He has a sister.	<input type="checkbox"/> These are their relatives.
5. I love my father.	<input type="checkbox"/> His name is Joseph.
6. This is my grandmother.	<input type="checkbox"/> Yes that is her brother and sh his sister.
7. They are cousins.	<input type="checkbox"/> She is my mother's mother.
8. Are they siblings?	<input type="checkbox"/> Our family is very nice.

5. Students will have to translate the last phrases to learn vocabulary. ( 10 min).

THIRD CLASS (THURSDAY, September the 24th 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is "finders, keepers, losers, weepers". Teacher will explain the meaning in our Colombian context. (5 min).
3. Students will do a workshop of the possessive adjectives. (30 min)

Choose the correct answer.

- 1) He is \_\_\_\_\_ brother.  
a. you  
b. your
- 2) Those are \_\_\_\_\_ bananas.  
a. they  
b. their
- 3) She is \_\_\_\_\_ new teacher.  
a. I  
b. my
- 4) Mr Lemon's \_\_\_\_\_ father.  
a. our  
b. we
- 5) These people are \_\_\_\_\_ friends.  
a. he  
b. his

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

- 6) Where is \_\_\_\_\_ book?  
a. my  
b. I
- 7) Fluffy is \_\_\_\_\_ small cat.  
a. she  
b. her
- 8) This is \_\_\_\_\_ yellow ball.  
a. it  
b. its
- 9) They are \_\_\_\_\_ parents.  
a. their  
b. they
- 10) They are \_\_\_\_\_ children.  
a. we  
b. our

***Rewrite the sentences using the appropriate possessive adjective. Look at the example.***

*e.g.: This is Roy's watch. This is his watch.*

- 1) This is Peter's book.
- 2) This is the dog's house.
- 3) These are Albert and Kate's books.
- 4) That is the Smiths' red car.
- 5) That is Mary's white box.
- 6) This is the teachers' room.
- 7) This is Ben's school.
- 8) These are the children's toys.
- 9) Kate is Penny's old friend.
- 10) Mark is Tony's cousin.

4. Teacher will check it in an oral way. (10 min).
5. As a homework, students will study to the evaluation of the topic which is "the possessive apostrophe and the possessive adjectives". (5 min).

FOURTH CLASS ( FRIDAY DAY, September the 25th 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is "as mad as a hatter". Teacher will explain the meaning in our Colombian context. (5 min).
3. Teacher will evaluate the topics of the week

*Change the following sentences using the possessive apostrophe.*

The grandfather of my cousin	My cousin's grandfather
The daughter of my aunt	
The son of my uncle	
The sister of my mother	
The niece of my father	
The cousin of my cousin	

Complete the following table using the possessive adjectives.

Subject pronoun	Possessive adjective
I	
You	
He	
She	
It	
We	
They	

Match the sentences according to the correct possessive adjective.

1. She has a <u>sister</u> .	<input type="checkbox"/> Their parents are good.
2. They are brothers.	<input type="checkbox"/> His sister's name is Mary.
3. We like our family.	<input checked="" type="checkbox"/> <u>Her</u> name is Camila.
4. He has a sister.	<input type="checkbox"/> These are their relatives.
5. I love my father.	<input type="checkbox"/> His name is Joseph.
6. This is my grandmother.	<input type="checkbox"/> Yes that is her brother and sh his sister.
7. They are cousins.	<input type="checkbox"/> She is my mother's mother.
8. Are they siblings?	<input type="checkbox"/> Our family is very nice.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Taking into account that the 7th grade students have 4 hours of 55 minutes in a week, they are in a continuous learning process of the L2, and not only when they listen to.

### 4.3 MANEJO DE TICS

For the English classes, laptops which are in the English laboratory, the video-beam, and the smart board will be used most of the times in the day. Students will look at, read and listen to Authentic Materials. Also they will be allowed to use their mobiles to search for words in their dictionary application software.

### 4.4 EJERCICIOS PARA DESARROLLO DE COMPETENCIAS

Grammar exercises, pages 69, 70 and 71.

Listening, speaking and writing from Authentic Materials.

### 4.5 ACLARACIÓN DE DUDAS

The teacher will be available for students who did not understand very well the topic in breaks or in free times for both of them but into the educational institution.

### 4.6 ACTIVIDADES DE AUTOAPRENDIZAJE

To learn more vocabulary, students can listen and read the song lyrics and also translating the unknown words so as they can have more vocabulary.

Besides, they can complete the exercises they have from page 69 - 70 in the student book to reinforce the topic.

### 4.7 EVALUACIÓN FLEXIBLE

Written Assessment: Exercises in the book, notebook and quizzes.

Oral Assessment: Oral presentations and participation in class.

Formative Assessment: Working in class -alone or groups-

## 5. CULMINACIÓN

(SE PUEDE DESARROLLAR EN UN ANEXO)

EVALUACIÓN DE LAS ACTIVIDADES PEDAGÓGICAS

**PROVINCIAL SAN JOSE HIGH SCHOOL**

**JOSE RAFAEL FARIA BERMUDEZ DEPENDENCY**

**POSSESSIVE APOSTROPHE AND POSSESSIVE ADJECTIVES**

SURNAME(S): \_\_\_\_\_

NAME(S): \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE: \_\_\_\_\_

*Change the following sentences using the possessive apostrophe.*

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

The grandfather of my cousin	My cousin's grandfather
The daughter of my aunt	
The son of my uncle	
The sister of my mother	
The niece of my father	
The cousin of my cousin	

Complete the following table using the possessive adjectives.

Subject pronoun	Possessive adjective
I	
You	
He	
She	
It	
We	
They	

Match the sentences according to the correct possessive adjective.

1. She has a <u>sister</u> .	<input type="checkbox"/> Their parents are good.
2. They are brothers.	<input type="checkbox"/> His sister's name is Mary.
3. We like our family.	<input checked="" type="checkbox"/> <u>Her</u> name is Camila.
4. He has a sister.	<input type="checkbox"/> These are their relatives.
5. I love my father.	<input type="checkbox"/> His name is Joseph.
6. This is my grandmother.	<input type="checkbox"/> Yes that is her brother and sh his sister.
7. They are cousins.	<input type="checkbox"/> She is my mother's mother.
8. Are they siblings?	<input type="checkbox"/> Our family is very nice.

ELABORÓ		FECHA
NOMBRE	CARGO	FIRMA
	Profesor	
REVISÓ		FECHA
NOMBRE	CARGO	FIRMA
	Coordinador de sede	
APROBÓ		FECHA
NOMBRE	CARGO	FIRMA

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

1.	Coordinador Académico	
----	-----------------------	--

	<b>COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA</b> Honor Ciencia y Virtud		
	<b>PREPARADOR DE CLASE</b>		
	CODIGO:	<b>SGC-</b>	

**Instrumento:**

<b>1. PREPARADOR DE CLASE</b>				1.1 N°	
1.2 NOMBRE DE LA UNIDAD DIDACTICA:		IT'S TOO FAR BY CAR			
1.3 ASIGNATURA	ENGLISH	1.4 ÁREA:	HUMAN SCIENCES		
1.5 GRADO(S):	8-06	1.6 PERÍODO:	3	1.7 AÑO:	2015

<b>2. ACCIONES OBLIGATORIAS DE CONTROL Y FORMACIÓN</b>
<p><b>2.6 REFLEXIÓN Y TOMA DE LISTA</b></p> <ul style="list-style-type: none"> <li>Teacher will check the attendance of all the students into the classroom by calling them in the list.</li> <li>Teacher will reflect on the value of the month ( Tolerance)</li> </ul>
<p><b>2.7 REVISIÓN DE LA PRESENTACIÓN PERSONAL</b></p> <ul style="list-style-type: none"> <li>Teacher will observe the presentation and the uniform of all the students without they notice it and the teacher will ask those ones who are not appropriately well-dressed to not come to class in that way ever again.</li> </ul>
<p><b>2.8 MENSAJE FORMATIVO</b></p> <ul style="list-style-type: none"> <li>If there is an important administrative information to give students, teacher will do it.</li> </ul>
<p><b>2.9 ENTREGA DE INFORMES SI LOS HAY (EVALUACIONES, TRABAJOS)</b></p> <ul style="list-style-type: none"> <li>If there are some homework, exams or tests to give them back, teacher will carry out this task at the end of the class.</li> </ul>
<p><b>2.10 ATENCIÓN A RECLAMOS Y ACLARACIONES</b></p> <ul style="list-style-type: none"> <li>At the end of the class, the teacher will be available to answer or receive students' suggestions, doubts about the topic and give them a clearer explanation.</li> </ul>

--

### 3. ACCIONES OBLIGATORIAS DE INFORMACIÓN

#### 3.5 FECHA

- This planning is elaborated to conduct the first week of my teaching performance which goes from Monday the 19<sup>th</sup> to Friday the 23<sup>rd</sup> in the month of October 2015.

#### 3.6 TEMA

Unit 3: Planning our Trip

- Adjectives used for description
- Comparatives
- Superlatives
- Comparing as .... as.

#### 3.7 ESTÁNDAR

- I describe places, objects or facts related to topics and situations which are familiar to me.
- I answer in a short way simple questions about topics which are familiar to me

#### 3.8 OBJETIVO (S)

- To be capable to describe cities, towns and tourist sites.
- To be capable to compare things and nouns.
- To be capable to identify and use comparative and superlatives adjectives.

### 4. DESARROLLO DE CONTENIDOS

#### 4.8 DESARROLLO DE CONTENIDOS

FIRST CLASS (Monday, October the 19<sup>th</sup> , 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is "to swallow one's pride". Teacher will explain the meaning in our Colombian context. (5 min).
3. Teacher will give students the English notes in order to inform students about their academic English performance. Besides, he did it as next Wednesday, it will do a meeting with the students' parents. (35 min)
4. Student will conduct some incomplete exercises left last week as teacher will bring the students' book. (15 min).

SECOND CLASS (TUESDAY, October the 20<sup>th</sup>, 2015).

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is "to reap what you sow". Teacher will explain the meaning in our Colombian context. (5 min).

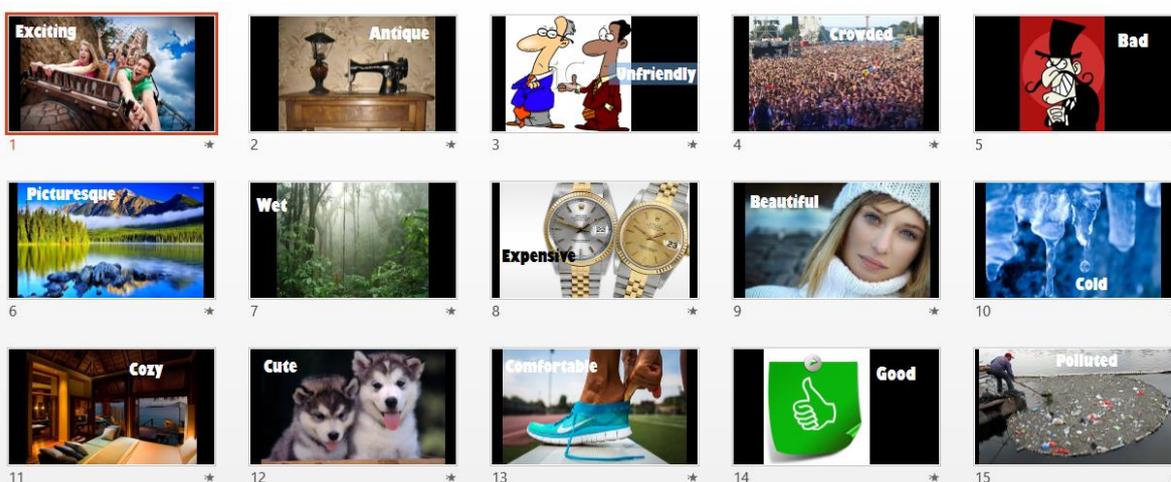
## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

3. Teacher will do a contest to learn some adjectives. He will give students a sheet with some phrases in disorder. They will have to order and translate them. Besides, they will have to underline the adjectives they find. (15 min)

- You've got big blue eyes.
- I like strawberry ice-cream.
- He saw a blue aeroplane.
- She climbed a tall tree.
- I wrote a long story.
- We've got two small white rabbits.
- We had a big lunch.
- She's got a red bike.
- I want an easy test.
- Grandpa has got a wooden stick.

4. Teacher will check last exercise orally. (5 min)

5. Teacher will do a contest of adjectives. He will show 15 images to students. They will have to guess the adjective and write down it in a sheet. The first person who do it correctly, it will win. (10 min)



6. Students will find the opposite of the following adjectives.(10 min).

*Find the opposite adjective*

Exciting	Boring
Huge	Small
Tall	Short
Beautiful	Ugly
Polluted	Clean
New	Antique
Expensive	Cheap
Hot	Cold
Bright	Dim
Spectacular	Ordinary
Historic	Unknown

7. Teacher will check last exercise orally. (5 min)

8. Teacher will make a spelling bee contest in order to remember all the adjectives learnt in the English lessons. The words are: (10 min)

*Dynamic, Bustling, Unfriendly, Cosmopolitan, Exclusive, Cozy, Picturesque, Touristy, Crowded, Charming, Cute.*

9. Teacher students will remind students to bring the English dictionary for the next class.

THIRD CLASS (WEDNESDAY 21<sup>st</sup>, 2015)

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is “chip off the old block”. Teacher will explain the meaning in our Colombian context. (5 min).
3. Teacher will review the comparatives, superlatives and some. In groups of two, students will choose one of the first two texts (if someone ends before what teacher had planned, they will do the same with the third text.). Secondly, they will underline and identify the adjectives and superlatives. Besides, they will try to guess which is the place described in the text. Finally, they will have to invent a title for it. (15 min).

*Niagara Falls is not only one of **the most spectacular natural** attractions in Canada, but it also tops the list of waterfall lovers from around the world. What more **exciting** way to experience it than from the cockpit of a helicopter, able to take you as close as possible to the **thundering** heart of the Falls for a personal tour, **narrated** in one of 12 languages of your choice? Explore the Niagara Peninsula beyond the Falls when your chopper touches down in a vineyard for a **friendly guided** wine tour and tasting, or spend an afternoon checking out one of the many **fine local** golf courses.*

Ontario, Canada

*Help hitch up a furry pack of **enthusiastic** huskies, then slide into the sled. Dash across moonlit snow with your **experienced** Beck's Kennels' musher to a **cozy** cabin beneath the stars. When the **coloured** ribbons of Mother Nature's lightshow begin to shimmy across the sky, slip into a **heavy** parka and head outside. **Giant** electrical storms formed by **solar** flares, the Aurora Borealis **is brightest** on winter nights above Yellowknife where they seem so close you feel you could reach and touch them. Step inside to warm up with **hot** drinks, soup and bannock.*

Northwest Territories, Canada

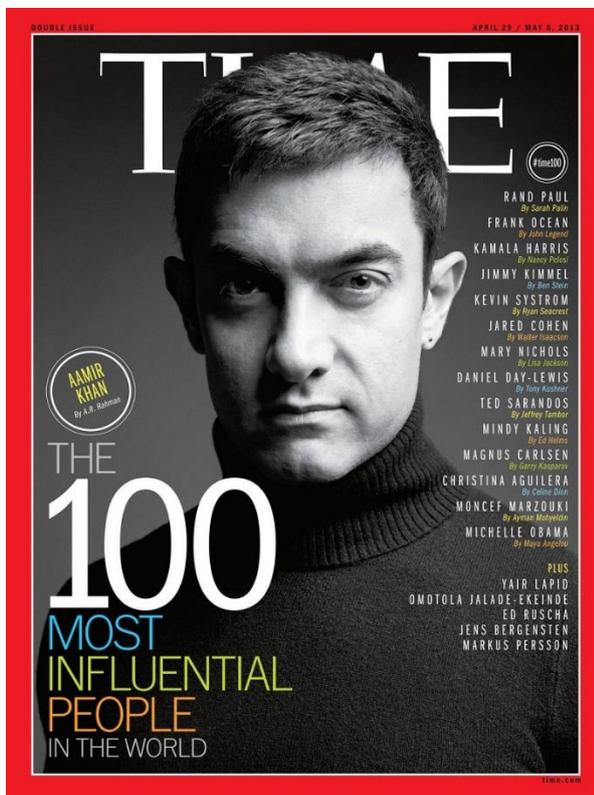
*Dive in the **warm** sea with one of **the largest** coral reef in the world; learn how to dive among its **enchanted** colors and see up-close the **wide** variety of the **unique underwater** species. Let yourself be welcomed in unison by more than 300 manta rays. This **small** island awaits you with **amazing** cuisine, music and **typical** houses that seem **colored** with the same tones of the **turquoise** sea.*

Archipelago of San Andres, Providencia and Santa Catalina, Colombia

4. Teacher will socialize the texts. He will ask them : (15 min)  
What is the place described?  
What was the title the invented? Why?

What adjectives did they find?  
What superlatives did they find?

5. In order to remain the superlatives, teacher will show a magazine cover to students. Teacher will ask them: (10 min)



What was your first impression when you saw it?  
What is the the name of the magazine?  
What is the main topic of the magazine?  
This phrase is superlative and comparative?  
Who is the most influential person...  
...in the word?  
... in Colombia?  
...for you?

6. Students will find the superlatives in the following text. ( 5 min)

*Lyndsay Doyle -- The most influential person in my life is my mom, Gina. I look up to her in so many ways. We share a love for softball and she has always been a huge support. She has taught me to work hard and do my best but also reminds me to always have fun. She has taught me to be positive in difficult circumstances. She is the most important person in mi life. I love you mom.*

*Text took from a British Forum*

7. As a homework, students will write a paragraph between 50 – 60 words in order to answer who is the most influential person in your life?

FOURTH CLASS (THURSDAY 22<sup>nd</sup>, 2015)

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

1. Teacher will start the lesson with the Mandatory control actions proposed by the Faria School. (3 min).
2. The phrase for today is "ATM". Teacher will explain the meaning in our Colombian context. (5 min).
3. Teacher will evaluate the topics of the week in this way.

Write down a paragraph telling who would be the most influential person for his/her mother? Give reasons . (50 -60 words). (40 min).

---

---

---

Complete the table and Translate into Spanish or English.

Adjective	Adjetivo
Exciting	
	Alto
Beautiful	
	Contamindo
New	
	Caro
Hot	
	Brillante
Spectacular	
	Comfortable

4. Teacher will check last exercise orally. ( 5 min).

### 4.9 BILINGÜISMO

Taking into account that the 8th grade students have 4 hours of 55 minutes in a week, they are in a continuous learning process of the L2, and not only when they listen to.

### 4.10 MANEJO DE TICS

For the English classes, laptops which are in the English laboratory, the video-beam, and the smart board will be used most of the times in the day. Students will look at, read and listen to Authentic Materials. Also they will be allowed to use their mobiles to search for words in their dictionary application software

### 4.11 EJERCICIOS PARA DESARROLLO DE COMPETENCIAS

Grammar exercises, pages 31 - 33.

Listening, speaking and writing from Authentic Materials

### 4.12 ACLARACIÓN DE DUDAS

The teacher will be available for students who did not understand very well the topic in breaks or in free times for both of them but into the educational institution.

### 4.13 ACTIVIDADES DE AUTOAPRENDIZAJE

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

To learn more vocabulary, students can listen and read the song lyrics and also translating the unknown words so as they can have more vocabulary. Besides, they can complete the exercises they have from page 31 -33 in the student book to reinforce the topic.

### 4.14 EVALUACIÓN FLEXIBLE

Written Assessment: Exercises in the book, notebook and quizzes.

Oral Assessment: Oral presentations and participation in class.

Formative Assessment: Working in class -alone or groups-

## 5. CULMINACIÓN

(SE PUEDE DESARROLLAR EN UN ANEXO)

EVALUACIÓN DE LAS ACTIVIDADES PEDAGÓGICAS

**PROVINCIAL SAN JOSE HIGH SCHOOL  
JOSE RAFAEL FARIA BERMUDEZ DEPENDENCY  
SUPERLATIVES AND ADJECTIVES REVIEW**

SURNAME(S): \_\_\_\_\_

NAME(S): \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE: \_\_\_\_\_

1. Write down a paragraph telling who would be the most influential person for his/her mother? Give reasons . (50 -60 words). (40 min).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Complete the table and Translate into Spanish or English.

Adjective	Adjetivo
Exciting	
	Alto
Beautiful	
	Contamindo
New	
	Caro
Hot	
	Brillante
Spectacular	
	Comfortable

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

ELABORÓ		FECHA
NOMBRE	CARGO	FIRMA
	Profesor	
REVISÓ		FECHA
NOMBRE	CARGO	FIRMA
	Coordinador de sede	
APROBÓ		FECHA
NOMBRE	CARGO	FIRMA
1.	Coordinador Académico	

	<b>COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA</b> Honor Ciencia y Virtud	
	<b>PREPARADOR DE CLASE</b>	
	CODIGO: <b>SGC-</b>	

**Instrumento:**

<b>1. PREPARADOR DE CLASE</b>				1.1 N°	
1.2 NOMBRE DE LA UNIDAD DIDACTICA:		Les premiers contacts. Les gens.			
1.3 ASIGNATURA	Français	1.4 ÁREA:	Sciences humaines		
1.5 GRADO(S):	11-03	1.6 PERÍODO:	3	1.7 AÑO:	2015

<b>2. ACCIONES OBLIGATORIAS DE CONTROL Y FORMACIÓN</b>	
2.11 REFLEXIÓN Y TOMA DE LISTA	<ul style="list-style-type: none"> <li>L'enseignant fera la liste.</li> <li>Le professeur fera une réflexion sur les valeurs du mois. (Paix et amitié) «L'amitié est le seul remède à la haine, la seule garantie de la paix »</li> </ul>
2.12 REVISIÓN DE LA PRESENTACIÓN PERSONAL	L'enseignant observera la tenue et l'uniforme des apprenants. S'il fallait faire des observations, il les ferait.
2.13 MENSAJE FORMATIVO	S'il y avait des informations administratives à donner les étudiants, l'enseignant les ferait.

2.14 ENTREGA DE INFORMES SI LOS HAY (EVALUACIONES, TRABAJOS)

S'il y avait des tâches, quiz, examens à redonner, le professeur les ferait.

2.15 ATENCIÓN A RECLAMOS Y ACLARACIONES

A la fin de la classe, le professeur sera disponible à répondre des inquiétudes et aux appels.

**3. ACCIONES OBLIGATORIAS DE INFORMACIÓN**

3.9 FECHA

Ce planning est élaboré pour mettre en place la première semaine de mon stage dont il va depuis le 7, Septembre jusqu'au le 11 Septembre 2015.

3.10 TEMA

Unité 0 et 1: premiers contacts et les gens.

3.11 ESTÁNDAR

Je suis capable d'écrire postales courtes et simples, par exemple pour féliciter qqn.  
Je sais remplir formulaires avec d'information personnelle, par exemple mon nom, prénom, ma nationalité, et mon adresse dans le formulaire d'un hôtel.

3.12 OBJETIVO (S)

- Apprendre l'alphabet en français.
- apprendre des chiffres
- Épeler son nom complet
- Compter de chiffres (1-20)
- Demander et donner l'âge
- Connaître quelques monuments représentatifs de différents lieux du monde.

**4. DESARROLLO DE CONTENIDOS**

4.15 DESARROLLO DE CONTENIDOS

LUNDI, LE 7 SEPTEMBRE, 2015

1. Le professeur fera la réflexion du jour (3 min)
2. Le professeur fera une activité pour connaître les prénoms des étudiants.  
Je m'appelle Juan Carlos et vous ?..... (10 min)
3. Le professeur abordera les différentes façons de saluer et de prendre congé :  
Salutation informelle :
  - « Salut !
  - Bonjour,
  - Bonsoir
  - Bonne nuit
  - Au revoir

- Ça va

Salutation formelle :

- Comment ça va ?
- Comment allez-vous?

Réponses : Bien, très bien, mal, plus ou moins. Merci. » (15 min)

4. Le professeur saluera qqn et l'apprenant devra lui répondre et poser la question à qqn.
5. Pour commencer la classe les étudiants vont écouter un audio de la prononciation de l'alphabet deux fois ; La première fois est seulement pour écouter et la deuxième pour que les étudiants répètent. (5 min).
6. Le professeur donnera aux étudiants une feuille l'alphabet en français avec la prononciation de chaque lettre. L'étudiant devra écrire son nom et prénom dans le cahier et après les dire à l'oral (épeler) (15 min).
7. L'étudiant devra étudier l'alphabet pour demain. (5 min).

#### MARDI, LE 8 SEPTEMBRE, 2015

1. Le professeur fera la réflexion du jour (3 min)
2. Les étudiants vont écouter une dictée de mots et ils doivent écrire la lettre qui correspond à la prononciation. (15 min).
3. Le professeur va expliquer les jours de la semaine et ensuite il va faire un exercice pour que les étudiants épèlent chaque jour. (10 min).
4. Les étudiants vont faire un exercice dans laquelle ils doivent mettre les lettres qui manquent pour compléter quatre jours de la semaine. (7 min).
5. Le professeur révisera l'exercice de façon orale.
6. Pour familiariser les étudiants avec les nombres, ils vont regarder une vidéo dont il montre des nombres avec leur prononciation (1-20) (5 min).
7. À cette partie de la classe, l'enseignante va introduire les chiffres de 1-20 (On va inclure l'âge des étudiants). Le professeur collera des affiches avec les numéros avec sa respective transcription en lettre et phonétique. Le professeur demandera aux étudiants de répéter. (15 min )
8. Une autre activité pour consolider les chiffres. Le professeur donnera aux étudiants une feuille où il y a un exercice de relier les chiffres (en numéro et en lettre) ils doivent unir les pairs. (5 min).

#### MERCREDI , LE 9 SEPTEMBRE, 2015

1. Le professeur fera la réflexion du jour (3 min)
2. Le suivant exercice consiste en un jeu en ligne qui s'appelle la planète des chiffres (0-20) qui consiste à sauver la terre des extraterrestres ! Premièrement le professeur donnera aux étudiants les instructions où ils doivent faire click sur les audiophones pour écouter au chef qui leur donnera un numéro lequel a un vaisseau spatial et ils doivent le lancer. (10 min).
3. Dans cette activité, les étudiants doivent trouver les nombres (treize, deux, neuf, cinq, seize) en lettre dans les mots mêlés et les écrire dans l'espace vide. (10 min).
4. Le professeur collera un poster avec un se concentrer ou chercher le couple. Avec 10 paires (une lettre (dix) et une image (10) la classe se divisera en deux groupes (a-b) et de chaque étudiant doit participer. Le groupe qui trouve plus des couples il sera le gagnant. (15 min).

5. Une autre activité pour consolider les chiffres. Le professeur donnera aux étudiants une feuille où il y a un exercice de relier les chiffres (en numéro et en lettre) ils doivent unir les pairs. (5 min).

JEUDI , LE 10 SEPTEMBRE, 2015

1. Le professeur fera la réflexion du jour (3 min).
2. Le professeur abordera de phrases utilisées en classe.
  - Je ne vois pas
  - Je ne comprends pas
  - Vous pouvez parler plus lentement
  - Comment on dit en français ?
  - Comment ça se prononce ?
  - Vous pouvez répéter s'il vous plaît ?
  - Je n'entends pas bien. (10 min)
3. Pour relier cette activité avec l'âge des étudiants, le professeur fera une explication du verbe « avoir » seulement pour dire et demander l'âge de ses camarades. Après on fera un autre exercice pour dire l'âge. Le professeur demandera à chaque étudiant d'écrire en lettre le chiffre de son âge et de le prononcer devant la classe. Par exemple: j'ai 23 /vingt-trois. (15 min)
4. les étudiants vont demander aux camarades l'âge en utilisant la manière interrogatif. Quel –âge vous avez ? (10 min).
5. le professeur abordera les pronoms personnels sujets et présent des verbes en –er (15 min)
6. Le professeur montrera une vidéo avec des monuments plus beaux du monde. La vidéo montre des leurs noms et aussi dans quel pays ils se trouvent. (7 min)

VENDREDI , LE 11 SEPTEMBRE, 2015

1. Le professeur fera la réflexion du jour (3 min)
2. Le professeur fera un exercice pour s'entraîner à conjuguer les verbes. Les étudiants devront conjuguer les verbes « chercher » et « travailler ». (10 min).
3. Le professeur fera l'explication quand on doit utiliser le pronom personnel « vous ». (7 min).
4. L'étudiant devra remplacer les noms soulignés par les pronoms sujets qui conviennent. (10 min).
5. Le professeur abordera le verbe « être » et « avoir » (25 min)

#### **Annexe 1**

<http://www.youtube.com/watch?v=5ieHV9eGxw0>

L'alphabet en français.

#### **Annexe 2**

lettres	nom	prononciation
A	a	/ɑ/
B	bé	/be/
C	cé	/se/
D	dé	/de/
E	e	/ə/
F	effe	/ɛf/
G	gé	/ʒe/
H	hache	/aʃ/
I	i	/i/
J	ji	/ʒi/
K	ka	/ka/
L	elle	/ɛl/
M	emme	/ɛm/
N	enne	/ɛn/
O	o	/o/
P	pé	/pe/
Q	ku	/ky/
R	erre	/ɛr/
S	esse	/ɛs/
T	té	/te/
U	u	/y/
V	vé	/ve/
W	double vé	/du bla ve/
X	iks	/iks/
Y	i grec	/i grɛk/
Z	zède	/zɛd/

### Annexe 3

Dicté

<http://www.lefrancaispourtous.com/dictee1.htm>

### Annexe 4

Lundi- Mardi – Mercredi –Jeudi –Vendredi- Samedi Et Dimanche.

### Annexe 5

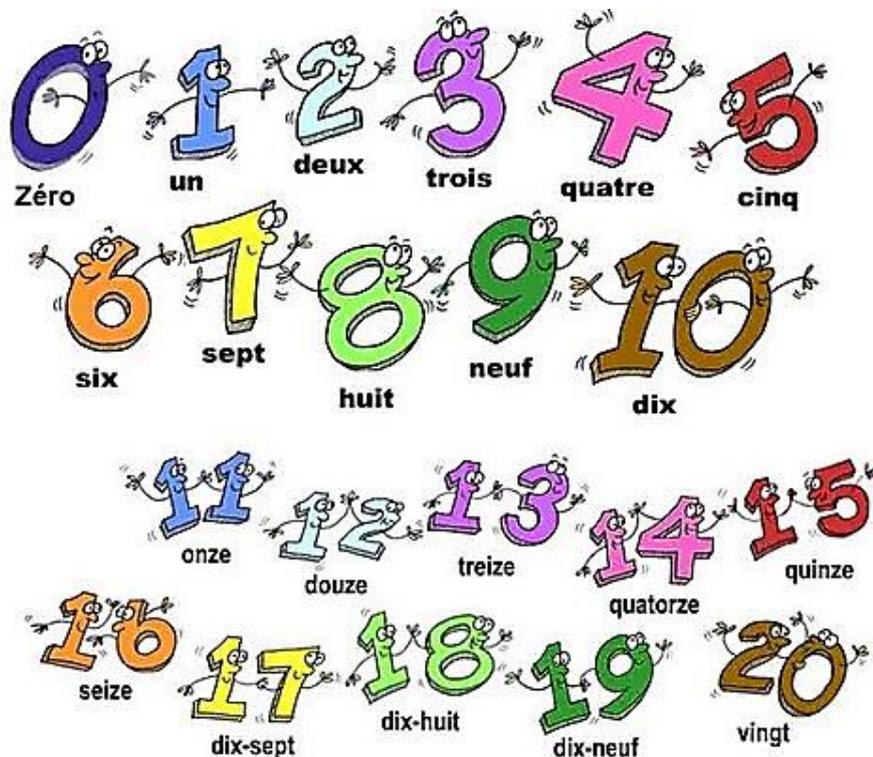
- \_\_\_ A \_\_\_ I
- J \_\_\_ D \_\_\_
- \_\_\_ EN \_\_\_ E \_\_\_ I
- \_\_\_ I \_\_\_ A \_\_\_ C \_\_\_ E

**ANNEXE 6**

<https://www.youtube.com/watch?v=7fEd61le9JA>

**Annexe 7**

Zéro : /zɛʁo/  
 Un : /œ̃, yn/  
 Deux : /dø/  
 Trois : /tʁwa/  
 Quatre : /katʁ/  
 Cinq : /sɛ̃k/  
 Six : /sis/  
 Sept : /sɛt/  
 Huit : /'ɥi(t)/  
 Neuf : /nœf, nœv/  
 Dix : /dis/  
 Onze : /ɔ̃z/  
 Douze : /duz/  
 Treize : /tʁɛz/  
 Quatorze : /katɔʁz/  
 Quinze : /kɛ̃z/  
 Seize : /sɛz/  
 Dix-sept : /di(s)sɛt/  
 Dix-huit : /dizɥit/  
 Dix-neuf : /diznœf/  
 Vingt : /vɛ̃/



**Annexe 8**

Consigne : reliez le chiffre avec son écriture

**1** Reliez.

quinze	20
neuf	6
onze	12
six	15
vingt	9
douze	11

**Annexe 9**

<http://lexiquefle.free.fr/num.swf>

**Annexe 10**

Retrouvez dans la grille 5 nombres de 0 à 20

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Annexe 11**



**Annexe 12**

15

6

20

13

### **Annexe 13**

Explication grammaticale :

Le verbe avoir indiqué la possession:

J'ai

Tu as

Il / elle a

Nous avons

Vous avez

Ils ont

- Différences : ils sont [s] / ils ont [z],  
Je ≠ j'ai (prononciation).

### **Annexe 14**

[https://www.youtube.com/watch?v=yLvIRG0\\_gAc](https://www.youtube.com/watch?v=yLvIRG0_gAc)

#### **4.16 BILINGÜISMO**

Tenant compte du fait que les élèves de onzième ont 4 heures de 55 minutes à une semaine, ils sont dans un processus d'apprentissage continu de la langue cible.

#### **4.17 MANEJO DE TICS**

les séances de français seront conduites dans le lab. Dans le quelle il y a un vidéo projecteur, un TBI, des portables et des tablets avec accès à une connexion internet.

#### **4.18 EJERCICIOS PARA DESARROLLO DE COMPETENCIAS**

Exercices grammaticaux

Activités de compréhension écrite et oral,

Activités de production orale et écrite.

#### **4.19 ACLARACIÓN DE DUDAS**

Le professeur sera disponible à la fin de chaque classe, et pendant les heures de tutorats.

#### **4.20 ACTIVIDADES DE AUTOAPRENDIZAJE**

Apprendre des mots inconnus, les étudiants peuvent écouter des chansons et les traduire. En plus, ils peuvent faire les exercices grammaticaux de la méthode « tout va bien ».

#### **4.21 EVALUACIÓN FLEXIBLE**

Évaluation écrite: exercices de la méthode, ordinateur portable et des jeux-questionnaires.  
Évaluation orale: présentations orales et la participation en classe.  
L'évaluation formative.

## 5. CULMINACIÓN

(SE PUEDE DESARROLLAR EN UN ANEXO)

### EVALUACIÓN DE LAS ACTIVIDADES PEDAGÓGICAS

L'évaluation des sujets sera prise des pages 10 à 21 de la méthode « tout va bien ».



Remplacez les noms soulignés par les pronoms sujets qui conviennent.

- 1) Marie Bertier parle avec les élèves.
- 2) Pauline et son amie arrivent au cinéma.
- 3) Le professeur écoute ses élèves.
- 4) Les deux garçons bavardent beaucoup.
- 5) Pauline et Daniel se présentent.
- 6) M. Martin travaille au secrétariat.

20 // VINGT

# AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

## Appendix 3: Observation Format

GUIA PARA LA REFLEXIÓN Y LA EVALUACIÓN DE LA PROPIA PRÁCTICA DOCENTE. EEMPI 8095

DOCENTE: <b>XXXXXXXXX</b>		
ASIGNATURA/TEMA: <b>English</b>		
FECHA: <b>Wednesday, 19 th September</b>		
INDICADORES	VALORACIÓN	OBSERVACIONES Y/O PROPUESTAS DE MEJORA
<b>Motivación inicial de los alumnos</b>		
1	Presenta y propone el plan de trabajo y explica su finalidad	No
2	Plantea situaciones introductorias previas al tema que se va a tratar (trabajos, diálogos, lecturas...)	No
<b>Motivación a lo largo de todo el proceso</b>		
3	Mantiene el interés de los alumnos, usa estrategias para mantener la atención o re-encauzarla con un lenguaje claro y adaptado.	No
4	Comunica la finalidad de los aprendizajes, su importancia, su funcionalidad, su aplicación real.	No
<b>Presentación de los contenidos (conceptos, procedimientos y actitudes)</b>		
5	Trata de relacionar los contenidos y actividades con los intereses y conocimientos previos de mis alumnos.	No
6	Estructura y organiza los contenidos dando una visión general de cada tema (mapas conceptuales, esquemas, qué tienen que aprender, qué es importante)	No
7	Facilita la adquisición de nuevos contenidos a través de los pasos necesarios, intercala preguntas aclaratorias, sintetiza, ejemplifica...	No
<b>Actividades en el aula</b>		
8	Plantea actividades en coherencia con los objetivos previstos y el desarrollo de las habilidades y procedimientos básicos.	No
9	Propone actividades variadas (de diagnóstico, de introducción, de motivación, de desarrollo, de síntesis, de fijación, de recuperación, de ampliación y de evaluación).	No
10	Propone actividades individuales y/o grupales adecuadas.	Si
<b>Recursos y organización del aula</b>		
11	Distribuye el tiempo adecuadamente.(tiempo de exposición y el resto del mismo para las actividades que los alumnos realizan en la clase).	Si
12	Adopta distintos agrupamientos en función del momento, de la tarea a realizar, de los recursos a utilizar.	No
13	Utiliza recursos didácticos adecuados e interesantes (audiovisuales, guías, TICs), tanto para la presentación de los contenidos como para la práctica de los alumnos, favoreciendo el uso autónomo por parte de los mismos.	No
14	Favoreciendo el trabajo autónomo de los alumnos.	Si
<b>Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:</b>		
15	Comprueba de diferentes modos, que los alumnos comprenden los conceptos fundamentales y/o consignas: haciendo preguntas, solicitando que verbalicen lo necesario.	No
16	Facilita estrategias de aprendizaje: respondiendo a los pedidos de ayuda, indicando fuentes de información, sugiriendo pasos para resolver cuestiones o problemas, dando explicaciones adicionales.	No
17	Incentiva la participación activa de todos los alumnos tanto en el trabajo individual y como grupal.	No
18	Promueve las preguntas de los alumnos o propone situaciones para que ellos pregunten dudas.	No
<b>Clima del aula.</b>		

EEMPI 8095 FORMAT

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

GUIA PARA LA REFLEXIÓN Y LA EVALUACIÓN DE LA PROPIA PRÁCTICA DOCENTE. EEMPI 8095

19	Establece relaciones correctas y fluidas con los alumnos en un clima de trabajo ordenado y respetuoso.	No	
20	Reacciona favorablemente y de forma ecuaníme ante situaciones anormales o conflictivas.	Si	
21	Favorece el cumplimiento de las normas de convivencia	Si	
22	Fomenta el respeto y la colaboración entre los alumnos y acepta sus sugerencias y aportes.	No	
<b>Seguimiento/ control del proceso de enseñanza-aprendizaje</b>			
23	Revisa y corrige frecuentemente actividades propuestas y la adecuación de los tiempos.	No	
24	Proporciona información al alumno sobre la ejecución de las tareas y cómo puede mejorarlas y, favorece procesos de autoevaluación.	No	
25	En caso de objetivos insuficientemente alcanzados propone nuevas actividades que faciliten su adquisición.	No	
26	En caso de objetivos suficientemente alcanzados propone nuevas actividades que propicien la profundización.	No	
<b>Diversidad</b>			
27	Tiene en cuenta el nivel de habilidades de los alumnos, sus ritmos de aprendizajes, las posibilidades de atención, etc, y en función de ellos, adapta procesos y actividades.	No	
28	Manifiesta coordinar con otros profesionales para modificar y/o adaptar contenidos, actividades, metodología, recurs a los diferentes ritmos y posibilidades de aprendizaje.	No	
<b>SUGERENCIAS Y/O COMENTARIOS FINALES:</b>			
La profesora observada no propone ninguna actividad diferente aparte de las que estan propuestas en libro.			
Los estudiantes se notan aburridos porque siempre hacen los mismos ejercicios.			
La profesora se altera cuando le hacen sugerencias, es recomendable ser humilde y aceptar los errores.			
He notado que los estudiantes recitan una plegaria de memoria y no porque entiendan lo que significa.			
..... Firma del Docente		..... Firma Observador	

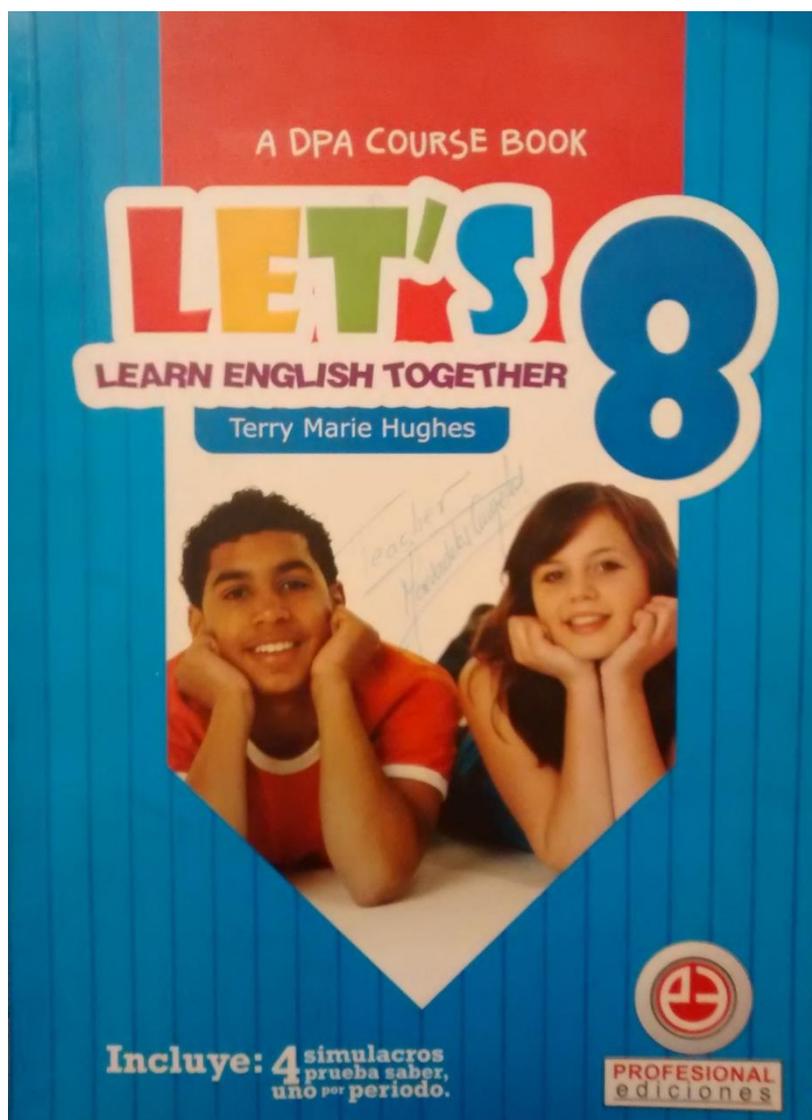
EEMPI 8095 FORMAT

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

**Appendix 4: Schedule of the Pre-Service Teacher**

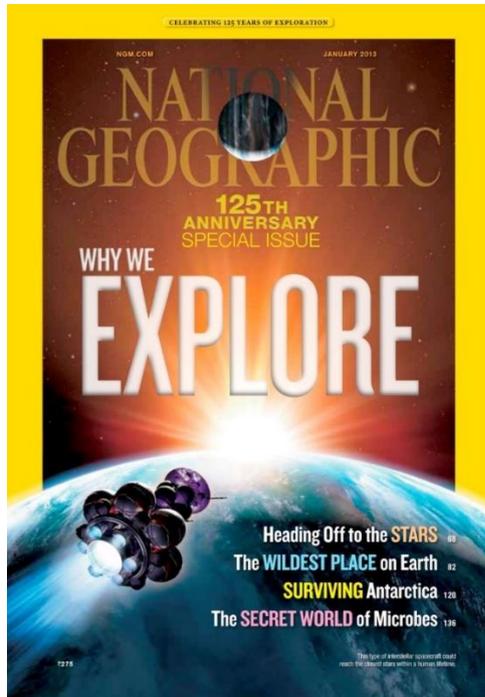
<b>TIMETABLE FARIA SCHOOL</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1 07:00 - 07:55					<b>11°03</b>
2 07:55 - 08:50					
3 08:50 - 09:45	<b>8°6</b>		<b>11°03</b>		<b>7°06</b>
09:45 - 10.15	<b>REST/REPOS</b>				
4 10:15 - 11:10	<b>7°06</b>		<b>7°06</b>	<b>7°06</b>	
5 11:10 - 12:05	<b>11°03</b>	<b>8°6</b>	<b>8°6</b>	<b>8°6</b>	
6 12:05 - 1:00		<b>11°03</b>			
1:00 - 2:30	<b>HAVE LUNCH/DEJEUNER</b>				
7 2:30 - 3:25	<b>Tutorials 7°</b>	<b>Tutorials 8°</b>	<b>Tutorials 7°</b>	<b>11°03</b>	
8 3:25 - 4:20	<b>Tutorials 7°</b>	<b>Tutorials 8°</b>	<b>Tutorials 7°</b>	<b>Tutorials 8°</b>	
9 4:20 - 5:15					

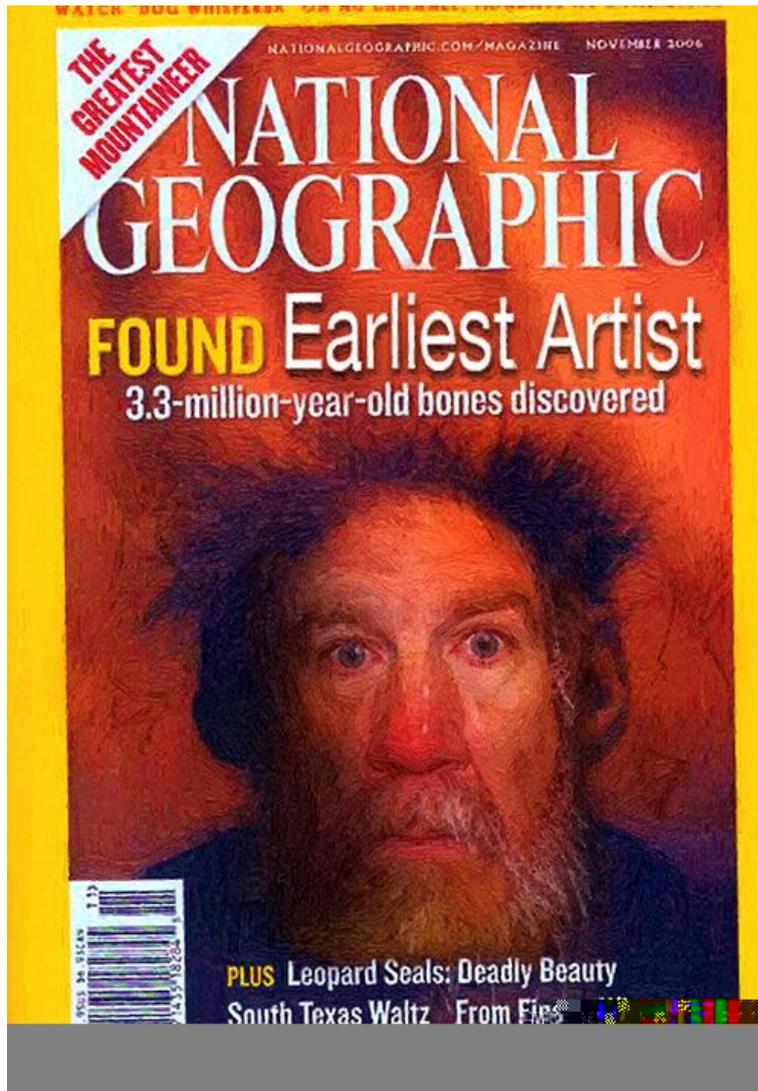
**Appendix 5: Method “*Let’s learn English together*”**



Appendix 6: Authentic Materials (Examples)

Posters:





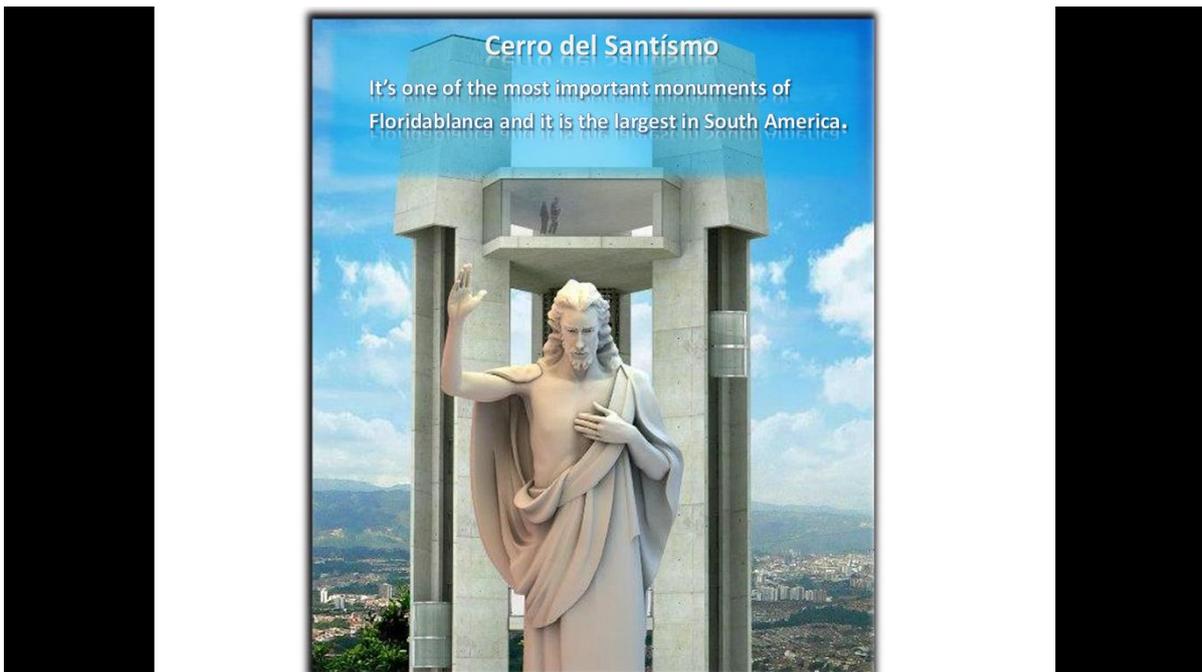
**Appendix 7: Student's Products**

**Poster**

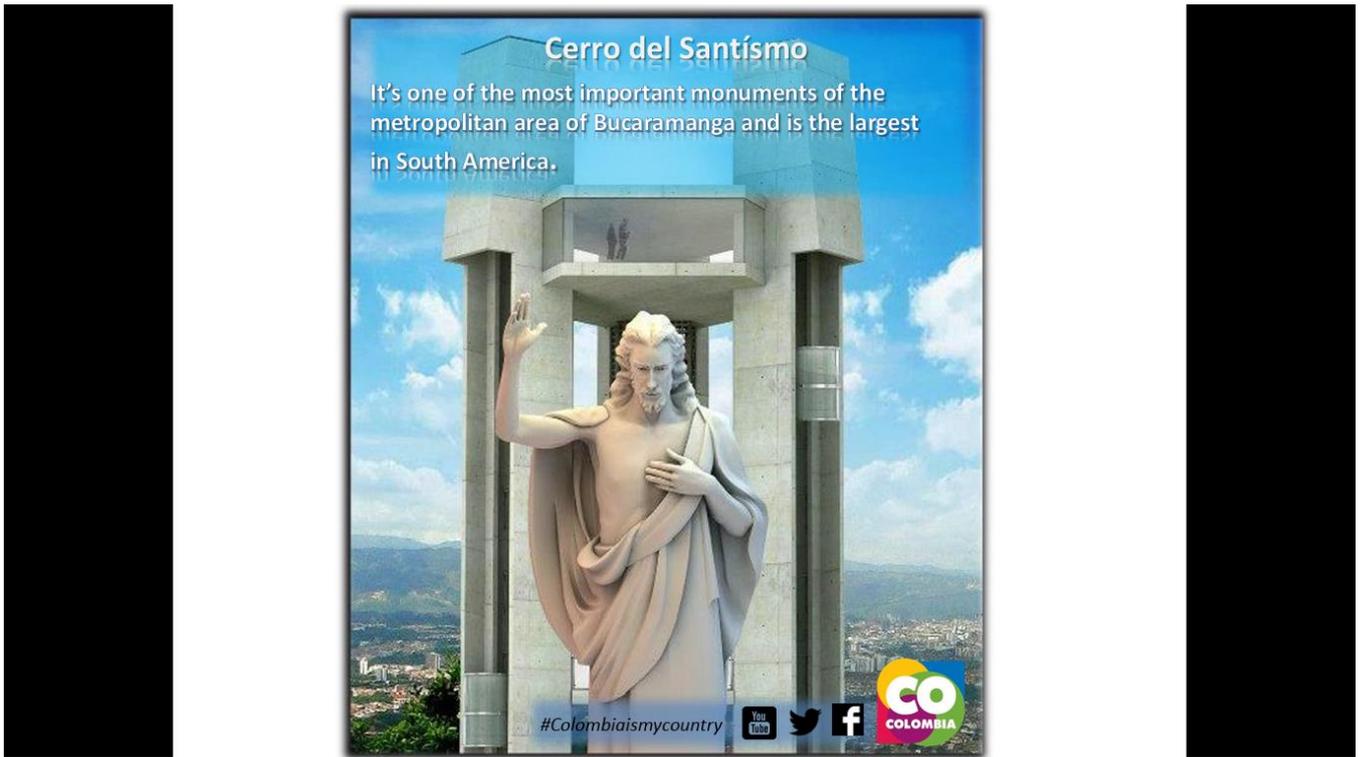
Sketch 1



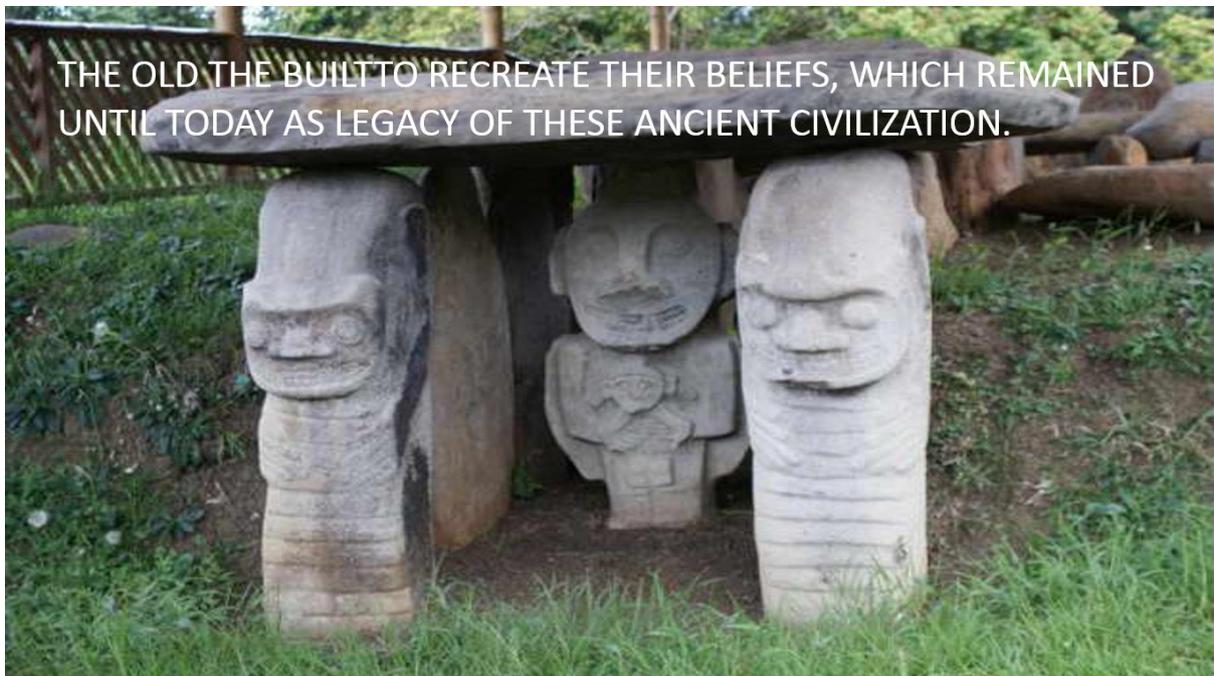
Sketch 2



Final Product



Sketch 1



Sketch 2

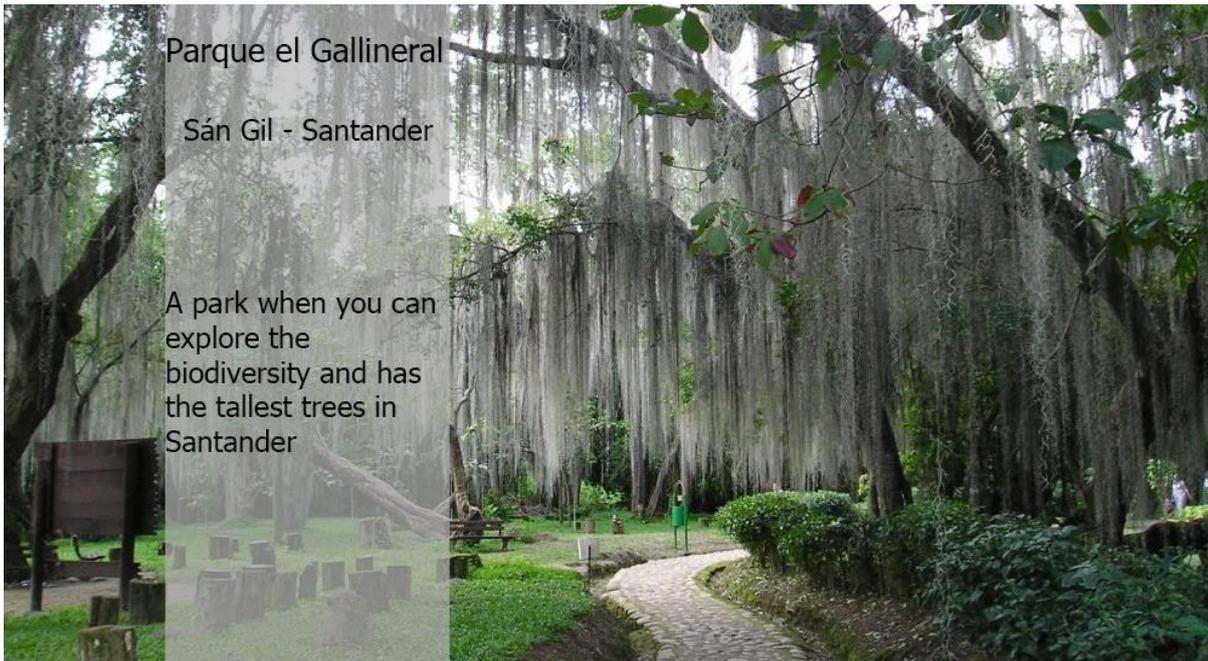


Final Product

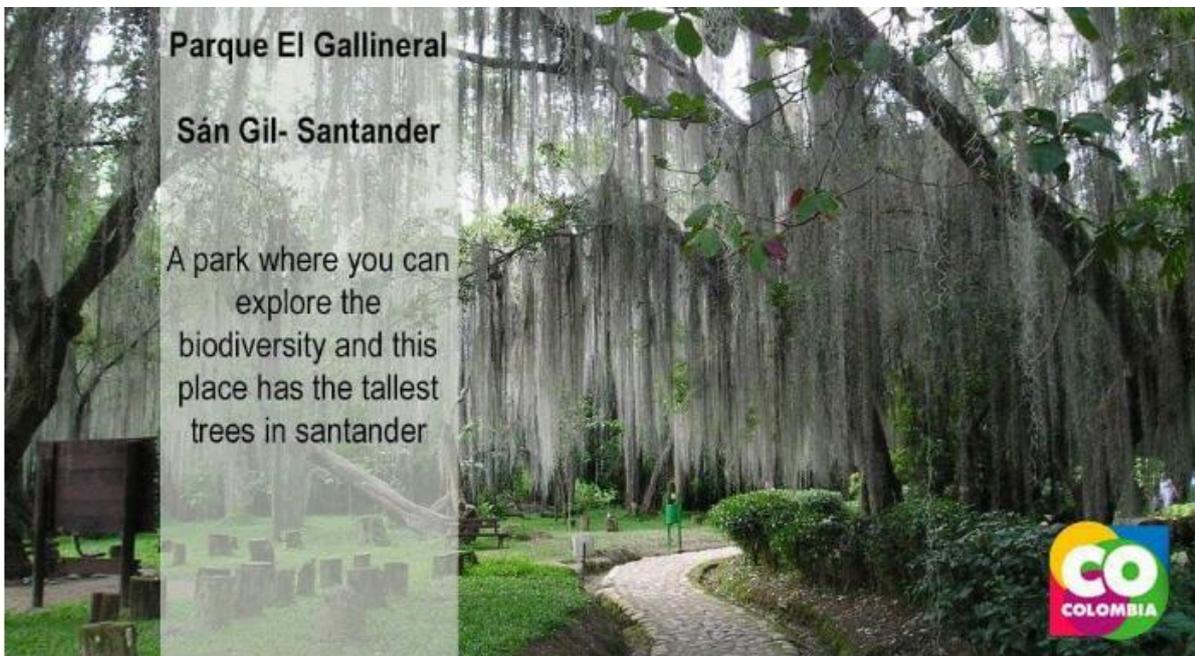


## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### Sketch 1



### Final Product

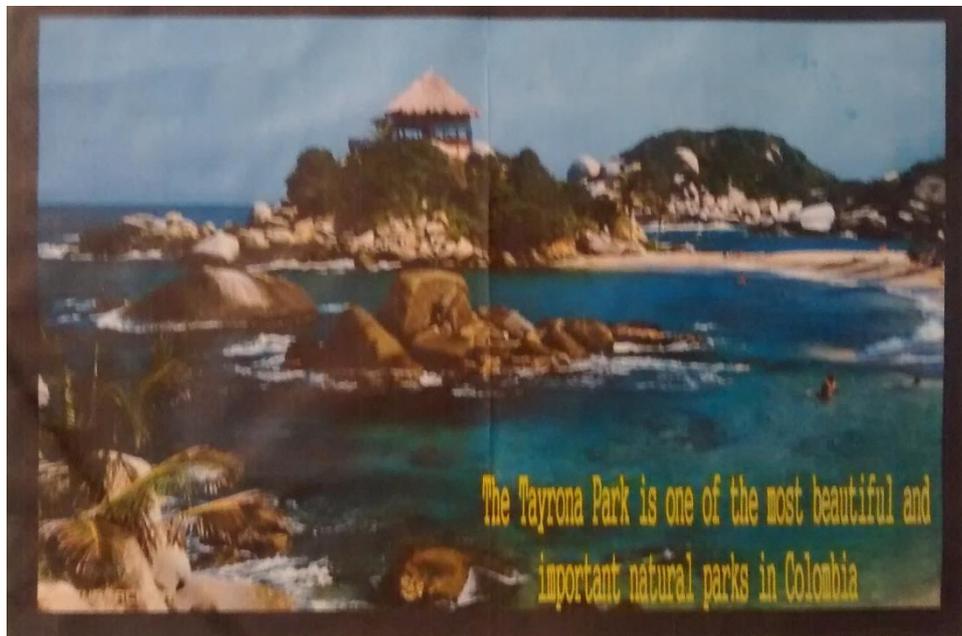


AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

Sketch 1



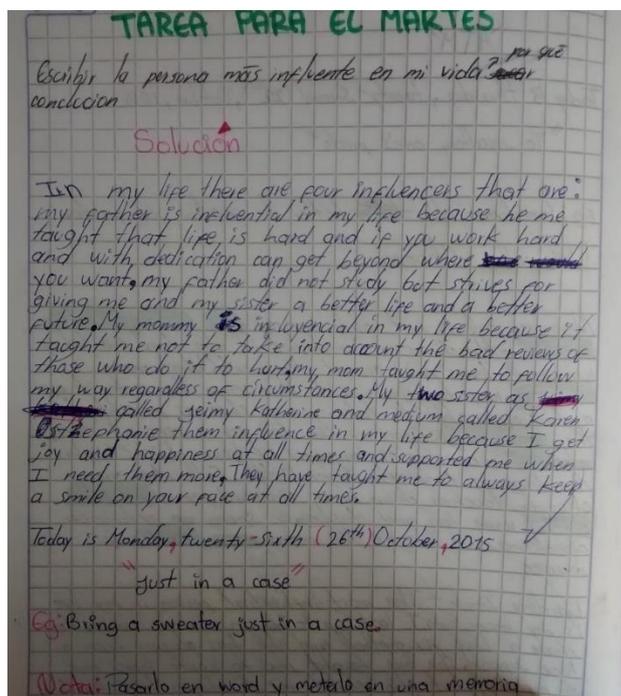
Final Product



## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### Forum Comment

#### Sketch 1



#### Sketch 2

*There are two persons who are the most influential in my life. My father because he me taught that life is a challenge and if you work hard and with dedication, you can get beyond where you want. He didn't study but strove for giving to my family a better life and a better future. My mommy is influential in my life because she taught me to don' take into account the bad comments of those who want to hurt you. Thanks for all. I love you, dad and mum.*

#### Final Product

### Luisa's Comment

There are two people who are the most influential in my life. First, my tender father because he taught me that life is a challenge. He also remember me I should work hard and with dedication to get beyond where I want. He didn't study, but strove for giving to my family a better life and future. Second, my mommy is very important in my life as the taught me to ignore the bad comments of those who want to hurt me. Thanks for everything! Love you dad and mum.

Publicado por Forum Faria High School en 8:35

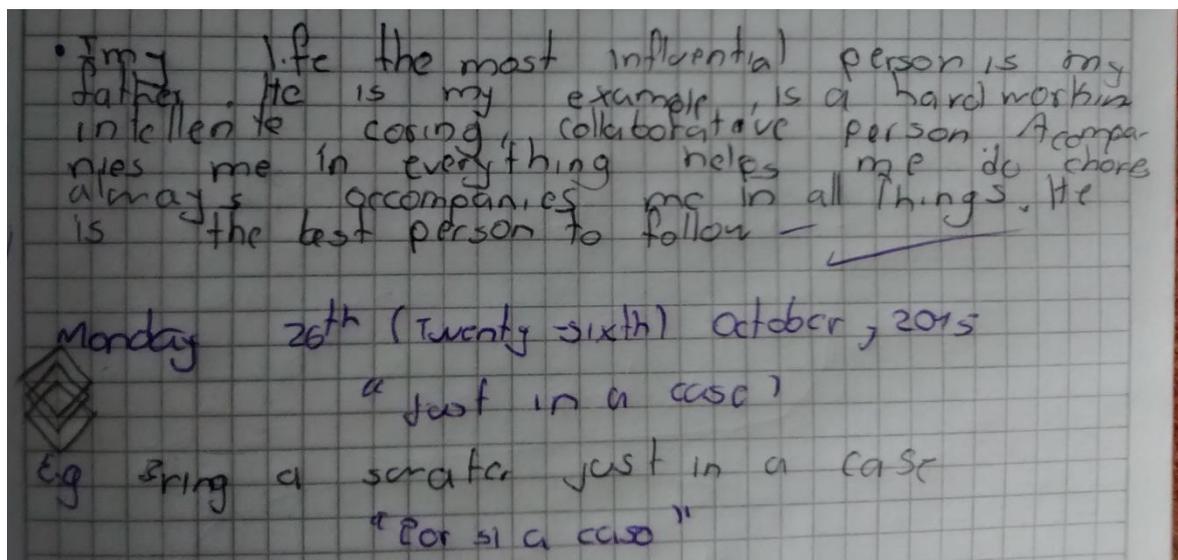
No hay comentarios:



Recomendar esto en Google

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### Sketch 1



### Sketch 2

*In my life the most influential person is my father. He is my example, he is a hardworking, intelligent, collaborative person. He always helps me to do everything. He is the best person to follow.*

### Final Product

#### Brian's Comment

In my life, the most influential person is my father. He's a hard-working, very smart and collaborative person. He always helps me to do everything. He's my role model. Love you dad.

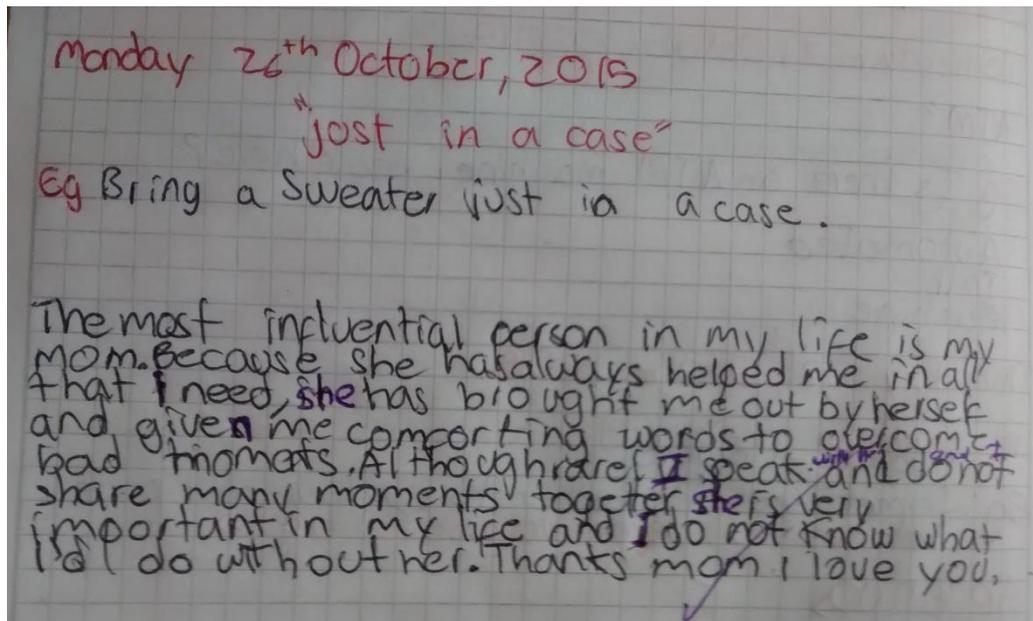
Publicado por Forum Faria High School en 8:36 No hay comentarios:



Recomendar esto en Google

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### Sketch 1



### Sketch 2

*The most influential person in my life is my mom, because she always helps me in all that I need. She has brought me out and given me comforting words to overcome bad moments. Although I speak rarely, and don't share many moments with her, she is very important for me. I don't know what I would do without her. Thanks mom, I love you.*

### Final Product

## Angie's Comment

The most influential person in my life is my mom. She always helps me in everything I need. She has brought me out with patient. She also gives me comforting words to face troubles. Although I speak with her rarely and we don't share many moments together, she's very important for me. I don't know what I would do without her. Thanks mom, I love you.

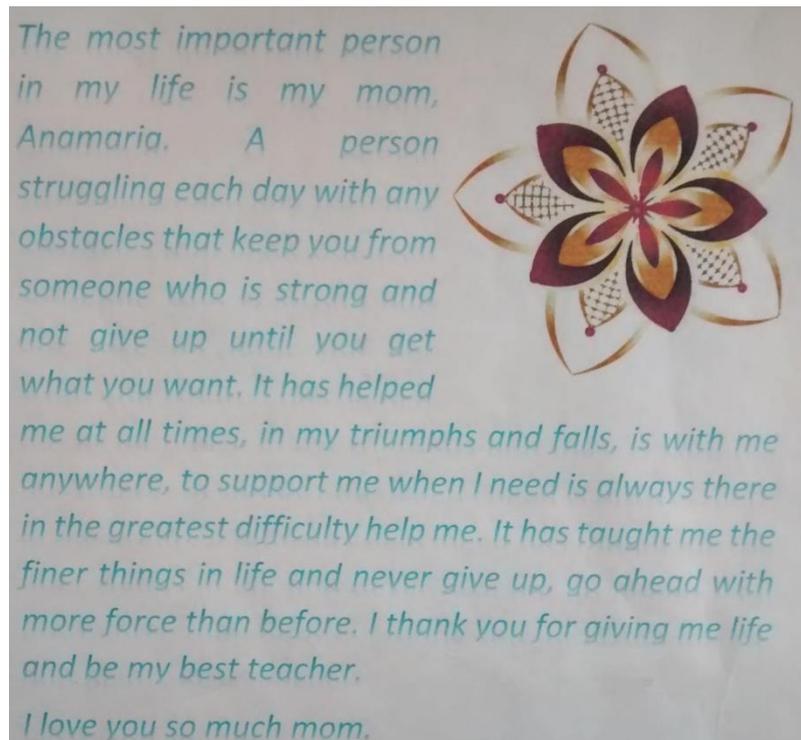
Publicado por Forum Faria High School en 8:37 No hay comentarios:



Recomendar esto en Google

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

### Sketch 1



### Sketch 2

*The most important person in my life is my mom, Ana Maria. She struggled to make ends meet and she taught me that, and always says to me to do not give up until you get want you want. It has helped me to face problems. I thank you for giving me life and be my best teacher.*

### Final Product

## Maria's Comment

The most important person in my life is my mom, Ana Maria. She struggled to make ends meet. She always says to me to do not give up until you get want you want. It has helped me to face whatever problem. I thank you for giving me life and being my best teacher. I love so much mom.

Publicado por Forum Faria High School en 8:37 No hay comentarios:



G+ Recomendar esto en Google

# How is the most influential person in your life?

## Maria's Comment

The most important person in my life is my mom, Ana Maria. She struggled to make ends meet. She always says to me to do not give up until you get what you want. It has helped me to face whatever problem. I thank you for giving me life and being my best teacher. I love so much mom.

Publicado por Forum Faria High School en 8:37 No hay comentarios:   
  Recomendar esto en Google

## Angie's Comment

The most influential person in my life is my mom. She always helps me in everything I need. She has brought me out with patient. She also gives me comforting words to face troubles. Although I speak with her rarely and we don't share many moments together, she's very important for me. I don't know what I would do without her. Thanks mom, I love you.

Publicado por Forum Faria High School en 8:37 No hay comentarios:   
  Recomendar esto en Google

## Brian's Comment

In my life, the most influential person is my father. He's a hard-working, very smart and collaborative person. He always helps me to do everything. He's my role model. Love you dad.

Publicado por Forum Faria High School en 8:36 No hay comentarios:   
  Recomendar esto en Google

## Luisa's Comment

There are two people who are the most influential in my life. First, my tender father because he taught me that life is a challenge. He also remember me I should work hard and with dedication to get beyond where I want. He didn't study, but strove for giving to my family a better life and future. Second, my mommy is very important in my life as she taught me to ignore the bad comments of those who want to hurt me. Thanks for everything! Love you dad and mum.

### Datos personales

 Forum Faria High School

[Ver todo mi perfil](#) 

### Archivo del blog

▼ 2015 (4)

▼ diciembre (4)

Maria's Comment

Angie's Comment

Brian's Comment

Luisa's Comment 

Appendix 8: Participants' Products Analysis

P1: First sketch (forum comment)	Scale to asses writing																																																																																													
<p>In my life there are four <b>influences</b> that are: my father is influential in my life because he <b>me</b> taught that life is hard and if you work hard and with dedication can get beyond where you want, my father did not study but <b>strives</b> for giving me and my sister a better life and a better future. My mommy is influential in my life because it taught me not to take into account the bad reviews of those who do it to hurt, my mom taught me to follow my way regardless of circumstances. My two sisters <b>as</b> called Jeimy Katherine and <b>medium</b> called Karen Sthepanie them influence in my life because I get joy and happiness at all times and supported me when I need them more. They have taught me to always keep a smile on your face all times.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="9"><b>Items</b></td> </tr> <tr> <td rowspan="3"><b>General development</b></td> <td>1. Content</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>2. Organization</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>3. A sense of audience</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td rowspan="4"><b>Specific components</b></td> <td>4. Grammatical skills</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>5. Use of vocabulary</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>6. Spelling</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>7. Punctuation</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td colspan="8"></td> <td><b>Total</b></td> <td><b>9</b></td> </tr> </tbody> </table>									Points	5	4	3	2	1	0	Total	<b>Items</b>									<b>General development</b>	1. Content				x			2	2. Organization					x		1	3. A sense of audience					x		1	<b>Specific components</b>	4. Grammatical skills					x		1	5. Use of vocabulary					x		1	6. Spelling					x		1	7. Punctuation				x			2									<b>Total</b>	<b>9</b>
		Points	5	4	3	2	1	0	Total																																																																																					
	<b>Items</b>																																																																																													
	<b>General development</b>	1. Content				x			2																																																																																					
		2. Organization					x		1																																																																																					
		3. A sense of audience					x		1																																																																																					
	<b>Specific components</b>	4. Grammatical skills					x		1																																																																																					
		5. Use of vocabulary					x		1																																																																																					
		6. Spelling					x		1																																																																																					
		7. Punctuation				x			2																																																																																					
								<b>Total</b>	<b>9</b>																																																																																					
<p>5 Constructs grammatically correct sentences and phrases and shows full mastery of appropriate vocabulary. Text is organised coherently. Correct spelling at all times. Excellent content and presentation. Message wholly relevant.</p>	29 – 35																																																																																													
<p>4 In general, grammatically correct sentences and phrases but some errors which do not effect understanding. Does not use appropriate vocabulary at all times. Some difficulties with organization of text. Some errors in spelling. Good content and presentation. Message mostly relevant.</p>	22 – 28																																																																																													
<p>3 Grammatical errors and use of vocabulary affects understanding as does organization of text. Many errors in spelling. Satisfactory content and presentation. Message not always relevant.</p>	15 – 21																																																																																													
<p>2 Text understood with difficulty due to inaccurate grammar and inappropriate use of vocabulary. Poor content and presentation. Message generally lacks relevancy.</p>	8 – 14																																																																																													
<p>1 Impossible to understand text due to frequency of grammatical errors and incoherence of organization. Poor spelling. Message irrelevant.</p>	0 – 7																																																																																													
<p><i>(Taken and adapted from Harris &amp; McCann, Assessment, 1994)</i></p>																																																																																														
P1: Final product (forum comment)	Scale to asses writing																																																																																													
<p>There are two people who are the most influential in my life. First, my tender father because he taught me that life is a challenge. He also remember me I should work hard and with dedication to</p>	<table border="1"> <thead> <tr> <th></th> <th>Points</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="9"><b>Items</b></td> </tr> <tr> <td rowspan="2"><b>General development</b></td> <td>1. Content</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>2. Organization</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table>									Points	5	4	3	2	1	0	Total	<b>Items</b>									<b>General development</b>	1. Content		x					4	2. Organization		x					4																																																			
		Points	5	4	3	2	1	0	Total																																																																																					
	<b>Items</b>																																																																																													
<b>General development</b>	1. Content		x					4																																																																																						
	2. Organization		x					4																																																																																						
<table border="1"> <tbody> <tr> <td colspan="9"><b>Items</b></td> </tr> <tr> <td rowspan="2"><b>General development</b></td> <td>1. Content</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>2. Organization</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table>	<b>Items</b>									<b>General development</b>	1. Content		x					4	2. Organization		x					4																																																																				
<b>Items</b>																																																																																														
<b>General development</b>	1. Content		x					4																																																																																						
	2. Organization		x					4																																																																																						

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

<p>get beyond where I want. He didn't study, but strove for giving to my family a better life and future. Second, my mommy is very important in my life as <b>the</b> taught me to ignore the bad comments of those who want to hurt me. Thanks for everything! Love you dad and mum.</p>	<table border="1"> <tr> <td>3. A sense of audience</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td rowspan="4">Specific components</td> <td>4. Grammatical skills</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>5. Use of vocabulary</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>6. Spelling</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>7. Punctuation</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td colspan="7" style="text-align: right;"><b>Total</b></td> <td><b>26</b></td> </tr> </table>	3. A sense of audience		x					4	Specific components	4. Grammatical skills		x				4	5. Use of vocabulary		x				4	6. Spelling			x			3	7. Punctuation		x				3	<b>Total</b>							<b>26</b>																																						
	3. A sense of audience		x					4																																																																												
	Specific components	4. Grammatical skills		x				4																																																																												
		5. Use of vocabulary		x				4																																																																												
		6. Spelling			x			3																																																																												
7. Punctuation			x				3																																																																													
<b>Total</b>							<b>26</b>																																																																													
<p><b>P2: First sketch (forum comment)</b></p>		<p><b>Scale to assess writing</b></p>																																																																																		
<p>In my life the most influential person is my father. He is my example, is a hard working <b>intelligent, caring</b> collaborative person. <b>Accompanies</b> me in everything helps me do <b>chores</b> always <b>accompanies</b> me in all things. He is the best person to follow.</p>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="5">Points</th> <th></th> </tr> <tr> <th colspan="2"></th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">General development</td> <td>1. Content</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>1</td> </tr> <tr> <td>2. Organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td>0</td> </tr> <tr> <td>3. A sense of audience</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>1</td> </tr> <tr> <td rowspan="4">Specific components</td> <td>4. Grammatical skills</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>1</td> </tr> <tr> <td>5. Use of vocabulary</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>1</td> </tr> <tr> <td>6. Spelling</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td>0</td> </tr> <tr> <td>7. Punctuation</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td colspan="7" style="text-align: right;"><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>			Points								5	4	3	2	1	0	Total	General development	1. Content					X		1	2. Organization						X	0	3. A sense of audience					X		1	Specific components	4. Grammatical skills					X		1	5. Use of vocabulary					X		1	6. Spelling						X	0	7. Punctuation					x		1	<b>Total</b>							<b>5</b>
			Points																																																																																	
			5	4	3	2	1	0	Total																																																																											
	General development	1. Content					X		1																																																																											
		2. Organization						X	0																																																																											
		3. A sense of audience					X		1																																																																											
	Specific components	4. Grammatical skills					X		1																																																																											
		5. Use of vocabulary					X		1																																																																											
6. Spelling							X	0																																																																												
7. Punctuation						x		1																																																																												
<b>Total</b>							<b>5</b>																																																																													
<p><b>P2: Final product (forum comment)</b></p>		<p><b>Scale to assess writing</b></p>																																																																																		
<p>In my life, the most influential person is my father. He's a hard-working, very smart and collaborative person. He always helps me to do everything. He's my role model. Love you dad.</p>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="5">Points</th> <th></th> </tr> <tr> <th colspan="2"></th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">General development</td> <td>1. Content</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>2. Organization</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>3. A sense of audience</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td rowspan="2">Specific components</td> <td>4. Grammatical skills</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>5. Use of vocabulary</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> </tbody> </table>			Points								5	4	3	2	1	0	Total	General development	1. Content		X					4	2. Organization	X						5	3. A sense of audience	X						5	Specific components	4. Grammatical skills	X						5	5. Use of vocabulary	x						5																								
			Points																																																																																	
			5	4	3	2	1	0	Total																																																																											
	General development	1. Content		X					4																																																																											
		2. Organization	X						5																																																																											
3. A sense of audience		X						5																																																																												
Specific components	4. Grammatical skills	X						5																																																																												
	5. Use of vocabulary	x						5																																																																												

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

		6. Spelling	X							5	
		7. Punctuation	x							5	
									<b>Total</b>	<b>34</b>	
<b>P3: First sketch (forum comment)</b>	<b>Scale to asses writing</b>										
<p>The most influential person in my life is my mom, because she has always helped me in all that I need, it has brought me out by herself and given me comforting words to overcome bad moments. Although rare speak and do not share many moments together, he is very important in my life and do not know what I'd do without her. Thanks mom I love you.</p>		<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>		<b>Total</b>	
	<b>Items</b>										
	<b>General development</b>	1. Content			x						3
		2. Organization				x					2
		3. A sense of audience				x					2
	<b>Specific components</b>	4. Grammatical skills				x					2
		5. Use of vocabulary				x					2
		6. Spelling			x						3
		7. Punctuation					x				2
										<b>Total</b>	<b>16</b>
<b>P3: Final product (forum comment)</b>	<b>Scale to asses writing</b>										
<p>The most influential person in my life is my mom. She always helps me in everything I need. She has brought me out with patient. She also gives me comforting words to face troubles. Although I speak with her rarely and we don't share many moments together, she's very important for me. I don't know what I would do without her. Thanks mom, I love you.</p>		<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>		<b>Total</b>	
	<b>Items</b>										
	<b>General development</b>	1. Content		x							4
		2. Organization	x								5
		3. A sense of audience	x								5
	<b>Specific components</b>	4. Grammatical skills	x								5
		5. Use of vocabulary	x								5
		6. Spelling	x								5
		7. Punctuation	x								5
										<b>Total</b>	<b>34</b>

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

<b>P4: First sketch (forum comment)</b>	<b>Scale to asses writing</b>																																																																																																					
<p>The most important person in my life is my mom, <b>Anamaria</b>. A person struggling each day with any obstacles that keep you from someone who is strong and not give up until you get what you want. It has helped me at all time, in my triumphs and falls, is with me anywhere, to support me when I need is always there in the greatest difficulty help me. I has taught me the finer things in life and never give up, go ahead with more force than before. I thank you for giving me life and be best teacher. I love you so much mom.</p>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th>Points</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Items</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3"><b>General development</b></td> <td>1. Content</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>2. Organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td>0</td> </tr> <tr> <td>3. A sense of audience</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td>0</td> </tr> <tr> <td rowspan="4"><b>Specific components</b></td> <td>4. Grammatical skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td>0</td> </tr> <tr> <td>5. Use of vocabulary</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>6. Spelling</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td>1</td> </tr> <tr> <td>7. Punctuation</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td>0</td> </tr> <tr> <td colspan="8"></td> <td><b>Total</b></td> <td><b>3</b></td> </tr> </tbody> </table>									Points	5	4	3	2	1	0	Total	<b>Items</b>										<b>General development</b>	1. Content						x		1	2. Organization							x	0	3. A sense of audience							x	0	<b>Specific components</b>	4. Grammatical skills							x	0	5. Use of vocabulary						x		1	6. Spelling						x		1	7. Punctuation							x	0									<b>Total</b>	<b>3</b>
		Points	5	4	3	2	1	0	Total																																																																																													
<b>Items</b>																																																																																																						
<b>General development</b>	1. Content						x		1																																																																																													
	2. Organization							x	0																																																																																													
	3. A sense of audience							x	0																																																																																													
<b>Specific components</b>	4. Grammatical skills							x	0																																																																																													
	5. Use of vocabulary						x		1																																																																																													
	6. Spelling						x		1																																																																																													
	7. Punctuation							x	0																																																																																													
								<b>Total</b>	<b>3</b>																																																																																													
<b>P4: Final product (forum comment)</b>	<b>Scale to asses writing</b>																																																																																																					
<p>The most important person in my life is my mom, Ana Maria. She struggled to make ends meet. She always says to me to do not give up until you get want you want. It has helped me to face whatever problem. I thank you for giving me life and being my best teacher. I love so much mom.</p>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th>Points</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Items</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3"><b>General development</b></td> <td>1. Content</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>2. Organization</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>3. A sense of audience</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td rowspan="4"><b>Specific components</b></td> <td>4. Grammatical skills</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>5. Use of vocabulary</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>6. Spelling</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>7. Punctuation</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td colspan="8"></td> <td><b>Total</b></td> <td><b>30</b></td> </tr> </tbody> </table>									Points	5	4	3	2	1	0	Total	<b>Items</b>										<b>General development</b>	1. Content			X					4	2. Organization			X					4	3. A sense of audience			X					4	<b>Specific components</b>	4. Grammatical skills			X					4	5. Use of vocabulary		X						5	6. Spelling			X					4	7. Punctuation		x						5									<b>Total</b>	<b>30</b>
		Points	5	4	3	2	1	0	Total																																																																																													
<b>Items</b>																																																																																																						
<b>General development</b>	1. Content			X					4																																																																																													
	2. Organization			X					4																																																																																													
	3. A sense of audience			X					4																																																																																													
<b>Specific components</b>	4. Grammatical skills			X					4																																																																																													
	5. Use of vocabulary		X						5																																																																																													
	6. Spelling			X					4																																																																																													
	7. Punctuation		x						5																																																																																													
								<b>Total</b>	<b>30</b>																																																																																													

**Participants Products Scores**

	<b>Score Sketch 1</b>	<b>Score Final product</b>
<b>P1</b>	9	26
<b>P2</b>	5	34
<b>P3</b>	16	34
<b>P4</b>	3	30

**Holistic Scale according to participants' score**

<b>5</b> Constructs grammatically correct sentences and phrases and shows full mastery of appropriate vocabulary. Text is organised coherently. Correct spelling at all times. Excellent content and presentation. Message wholly relevant.	<b>29 – 35</b>
<b>4</b> In general, grammatically correct sentences and phrases but some errors which do not effect understanding. Does not use appropriate vocabulary at all times. Some difficulties with organization of text. Some errors in spelling. Good content and presentation. Message mostly relevant.	<b>22 – 28</b>
<b>3</b> Grammatical errors and use of vocabulary affects understanding as does organization of text. Many errors in spelling. Satisfactory content and presentation. Message not always relevant.	<b>15 – 21</b>
<b>2</b> Text understood with difficulty due to inaccurate grammar and inappropriate use of vocabulary. Poor content and presentation. Message generally lacks relevancy.	<b>8 – 14</b>
<b>1</b> Impossible to understand text due to frequency of grammatical errors and incoherence of organization. Poor spelling. Message irrelevant.	<b>0 – 7</b>

*(Taken and adapted from Harris & McCann, Assessment, 1994)*

- Researcher found that P1 in the first sketch got 9 points and in the final product 26 points.
- P1 in the firsts sketch placed in second level in the holistic scale and the final product in the fourth.
- The most common errors of the P1 were, organization of the ideas and the conjugation of transitive verbs like “teach”. P1 wrote “she me taught that” instead of “she taught me that”.
- P2 in the first sketch got 9 points and in the final product 34 points.
- P2 in the firsts sketch placed in first level in the holistic scale and the final product in the fifth.
- The most common errors of the P1 were, punctuation and spelling. P2 wrote words like “intellente” instead of “intelligent”.
- P3 in the first sketch got 16 points and in the final product 34 points.

## AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

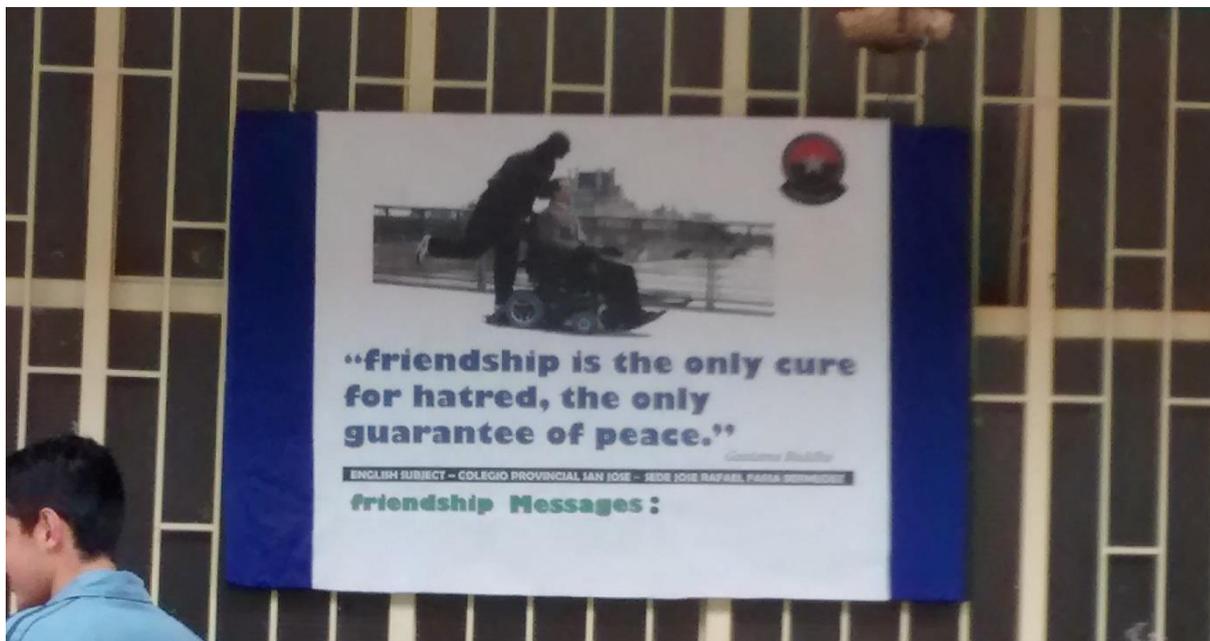
- P3 in the firsts sketch placed in third level in the holistic scale and the final product in the fifth.
- The most common error of the P3 was grammatical skills. P3 wrote the personal pronoun “it” instead of “she”.
- P4 in the first sketch got 3 points and in the final product 30 points.
- P4 in the firsts sketch placed in first level in the holistic scale and the final product in the fifth.
- The most common error of the P4 was organization of the ideas. Research found difficulties to understand the sense of the text. However in the final product the text was comprehensible.

AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

**Appendix 9: Questionnaire Analysis**

Pregunta	Respuesta				Código	Comentario
	P1	P2	P3	P4		
Según lo aprendido en clase, ¿recuerda que es material auténtico en la enseñanza de una lengua extranjera ? (Marque con una X su respuesta)	Si	Si	Si	Si		<b>100% de los participantes dijeron respondieron “Si”</b>
Si su respuesta en positiva, escriba lo que sabe.	Material autentico son canciones, videos, juegos hechos para aprender el inglés de una forma más fácil.	Son materiales en ingles hechos por nativos para nativos.	Son materiales como posters, anuncios, portadas de libros, etc. que sirven para la enseñanza del inglés pero que son hechos por nativos para nativos.	Material autentico sirve para aprender inglés utilizando cosas hechas por nativos como posters etc.	<b>Aprendizaje del inglés</b> <b>Materiales hechos por nativos</b>	<b>Los participantes saben que los materiales auténticos son hechos por nativos y que sirven para el aprendizaje del ingles</b>
Si su respuesta es negativa, escriba lo que se acuerde.						<b>100% de los participantes dijeron respondieron “No”</b>
Consideró importante la utilización de material autentico en las clases de inglés? ¿Por qué?	Sí, porque es más motivante y bacanas las clases.	Sí, porque a pesar que no sea fácil entender el vocabulario, es importante porque nos enseña como se dice en inglés varias cosas realmente.	Sí, porque fue una forma diferente de enseñar el inglés.	Sí, porque aprendí cosas nuevas, y hace la clase diferente.	<b>Motivante</b> <b>Aprendizaje Vocabulario</b> <b>Enseñanza del inglés diferente</b>	<b>Fue importante la utilización del material autentico ya que fue motivante, aprendieron vocabulario y fue una forma diferente de aprender y enseñar inglés.</b>
¿Usted cree que su nivel de inglés mejoró con la utilización del material autentico?	Si	Si	Si	Si		<b>100% de los participantes dijeron respondieron “Si”</b>
¿Usted cree que su competencia de producción escrita mejoró? ¿Por qué?	Porque hice varias frases en inglés.	Porque aprendí palabras nuevas.	Sí, porque aprendí vocabulario nuevo.	No sé, pero aprendí palabras nuevas.	<b>Aprendizaje de nuevas de palabras</b>	<b>Los participantes aprendieron nuevas palabras.</b>

Appendix 10: School Poster (Friendship and peace)



Appendix 11: Teacher's futsal team. (Winners)



Encuentranos en Facebook como: Colegio Provincial San José, Sede Rafael Faria Berrúez Edición N° 2 - Octubre 2015

El Faria  
Boletín informativo

## Hacia los 200 años



Este mes El colegio Provincial San José, nuestra sede principal celebra sus 200 años de estar sirviendo a la comunidad en general y a todo el Departamento de Norte de Santander, formando jóvenes íntegros, competentes y emprendedores para el país.

Para esta celebración se contará con personas de diferentes partes de Colombia, pero el evento principal correrá por parte del personal docente, estudiantes, el señor rector entre otros, que desde ya se encuentran preparándose para realizar grandes presentaciones y asimismo dejar por los alto el buen nombre de la Institución.

Para esta gran fiesta se contará con la participación de ex alumnos que desean volver a ver ese colegio que los vio crecer y donde compartieron gran parte de su juventud, con profesores que fueron los pilares básicos para lograr enaltecer el nombre del Colegio Provincial San José.

La sede José Rafael Faria no se quedará atrás y se unirá a esta celebración, con diferentes participaciones, en estas actividades que están a punto de celebrarse y nadie se las puede perder.

## El mundo de la Fotografía



A cargo del pasante de Comunicación Social, Luis Baeza, se llevó a cabo un taller de fotografía a los estudiantes, de los grados novenos, décimo y undécimos, donde se les enseñó a estos los elementos básicos que componen una fotografía, y los cuidados que se deben tener al momento de obtener una cámara fotográfica.

Aparte del taller, también se realizó una caminata fotográfica con los mismos, que tenía como fin aplicar lo aprendido en dicho taller, el recorrido se llevó a cabo desde el Museo de Arte Moderno, El Museo Azuategui y por último el parque Agueda Gallardo, en la caminata se terminó de explicar algunos elementos y técnicas de la fotografía.

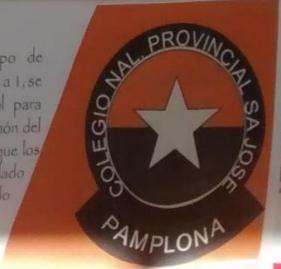
"A través de la fotografía podemos acercarnos a los lugares, la mejor lección que pudimos tener, es la idea y el significado de una foto, más que una foto es un recuerdo" manifestó Ana María Silva, estudiante asistente al taller.



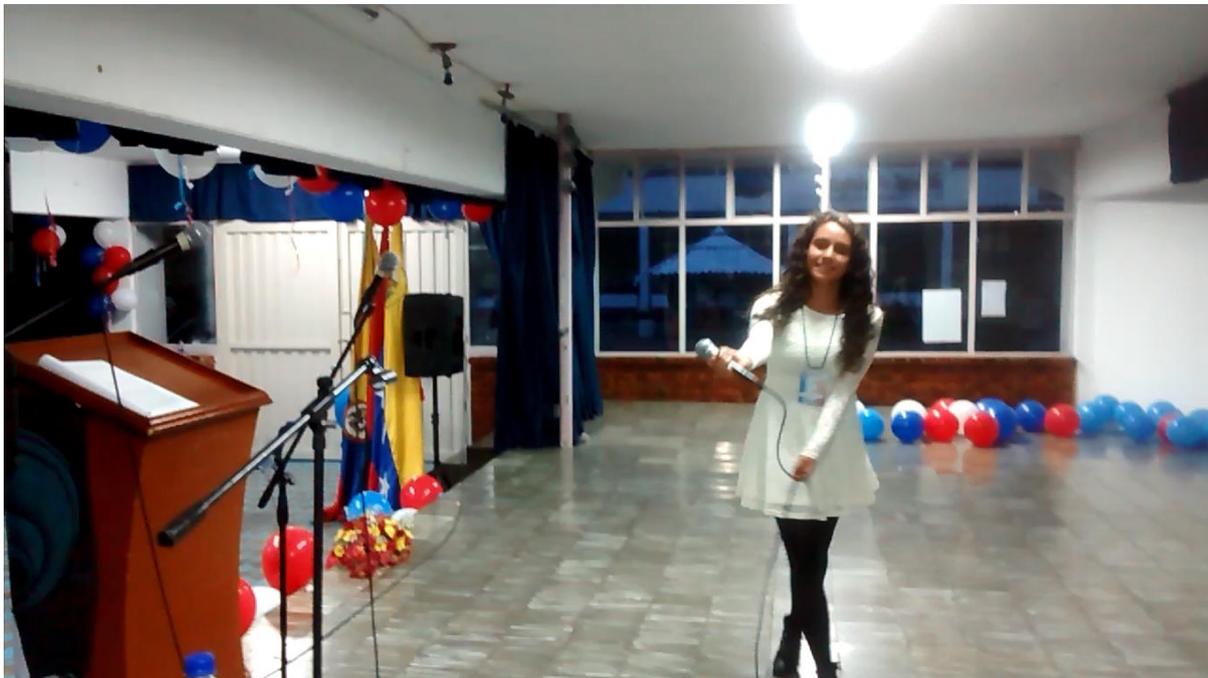
## Los Profes también Juegan?



Claro que sí, y el resultado de esto lo demuestra el equipo de los Profe, quienes tras derrotar a los Crask - 904, con un marcador 8 a 1, se convirtieron en los campeones del Campeonato de Microfútbol para Mayores. dicho campeonato se realizó con el apoyo y la organización del profesor de educación física José Antonio Gelvez, quien buscaba que los estudiantes pasaran un momento agradable de interacción, por otro lado también se buscaba crear un acercamiento entre los estudiantes y el Colegio.



**Appendix 12: 11<sup>th</sup> Student Participation in the “Chanteclair”**



**Appendix 13: Cultural academic and religious events**



AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL



AUTHENTIC MATERIAL TO ENHANCE WRITING SKILL

