

Applying Task-Based Learning methodology to enhance written production 8<sup>th</sup> grade  
students from Nuestra Señora del Rosario School.

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

## Table of Contents

Applying Task-Based Learning methodology to enhance written production 8 <sup>th</sup> grade students from Nuestra Señora del Rosario School.....	2
Acknowledgment .....	3
List of Tables .....	13
List of Figures .....	14
List of Annex .....	15
Applying Task-Based Learning methodology to enhance written production 8 <sup>th</sup> grade students from Nuestra Señora del Rosario School.....	16
Presentation.....	16
Pedagogical component .....	16
Research component .....	16
Outreach component .....	17
Administrative Component.....	17
Introduction.....	18
Justification.....	20
General Objective .....	21
Specific Objectives .....	21
General conclusions .....	21
Institutional Observation.....	23
Topographical location of the school.....	23

Educative authorities.....	23
Proyecto Educativo Institucional (PEI) .....	23
Rulebook.....	25
Physical distribution.....	26
Institutional organization .....	27
Academic Schedule.....	28
Schedule of English Classes .....	28
Schedule Classes assigned for the practicum.....	29
Key pedagogical aspects observed.....	29
Planning .....	29
Material.....	30
Students' behavior .....	30
Chapter I: Pedagogical Component: Applying Task-Based Learning methodology to enhance written production 8 <sup>th</sup> grade students from Nuestra Señora del Rosario School.....	32
Introduction.....	32
Problem.....	32
Justification.....	33
Objectives .....	34
Main objective .....	34
Specific objectives .....	34

Theoretical Framework.....	35
Task-Based Learning (TBL).....	35
Task.....	36
Written production.....	37
Literature review.....	38
Research Methodology.....	40
Stage 1. Planning.....	41
Stage 2. Acting.....	42
Stage 3. Development.....	42
Stage 4. Reflecting.....	42
Techniques and instruments.....	42
Data analysis.....	45
Population.....	46
Research chronogram.....	46
Ethical considerations.....	47
Pedagogical Methodology.....	49
Planning class.....	50
Didactics sequences.....	52
Environmental problems.....	52
Eating disorders.....	52
Eating disorders.....	52
Food.....	53
Findings and discussion.....	55

Promotion of written productions with the TBL methodology .....	55
Development of writing skills using TBL methodology .....	59
Improvement of syntax through written productions in ELE .....	61
Conclusions and recommendations.....	64
Conclusions.....	64
Recommendations.....	64
 Chapter II: Research Component: Reflective spirit formation at the practitioners of	
PLEX, a training tool to qualify the pedagogical practicum .....	66
Introduction.....	66
Justification.....	66
General Objectives.....	67
Specific Objectives .....	67
Theoretical Framework.....	68
Teaching profession .....	68
Reflection.....	68
Reflection as a theme .....	69
Reflective practice .....	70
Pedagogical practicum.....	71
Methodology.....	73
Reflective workshops.....	74
Objectives .....	74

Self-observation sheet.....	74
Narrative .....	74
Class recordings .....	75
Chronogram .....	75
Conclusions.....	76
Methodology .....	76
Planning class.....	77
Presenting contents to the students .....	78
Classroom’s activities .....	78
Resources and organization of the classroom.....	79
Instructions, clarifications and orientations of the homework.....	79
Classroom’s environment .....	80
Follow-up and control of the teaching and learning process .....	80
Attention to students with special needs.....	81
Evaluation .....	82
Communicative competences by the pre-service teacher .....	82
Reflection while teaching .....	83
 Chapter III: Outreach Component: Awareness project to teach English language in primary schools in Pamplona Colombia .....	 85
Presentation.....	85
Introduction.....	85
The Context of Pamplona .....	95

Scenarios proposed to carry out the activities of the project I semester 2019 .....	96
Subprojects.....	96
Introduction.....	96
Justification.....	97
Objectives .....	97
General Objective .....	97
Specific Objectives .....	97
Methodology.....	97
Activities developed.....	98
Planning .....	100
Chronogram Activities.....	100
Conclusions.....	101
Chapter IV: Administrative component.....	103
Introduction.....	103
Justification.....	103
Objectives .....	104
General Objectives.....	104
Specific Objectives .....	104
Methodology.....	104
Chronogram .....	105
Conclusion .....	108

Evidences administratives activities .....	109
Photos of Administrative events .....	109
National Strike .....	109
Marian Parade .....	109
Superate Match .....	110
Flag Rising “Celebration of celebrations” .....	111
Celebration of Families day .....	112
Sports Journals 9 <sup>th</sup> and 18 <sup>th</sup> .....	113
National Parade .....	114
Holy mass.....	115
Annex .....	116
Annex A. Non-participant observation .....	116
Annex B.Participant observations.....	118
Annex C.Interviews .....	118
Protocol Teacher’s interview 1 .....	118
Protocol Teacher’s interview 2 .....	119
Protocal Students’ interview 1 .....	120
Protocol Students’ interview 2.....	120
Annex D. Questionnaires .....	121
Questionnaire 1 .....	121
Questionnaire 2 .....	122
Annex E.Assessment grids.....	124

Annex F.Letter of concern .....	128
Annex G.Reflective workshop.....	129
Annex H.Self-observation sheet .....	130
Annex I. Narrative .....	130
Annex J.Class recording .....	133
References.....	136

## List of Tables

Table 1. ....	28
Table 2. ....	28
Table 3. ....	29
Table 4. ....	44
Table 5. ....	48
Table 6. ....	75
Table 7. ....	100
Table 8. ....	100

## List of Figures

Figure I.....	25
Figure II. ....	27
Figure III.....	30
Figure IV.....	36
Figure V.....	41
Figure VI.....	45
Figure VII.....	51
Figure VIII. ....	55

## **List of Annex**

Annex A. Non-participant observation.....	116
Annex B.Participant observations.....	118
Annex C.Interviews .....	118
Annex E.Assessment grids.....	124
Annex F.Letter of concern .....	128
Annex H.Self-observation sheet .....	130
Annex I. Narrative .....	130
Annex J.Class recording .....	133

# **Applying Task-Based Learning methodology to enhance written production 8<sup>th</sup> grade students from Nuestra Señora del Rosario School.**

## **Presentation**

This project is composed by four chapters: pedagogical, research, outreach and administrative component.

## **Pedagogical component**

This chapter contains the description of the pedagogical methodology that the author implemented at the Colegio Oficial Nuestra Señora del Rosario in Malaga, Santander, at eight grades. This project was carried out considering an action research method and a Task-Based Learning methodology focused on improving reading and writing skills of the students. The results presented how the application of Task Based Learning methodology enhance eight graders written productions, the results are divided into three categories promotion of written productions with the TBL methodology; development of writing skill using TBL methodology and improvement of syntax through written productions in ELE.

## **Research component**

In this chapter, the author presents the translation of macro-project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum”, in which the Pre-service teachers are encouraged to reflect in their practicum analyzing their pedagogical work. So, this is chapter is divided into nine parts in which authors presented what the project is about, why it is important to carry out, the guidelines, the methodology, the context, the population and the results in which the participant presents how the reflection served to improve and transform their pedagogical practicum into some aspects

such as methodology, planning, contents presentation, activities, classroom's resources and organization; instructions, classroom's environment, diversity attention, evaluation and communicative competence by the preservice teacher.

### **Outreach component**

This chapter furnishes information about a macro-project in which the author is a participant. The macro-project is entitled "Awareness project to teach English language in primary schools in Colombia" and its main objective is to meet the English Teaching demands in primary school". So, this project allowed the author to have a teaching experience with children implementing a subproject and recognizing the need of teaching English in primary schools. Therefore, to carry out her subproject, the author worked with one third grade and the fifth grades of the institution and realized the importance of teaching English from the first grades.

### **Administrative Component**

In this component, extra-curricular activities are presented in which pre-service teacher was involved as well as the methodology, the school chronogram and some conclusions about how administrative activities are part of the teaching work.

## **Introduction**

Colombia is a privileged country by its biodiversity and geographical zone with a wide variety of natural resources and cultural diversity. In this sense, it is recognized worldwide not only for being a high crude, flowers and coffee's exporter but also for the Colombians abilities to compete in an international work thanks to their qualities, values, and talents. However, Colombia has been the last country in the PISA test, which has made that educational authorities reformulated some policies. For this reason, in the 1753 law denominated as "Plan Nacional de Desarrollo 2014-2018" government pointed out the relevance of educating as the main instrument to achieve social equality allowing all groups to access to a quality education system.

This educational improvement also requires an extra effort in the language teaching and learning, especially, regarding the business relations that Colombians stablish to sell or buy products for which they need to communicate in Foreign Language (FL). For what learning a language have become an essential aspect of improving Colombians' quality life since it enables them to be more competitive in a globalized society. For this reason, in 2006, the government launched the Bilingualism National Program highlighting the relevance to involve schools and universities students in an English studying program that be available for everyone, deleted the barriers between individuals and groups. Moreover, the National Educational Ministry (MEN by its acronyms in Spanish) has provided to the educational institutions, tools, programs, facilities, and benefits to enhance English education.

In this sense, the Bilingualism National Program has established some linguistics standards to seat a clear objective in each grade of primary and secondary school. These standards named as "Estándares Básicos de Competencias en Lenguas Extranjeras" (2006) have been organized to develop a proficiency in the four communicative competences: reading,

listening, writing and speaking. Contributing to developing communicative competence in Colombian citizens regarding international standards and the ability to face globalized world demands.

In other words, being bilingual is not a dream anymore; currently, it is possible thanks to the regular contribution doing by English teachers that motivate their students to communicate in this foreign language. For this reason, Colombian universities offer bachelor degrees in Foreign Language which are in agreement with MEN purposes considering the Bilingualism National Program, forming foreign language teachers based on comprehensive, reflexive and research components to teach and learn in a local and globalized context.

Significantly, the Foreign Language Program of the University of Pamplona, as the last stage of the degrees proposes the professional practicum which is developed by their pre-service teachers who have fulfilled the degree subjects. So, they form a professional internship in high schools of the country, promoting and fostering their competences, abilities, skills, and visions in the teaching practice and allowing them to be actively engaged with the Institution, carry out some pedagogical, administrative and research activities presented in their Practicum Proposal.

Bearing in mind the aspects mentioned above, it is appropriate for students to implement their communicative writing skills through the application of the methodology known as Task-Based Learning which allows them to understand and produce written text about familiar and social topics. It means that this practicum proposal aimed to apply Task-Based Learning methodology to enhance written production in eight graders belonging to the public school “Nuestra Señora del Rosario” in Malaga, Santander.

## **Justification**

Taking into account that being able to communicate in English, opens access to better educational and job's offers improving Colombia's development and quality of life, and assuming that the Bilingualism National Program can generate opportunities to be more competitive and competent in international settings. So, it is relevant to start this bilingual education from the school pointing out in primary and secondary school students who have a meaningful understanding and can produce in the target language.

In the case of Nuestra Señora del Rosario School eighth grade students, it was observed that they did not have an interest in the English class and most of the time they misbehaved. Having as a result that they did not understand when the teacher talked to them in English, and most of them have a reduced level of proficiency in this foreign language.

Although, these students behave in a different way when they have to understand and write a text because they work individually and each one is concentrated in their learning. This activity motives students to learn new vocabulary and to asks for teacher's help if they don't know how to write an idea, also it allows to keep them in silence or interacting between them to interchange and discuss ideas about the topic.

Hence, this proposal aims to apply Task-Based Learning methodology since it manages language as a communicative tool presenting the need to use language in context, in Nuestra Señora del Rosario School to enhance eight graders' written production.

## **General Objective**

To apply Task-Based Learning methodology to enhance written production 8<sup>th</sup> grade students from Nuestra Señora del Rosario School

## **Specific Objectives**

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To meet the English Teaching demands in primary school in Pamplona.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.
- To be effectively associated with administrative activities and events proposed by the school.

## **General conclusions**

This part presents the general conclusions of the four components of this proposal:

- Task-Based Learning methodology enhance written productions because it allows to promote vocabulary and grammar that are implemented by the students in their productions. Moreover, it develops writing skills because students are exposed through different kind of activities and strategies that increase on them their skills to write. In the same way, syntax is improved through the written productions because the last stage of this methodology allowed students to correct their mistakes and write the next text in a more accurate way.

- Reflection is an essential aspect in teaching practice because it allows the teacher to reflect and transform different aspects of their pedagogical practice.
- The Outreach component allowed the researcher to know the lack of teaching English in primary schools, also that primary students are more active and open mind to learn the language, so communicative competence could be developed thorough videos and games activities.
- Being part of administrative activities is a way to realize that being teacher is also a cooperated work and being enrolled in those activities is important to learn how to manage school activities, the objectives and the discipline of different students that sometimes are students from other grades in which we are not teachers.

## **Institutional Observation**

This apart is a general presentation of Nuestra Señora del Rosario School in which I was as a pre-service teacher during my practicum.

### **Topographical location of the school**

Nuestra Señora del Rosario School is one of the most representative public schools in Malaga. It is located at Carrera 9° N° 13-61 in the downtown area. This school is known for offering education in kindergarten, primary and secondary level. It is a mixed institution that offers formal education. It has a class schedule from 6:30 a.m. to 1 pm. Tenth and eleventh graders receive technical formation in commerce and systems.

### **Educative authorities**

The public institution is under the direction of Jeny Patricia Guerrero Niño, who has been its headmistress since august 2015. Additionally, there are two main school coordinators in the academic and disciplinary school, the first one is Martha Liliana Cordero, she is in charge of reporting students' absences and the second one is Gladys Adriana Latorre. Both coordinators take their role seriously contributing to keep order at school emphasizing in proper punctuality, discipline, good behavior and a better organization of students inside and mainly, outside the classrooms where they may be in jeopardy.

### **Proyecto Educativo Institucional (PEI)**

According to the Decree 1860 de 1994 of National Education Ministry (MEN for its acronyms in Spanish), Nuestra Señora del Rosario School presents its PEI, this one is in a reforming process following some new directions of MEN. However, some relevant aspects will be described subsequently.

On one hand, the PEI states the institutional mission that is “to effectively seek and competitively satisfy the authentic person’s desire for knowledge, encourage affection for knowledge, develop high intelligence and live ethical and moral values, which allow to transform and transform its reality.”

Furthermore, Nuestra Señora del Rosario School’s vision looks at “consolidating its process as educative institution with national recognition, that host general diversity, it will be leader in children’s comprehensive education, adolescents and young adults that are characterized for their ethics and moral values that allow them to be updated in cultural, social, political, scientific and technologic to be change’s agents in a globalized world in 2025”.

Additionally, the institutional purpose aims at promoting a comprehensive education to contribute at the development of autonomous, free and high ethic-moral citizens that helps them to build a society founded in life’s respect and human rights. It agrees with the institutional objectives which aim at educating people with critical-thinking and acting skills regarding a general conception with a research spirit contributing to developing productive skills, promoting knowledge, values, and conservation of natural resources to protect the environment. Moreover, one of the institutional objectives is related to guarantee the efficiency during the articulation between planning, curriculum implementation and learning assessment to increase the educative community’s satisfaction.

On another hand, the PEI shows its institutional symbols as the institutional shield which is presented in Figure I.



*Figure I. Institutional shield.* This image is the Nuestra Señora del Rosario School shield which is composed of two branches surrounding an oval. One of them is the Olive which represents peace and the other one is Laurel which means Educative Community's successes. Another element that frames this shield, is a rosary that symbolizes the devotion to Our Lady of the Rosary and in the background is the Calatrava cross with black and white nuances which highlight the Dominican habit's colors honoring the institutions' founders.

The flag which is white expresses truth, simplicity, and happiness, as well as constancy to achieve the virtue and the proposed goals and finally the motto that is "Truth, Virtue, and Science."

In another way and considering the principle that everyone can learn, the school has formulated strategies to adapt pedagogical methodologies and promote respect and tolerance for the difference supporting by the school counseling.

### **Rulebook**

According to the Principal Resolution N° 002 of 2019, the rulebook at Nuestra Señora del Rosario School is defined as a collective agreement in which the rights, engagements, and

responsibilities of each member of the school community are expressed. It implies coordinators, administrative staff, teachers, students and parents' role in the institution. Moreover, it states the institutional identity, vision, mission, institutional values, philosophy, principles, purposes, and symbols as well as, the uniforms and how students have to use them correctly showing their sense of ownership and the "Rosarista" profile is describing considering some attitudes that students have to assume as part of the school.

Another relevant aspect of the rulebook, it is the process that teachers must follow regarding students' absences, faults which are classified in situation type I, II and III taking into account the integrated pathway for school coexistence according to the 1620 law of 2013.

### **Physical distribution**

The institution counts with a variety of physical spaces where students can attend classes without having any inconvenient. Its structure is composed mainly of three blocks. In one block, primary school takes place and in the other two blocks, students of secondary school attend classes. In total, there are twenty-eight classrooms divided into three floors, plus one chemistry and one physics laboratory, two computer laboratories, one theatre, one classroom's teacher and one small room in which there is one video beam and chairs. Besides, there are two sportive multipurpose courts indoor the institution, and six offices for its administrative component.

**Institutional organization**



*Figure II.* This chart shows how Nuestra Señora del Rosario School is organized and distributed.

## Academic Schedule

In this section, the academic schedule is established for the current year 2019 by the Educational Secretary Department. It has been modified twice one in January to change students' entry to class and on Holy-week to establish a teachers' schedule. In this apart, the school schedule established for this year.

Table 1.  
*Academic Schedule*

Academics periods	Dates
First academic period	January 28 <sup>th</sup> to March 29 <sup>th</sup>
Second academic period	April 1 <sup>st</sup> to June 7 <sup>th</sup>
Evaluations	May 31 <sup>st</sup> to June 7 <sup>th</sup>
Third academic period	June 10 <sup>th</sup> to August 30 <sup>th</sup>
Holidays	June 17 <sup>th</sup> to July 5 <sup>th</sup>
Fourth academic period	August 30 <sup>th</sup> to November 2 <sup>nd</sup>

In this table, Nuestra Señora del Rosario School academic schedule is presented, it is divided into four periods. During, the intervention that the researcher will be in the school students have three holidays' weeks.

## Schedule of English Classes

Table 2.  
*Teacher Jorge Baez Schedule*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:30		7-2	11-2	8-1	8-2
7:30-8:30		8-3	7-1	7-2	
8:30-9:30	7-1	7-1	8-1		
9:30-10:00					
10:00-11:00	8-3		7-2	8-2	7-2
11:00-12:00	8-1	8-1	8-2		7-1
12:00-1:00	8-2			8-3	8-3

In this table, the English teacher's schedule is presented with a journey from Monday to Friday with 22 hours of teaching.

## Schedule Classes assigned for the practicum

Table 3.

*Schedule Classes assigned for the practicum in secondary and primary*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:30				8-1	8-2
7:30-8:30	5-3	8-3			3-1
8:30-9:30		5-1	8-1	5-2	
9:30-10:00					
10:00-11:00	8-3			8-2	7-2
11:00-12:00	8-1	8-1	8-2		7-1
12:00-1:00	8-2			8-3	8-3

In this table, the English classes assigned for the development of this practicum proposal divided in 12 hours with 8<sup>th</sup> graders differentiated with the yellow color and four hours with primary graders, three with fifth graders and one third grade represented in the table with green color.

## Key pedagogical aspects observed

### Planning

Teacher develops his planning term by term; he mainly uses the activities proposed by the book Way to Go 8<sup>th</sup>. Those planning are in the page web of the institution as it is shown in the following figure III.

1	Colegio Oficial Nuestra Señora del Rosario					
2	<b>Plan docente</b>					
3						
4	Clase: 8-2A		tiempo asignado: 0/Semana			
5	Asignatura: INGLÉS		Profesor: Jorge Enrique Báez Oviedo			
6	Grado:		Ciclo escolar: 2019			
7						
8	mes	Lección	Desempeños	Recursos - Medios y Tecnología	Ejes Temáticos - Competencias	Metodología
9	IX		Pide información sobre actividades de su tiempo	: WAY TO GO. STUDENT'S BOOK 7 /	Communicative competences: Reading, writing, listening and speaking	<ul style="list-style-type: none"> <li>• Explicaciones Gramaticales.</li> <li>• Ejercicios de habla y escucha.</li> <li>• Juegos de Roles.</li> <li>• Ejercicios de comprensión de lectura.</li> <li>• Ejercicios orales y escritos.</li> <li>• Corrección de pruebas.</li> <li>• Actividades de retroalimentación.</li> <li>• Revisión de tareas y trabajos.</li> <li>• Trabajos grupales.</li> <li>• Elaboración de Informes/ Trabajos en clase</li> </ul>
10	X.	1.	1. Free time and personal information	WORKBOOK DICCIONARIOS INGLÉS-ESPAÑOL		
	XI.	2.				
11						

*Figure III.* It is a model for teacher planning, it states the lesson, resources, topics and skills and the methodology.

### **Material**

During the class, I observed that the teachers used the book *Way to Go 8<sup>th</sup>* as the only resource to develop his classes. Students have a notebook, referring to the book some of the students do not have it and it creates indiscipline because they could not work during the classes. Also, I observed that the teacher does not have students' control, it means that sometimes he was explaining a topic or an exercise and students followed talking without paying attention. However, at the end of the class, the teacher signed the class' work and that is counted as a grade at the end of the term.

The book is organized in four modules with three units each one and each unit have 4 lessons. This is a book proposed by the MEN and its objective is to “stablish a foundation for students to engage in English learning by concentration on communication” (Teachers' book, p.5). Also, it aims at developing the four skills and it is based on the Common European Framework of Reference for Languages (CEFRL).

### **Students' behavior**

I observed that students' misbehavior is because they did not bring the material to the class or because the teacher did not allow them to participate. However, I paid special attention to the writing activities because they rest in their sits thinking what to write sometimes when they did not know a word, they asked the teacher or search in the dictionary, but these kind of activities maintains the order and prepare them for the Saber Test that they have to present in 9<sup>th</sup> grade.

Another important aspect is that the institution has a platform in which teachers could charge the activities, homework and parents' communication. Also, it presents the list of the students and teacher allowed me to use it to up download material for students.

## **Chapter I: Pedagogical Component: Applying Task-Based Learning methodology to enhance written production 8<sup>th</sup> grade students from Nuestra Señora del Rosario School.**

### **Introduction**

English has become one of the most important languages to communicate around the world; it allows people to have a better job, to study in different countries and to learn about new cultures. Therefore, many countries have implemented teaching English as a subject in their schools and universities' curriculum since it is recognized as a language that allows people to approach foreign cultures analyzing the world from a critical and bilingual perspective.

In Colombia, the MEN has proposed a curriculum to teach English at primary and secondary schools. Those guidelines focus on a communicative approach. However, in most of the schools the English teachers continue teaching using a Grammar-Translation method because they do not have the materials, laboratories and a continue preparation to implement the policies proposed by MEN.

De facto, students are preparing to present the national exams learning which are addressed to evaluate the correct use of grammar and vocabulary. So, they do not learn to communicate their ideas to other in English what is so essential currently with the technological development to which they are exposed through the social media having the opportunity to dialogue with a native speaker, so, it is relevant that students learn to understand what they write and to answer accurately.

### **Problem**

Regarding the Basic Learning Rights (BLR) proposed by MEN, 8<sup>th</sup> grade students should know how to explain different situations and facts coherently and simple manner.

Moreover, they should make recommendations to people in their community about what to do, when and how, express emotions and feelings about a situation or specific topic supporting their reasons in a clear and straightforward manner; as well as narrate current facts, daily situations or personal experiences in written form. Nevertheless, students are not able to produce text because they have not been a correct instruction on it since teachers focus on teaching grammar and not on communicative skills. The aforementioned creates that students do not write in English even if they have learned enough vocabulary and grammar.

In response to this problem, this study proposes to research: How does the application of Task-Based Learning enhance Nuestra Señora del Rosario school 8<sup>th</sup> grade students written production? Bearing this question in mind, the author carried out action research in which the following sub-questions helped to answer the main one:

- How does syntax improve through written production in foreign language learning?
- How does TBL methodology foster written production?
- How does TBL methodology promote the development of writing skills in English?

### **Justification**

Nowadays, learning a foreign language, in this case, English, has become a need to communicate, so, it is relevant to promote some learners' cognitive process in which they learn how to use the language in context. Furthermore, the teaching-learning language process has changed and asks to develop four skills: reading and listening as comprehension skill and writing and speaking as production ones. In this sense, it is recommended to work on reading comprehension to develop a well written production and on listening to promote speaking skill. In this regard, this pedagogical project was focused on the development of written production

skill as this is the best and the easy way to communicate our ideas, also because it is like the most used in social networks to express them. As Hyland (2002) states “writing is central to our personal experience and social identities, and we are often evaluated by our control of it” (p. 1).

Writing plays such a fundamental role in the construction of a communicative process in the target language because it requires the development of some subskills such as spelling, punctuation, grammar, cohesion, and coherence (Harmer, 2004). The lack of fullness of the subskills mentioned above can provoke some difficulties if the learner does not have enough input or does not develop a correct process during the production part. For this reason, during this project, learners were guided with a Task-Based Learning methodology that allowed them to have input from reading comprehension and to develop a text step by step considering a contextualized task.

## **Objectives**

### **Main objective**

To apply Task-Based Learning enhancing 8<sup>th</sup> grade Nuestra Señora del Rosario school students' written production

### **Specific objectives**

- To improve syntax through written productions in foreign language learning.
- To foster written production using the Task-Based Learning methodology.
- To promote the development of students' writing skill using Task-Based Learning methodology.

## Theoretical Framework

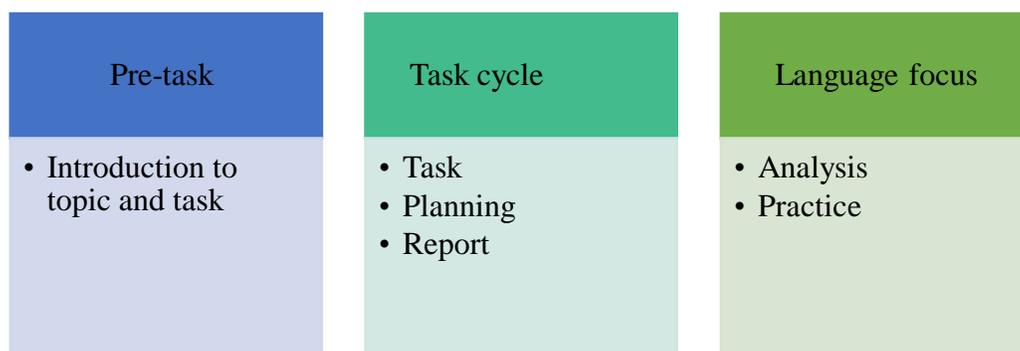
To have a better comprehension of this academic segment, it is required to indicate hypotheses and definitions considered as key ideas that edify and extend what was worked with through this practicum proposition.

### Task-Based Learning (TBL)

After Willis (1996), the fundamental purpose behind this methodology is to co-develop sense accentuating on the interaction of all individuals of a group. It makes an essential piece of the action oriented approach because of the utility while completing an unknown dialect class and build up understudies' capacities. As such, this TBL approach enables foreign language learners to have an active job in their very own development of learning through peer cooperation in the consummation of a proposed task.

In this sense, Willis (1996) states that “the emphasis is on meaning and communication not on producing languages forms correctly” (pág. 25). It means that the most important in a task is the communicative objective rather than the linguistic one. Also, she argues that it is essential to use the target language in the classroom.

Willis (1996) proposed a “framework that consist in three phases: pre-task, task cycle and language focus”. This framework is represented in the subsequent figure IV.



*Figure IV.* It represents the Task-Based Framework proposed by Willis (1996). It is composed by three parts: a pre-task that is related to topics and task's instruction, a task cycle which has three main parts, the first one is task which is developed by students individually or in groups, the second one is planning in which students prepare a written or orally report about the task and the third one the report which is when students' present their results to the class and compare results. The last part of the task cycle is language focus, which has two parts, analysis that is students' examination and discussion about the text and practice in which teacher manages a practicum of new vocabulary or phrases that appeared in the process.

### **Task**

Defining a task has always been easier because it was often confused with an exercise or activity. However, a task has some specific characteristics, as it has to involve a real-problem in a communicative way. Nunan (2004) defined a pedagogical task as:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (pág. 4).

So, a task should be focused on the meaning and not in the grammatical function, it has to serve for a communication purpose.

Following the definition of CEFR (2001) "...they involve activities and make demands upon the individuals' communicative competence" (p. 15). In this case, it is related to the development of the four skills.

## **Written production**

When defining written production there will be always a difference in its definition since this skill has been used only as a way to teach grammar or vocabulary and not to develop the skill itself for many years. Bering it in mind, written production has to be taught considering not only that it is a system of symbols, but also a process that the learner needs to know to arrive to a significant production. In this way, Harmer (2007) proposed to planning what it will be written thinking in a purpose and doing a brainstorming to organize ideas. Then, to do a drafting which is the first version, after that, editing, it means organize the text revising syntax, coherence and cohesion and finally, write the final version.

One important subskill of the writing skill is the syntax which following the Council of Europe (2001) “deals with the organization of words into sentences in terms of the categories, elements, classes, structures, processes and relations involved, often presented in the form of a set rules” (p. 115).

So, it is important to clarify that the main issue to write a text is communicating a message to other and in this sense the text’s structure should be correctly organized for the reader comprehension.

## **Literature review**

This section shows other studies that were carried out in the subject of using the TBL methodology and written production. In this context, the author presents the findings of five articles to have an idea about the possible results that this project can yield. In the first part, the author exposes three articles related to deployment of the TBL methodology to develop or improve communicative skills and two articles concerning the upgrading of writing skills.

Buitrago (2016) carried out a qualitative study focus on improving students' communicative competence in English through the Task-Based Learning approach. In her results, she presented that this methodology allows students to improve their communicative competence specially the written production in which students were able to write with a purpose even if they have some language difficulties, as well as it allowed students to use grammar and vocabulary that they have learnt in previous classes. She also stated that students communicate their ideas clearly when they have to share personal experiences. Another finding was that TBL methodology helped students in learning vocabulary as they were exposed to involve posters, readings within others. In another way, she presented some factors related to the teachers and students at the TBL implementation, so she stated that there is a problem with students' participation and lack of responsibility; related to the teacher she pointed out that the implementation of the methodology was affected by her lack of experience.

In the same way, Zuñiga (2016) reported the findings of qualitative research aimed at implementing Task-Based Language Teaching (TBLT) to integrate language skills and help learners to improve their communicative skills. In his findings, he stated that the TBLT is a helpful methodology to develop language skills, he also reported that one of the benefits of the methodology was the facility to use real-world tasks as skimming and scanning articles to finish

in a written report. Contrary to Buitrago (2016), he stated that there was a harmony in the use of the four skills. However, it also confirmed that TBLT help to foster motivation and language learning.

Kafipour, Mahmoudi and Khojasteh (2018) carried out a mixed research aimed at investigating the effects of employing task-based writing instruction on Iranian EFL learners' writing competence. The results are consisted with the two authors presented above, the writing ability of the Iranian EFL learners were improved using TBLT and also it promoted an improvement of different aspects of the written competence as syntax, language use, vocabulary, content and organization.

The next articles are related to enhance writing skills through other methods, so the importance of them are the findings that agrees with the improvement of written production. For instance, Gámez and Cuellar (2018) carried out an action research study to implement Plotagon to enhance English writing skill. In their findings, they reported that the writing skills had a significant progress and students increased their vocabulary and expressions in the process. Those writing reflected the students' context which is in agreement with Buitrago (2016) and Zuñiga (2016), who stated that if students wrote about their personal experiences they have an improvement in this ability. Another important aspect is to choose appropriate activities to encourage students. In the case of this pedagogical proposal, the main methodology is TBL.

In the same way, Caicedo (2015) reported an action research focused on fostering the development of Adolescents' English writing skill using a cooperative learning. Findings related to the writing skill showed that during the project students needed to be guided step by step in order to give a right message, also, as she worked with adolescents, she stated that only three of

them were responsible with their assignments. However, she stated that during the project learners started to be conscious and they expressed their ideas.

## **Research Methodology**

The purpose in this research and pedagogical project was to apply Task-Based Learning to 8<sup>th</sup> graders at Nuestra Señora del Rosario School. This study is a qualitative research since it looked for understanding the phenomenon of the application of TBL in eighth graders to enhance their written productions. According to Creswell (2012) a qualitative research is an inquiry process that search to understand a social phenomenon formed by words and detailed informations from participants in a natural setting. Moreover, an action research design was used to guide this research methodology. Creswell (2012) defines an action research as a “systematic procedures done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operated, their teaching, and their students learning” (p. 577). This research approach involves a self-reflective, systematic and critical approach for participants (Burns, 2016). In this way, this was a participatory action research because the researcher seeks to improve the quality of her professional performance as well as writing skills in her students (Creswell, 2012).

Four stages are carried out when conducting an action research, the planning, the acting, the developing and reflecting stage (Mertler,2008).

The first stage, planning is related to identify and limit the topic, gather information, review the literature review and developing a research plan. The second one, acting, refers to the implementation of the plan, the gathering data and analyzing data. The third one, developing is

the one in which the researcher put in practice her plan and make changes, revisions and improvements. Finally, the last stage is related to the sharing and communication results and the reflection of the whole process.

It could be represented as a cyclical process as in the figure VI:

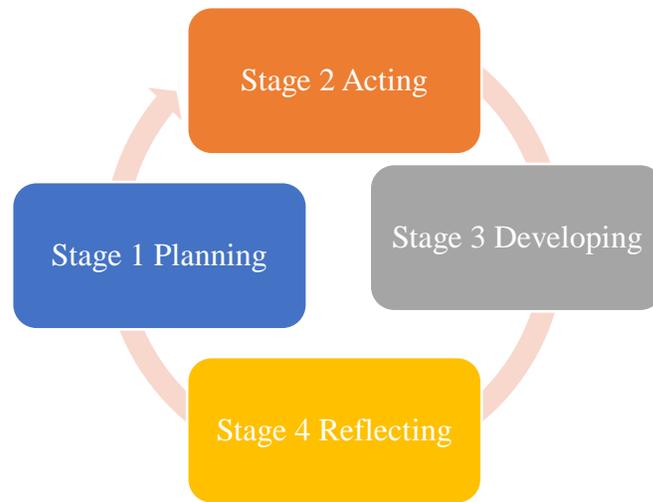


Figure V. Cyclical process of action research adapted from Mertler and Charles (2008).

### **Stage 1. Planning**

The author implemented this research methodology to apply the TBL to enhance 8<sup>th</sup> graders of Nuestra Señora del Rosario. In this grade, there is an amount of 95 students and all of them were participants of this study because they were during the class. Also, one essential aspect at this stage were the ethical considerations, so as the students are under-aged students, the researcher sent a letter to their parents in order they authorized them to be part of this research. It is relevant to highlight that participation was voluntary and confidence were guaranteed.

## **Stage 2. Acting**

In this stage, the research instruments were chosen, so it was implemented non-participant observations, participant observations, interviews, questionnaires, rubrics and the artifacts from students was considering in order to collect information about this research. Then, the data was analyzed using the interpretative analysis proposed by Hatch (2012).

## **Stage 3. Development**

“The action plan is essentially a proposed strategy for implementing the results of your action research project. As the action plan is implemented, its effectiveness must continually be monitored, evaluated, and revised, thus perpetuating the cyclical nature of action research” (Mertler, 2008, p.36).

## **Stage 4. Reflecting**

This is a critical examination that has to make through all the process of the action research.

### **Techniques and instruments**

This section shows the techniques and instruments used during this project to collect the information from the participants.

#### ***Non-participant observation***

Two non-participant observations were carried out by the cooperated-teacher during the last stage of this project in order to know his perspectives about how the application of the TBL methodology was carried out during the classes. (See protocol in Annex A)

### *Participant observations*

Four participant observations were developed by the researcher in order to collect information and her perspectives about the process during the application and assessment of the written productions. (See protocol in Annex B)

### *Interview*

The researcher designed four interviews that were applied two to the cooperated teacher and two to the students, those interviews were carried out in Spanish that is the native language of the participants to allow them express all the ideas in confidence.

#### *Cooperated teacher interview*

Two interviews were applied to the cooperated teacher. The first one with the objective of knowing his perspective about the Task-Based Learning methodology and the devolvement of writing skill linked with the grammar. The second one, had the purpose of identifying teacher perspectives about the TBL methodology's implementation and its help in the development of grammar and written productions. (See protocol in Annex C)

#### *Students' interviews*

Two interviews were applied to the students. Those interviews were applied in Spanish and the researcher interviewed ten volunteer students that obtained the major grades in their written productions. Both interviews were carried out with the objective of knowing students' perspectives about the use of the TBL methodology in the classroom. The first one was applied after the first application of the project and the second one at the end of the process. (See protocol in Annex D)

### *Questionnaire*

The researcher designed and implemented two online questionnaires using the Google Forms platform, to the students. The first one to know their writing habits and the second one to inquire about students' perspectives about the written production developed in English class. (See protocol in Annex E)

### *Assessment grids*

In order to evaluate and analyze students' productions and their improvement through the application of the project the researcher designed four grids considering some key aspects such as the task' respect, content, syntax, organization and communication. Those grids allowed the researcher to know the strengths and weaknesses of students in the written production. (See protocol in Annex F)

Table 4.

### *Techniques and instruments*

Specific Objectives	Techniques	Instruments	Sources
To improve syntax through written productions in foreign language learning.	Participant-observation	Grid for auto-observation	Pre-service teacher – researcher
	Semi-structured interview Content analysis	Questionnaire semi-structured interview Assessment grid for production written production 1,2,3,and 4	Students Cooperated-teacher Students' productions
To foster written production using the Task-Based Learning methodology.	Participant-observation	Grid for auto-observation	Pre-service teacher – researcher
	Questionnaire Semi-structured interview Content analysis	Open-questionnaire Questionnaire semi-structured interview Assessment grid for production written production 1,2,3,and 4	Students Students' productions
	Participant-observation	Grid for auto-observation	Pre-service teacher – researcher

To promote the development of students' writing skill using Task-Based Learning methodology.	Non-participant observation Semi-structured interview	Grid for observation Questionnaire semi-structured interview	Students Cooperated-teacher
--	--	---	--------------------------------

This table shows the techniques and instruments used to collect data according to the specific objectives as well as the sources from who the data was collected.

### Data analysis

Data analysis is which the researcher review all the data collected and analyzed it based on the research questions and objectives of the research. For this study, the inquirer used method of analysis proposed by Hatch (2002) and the software Maxqda 2018.

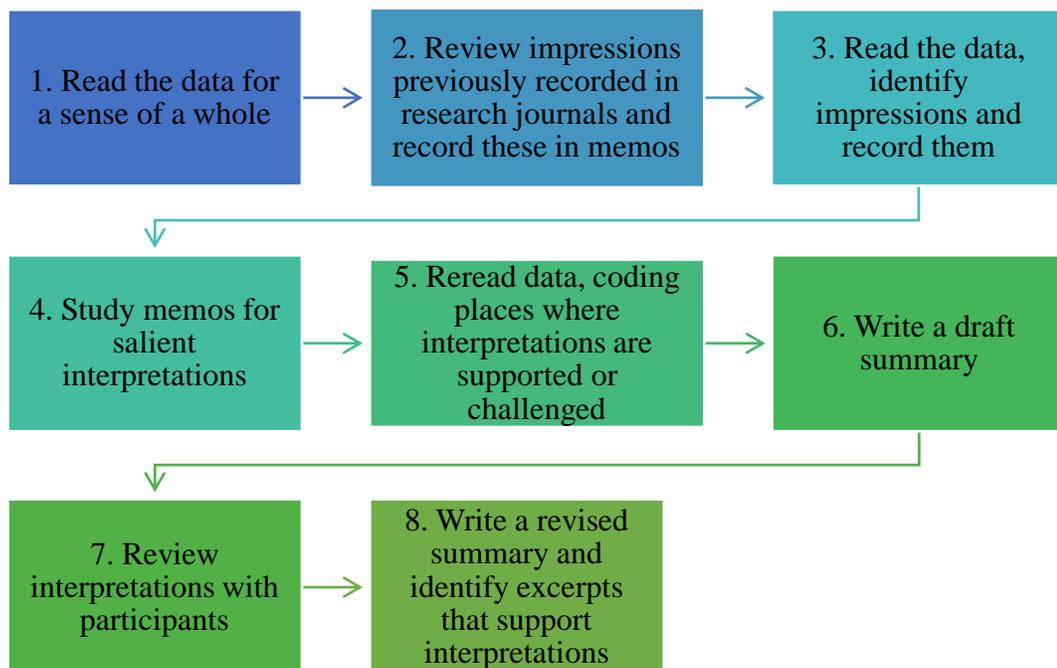


Figure VI. Steps in interpretive analysis proposed by Hatch (2002)

This analysis implied to go into the process of reading several times the whole data, from participant observations and notes to the data provided by the instruments. This

process helped to identify and give interpretation to relevant information founded in the data.

Having a clear insight of this one, the researcher encoded observations, interviews, questionnaires and grids using colors and copies of the whole data printed to highlight significant segments, sentences and paragraphs that gave codes. Subsequently, the inquirer used the MAXQDA software that is a useful tool to organize codes into themes, categories and subcategories, highlight segments, and put codes into tables.

### Population

The population of this researcher was composed by 95 eighth graders, 1 cooperated-teacher and the researcher.

To collect the data, the researcher choose a “purposeful sampling” (Creswell, 2012, p. 206). It means a sampling that allowed the researcher to understand the phenomenon. Therefore, the inquirer chose ten students from 8<sup>th</sup> grade that obtained the best grade in the first written production.

### Research chronogram

Table  
*Research Chronogram*

Activities	May		June				July					
	I	II	III 1	IV 2	I 3	II 4	III 5	IV	I	II 6	III 7	IV 8
Intervention's weeks												
Non-participant observation			■		■		■				■	
Participant Observations											■	
Rubrics			■		■		■				■	
Interviews				■	■						■	■
Questionnaires							■					■
Students' artifacts			■		■		■				■	

In this table is showed when instruments and information techniques was applied during the research so, as this project was carried out for eight weeks. The author developed four participant observations to describe what is observed during the project's application deeply. Moreover, the researcher proposed one systematic non-participant observations that was completed by the cooperated-teacher. Besides, the inquirer implemented four interviews, two to the teacher, and two to ten students in the third and seventh week to know their perspective to know his perspective about the application of the TBL methodology, in this same way, two questionnaires were used to collect data from students about the improvement of their writing skill. Furthermore, as information technique, the inquirer collected students' written productions and analyzed them with rubrics.

### **Ethical considerations**

One of the most important aspects to take into account when developing a research study are ethical considerations. Highlighting that this is a qualitative research which follows some standards of conduct that covers the following areas: honesty and integrity, objectivity, carefulness, openness, respect for intellectual property, confidentiality, legality and human subjects' protection (Resnick, 2015).

Furthermore, ethical considerations are codes that have to be accomplished to carry out a research. According to Creswell (2012), when conducting qualitative research, it is important to consider some ethical issues that guarantee the protection of the participants. In this study, it was considering that participants were underage, so a letter of consent (See Annex F) was sent to their parents in order to have an authorization to take participation during the project. Also, before applying the interviews and questionnaires, it was guarantee that information would be analyzed and interpreted keeping their privacy, anonymity and confidentiality. For this reason,

the researcher named their participants as: Students and a number (ST1) and the teacher as (T) and her as (PST).

Table 5.

*Instruments coding*

<b>Instruments</b>	<b>Code</b>	<b>Informant</b>
Participant observation 1	PO1	Pre-service teacher
Participant observation 2	PO2	Pre-service teacher
Participant observation 3	PO3	Pre-service teacher
Participant observation 4	PO4	Pre-service teacher
Teacher's interview 1	TI1	Teacher
Teacher's interview 2	TI2	Teacher
Non-participant observation 1	NPOT1	Teacher
Non-participant observation 2	NPOT2	Teacher
Students' interview 1 Student 1	ST1I1	Students
Students' interview 1 Student 2	ST2I1	Students
Students' interview 1 Student 3	ST3I1	Students
Students' interview 1 Student 4	ST4I1	Students
Students' interview 1 Student 5	ST5I1	Students
Students' interview 1 Student 6	ST6I1	Students
Students' interview 1 Student 7	ST7I1	Students
Students' interview 1 Student 8	ST8I1	Students
Students' interview 1 Student 9	ST9I1	Students
Students' interview 1 Student 10	ST10I1	Students
Students' interview 2 Student 1	ST1I2	Students
Students' interview 2 Student 2	ST2I2	Students
Students' interview 2 Student 3	ST3I2	Students

Students' interview 2 Student 4	ST4I2	Students
Students' interview 2 Student 5	ST5I2	Students
Students' interview 2 Student 6	ST6I2	Students
Students' interview 2 Student 7	ST7I2	Students
Students' interview 2 Student 8	ST8I2	Students
Students' interview 2 Student 9	ST9I2	Students
Students' interview 2 Student 10	ST10I2	Students
Students' questionnaire 1	STQ	Students
Students' questionnaire 2	STQ2	Students
Written production – Environmental problems	WPEP	Students
Written production – Eating Disorders	WPED	Students
Written production- Story	WPS	Students
Written production- Informative text	WPIT	Students
Written production- Food	WPF	Students

This table shows how the instruments were coding and how the researcher will reference them in the results section.

### **Pedagogical Methodology**

Following the Task-Based Learning structure proposed by Willis (1996), Nuestra Señora del Rosario English lessons changed in their methodology, as it is explained as follows:

During the first stage, Pre task, it has been adopted that an introduction to the topic and task is given through the implementation of a warm up activity based on a vocabulary game, a video or a brainstorming. In this stage, the task was explained and teacher gave an example in a reading comprehension in which they solved some activities.

Subsequently, the Task Cycle starts with a complete organization of the task to give an example of the final product. So, then students wrote a text following the steps given or the draft

that they developed. After that, students share their written productions with their partners and comparing them to improve their own ideas. At the end, teacher asked students how they felt with the activity.

In the final stage, the teacher gave an overall correction of random mistakes observed during the lesson. Besides, the teacher provided her students with feedback based on their performance and encourage them to do their best in the next class giving them an assignment related to what was seen in the lesson or a research topic for next class.

### Planning class

For developing this project, the teacher designed four lessons based on the text book Way to Go 8<sup>th</sup> which is used to teach English at the school. So, she planned to develop some written production about social topics such as environmental and eating problems, and a typical topic as food.

Table  
*Pedagogical Chronogram*

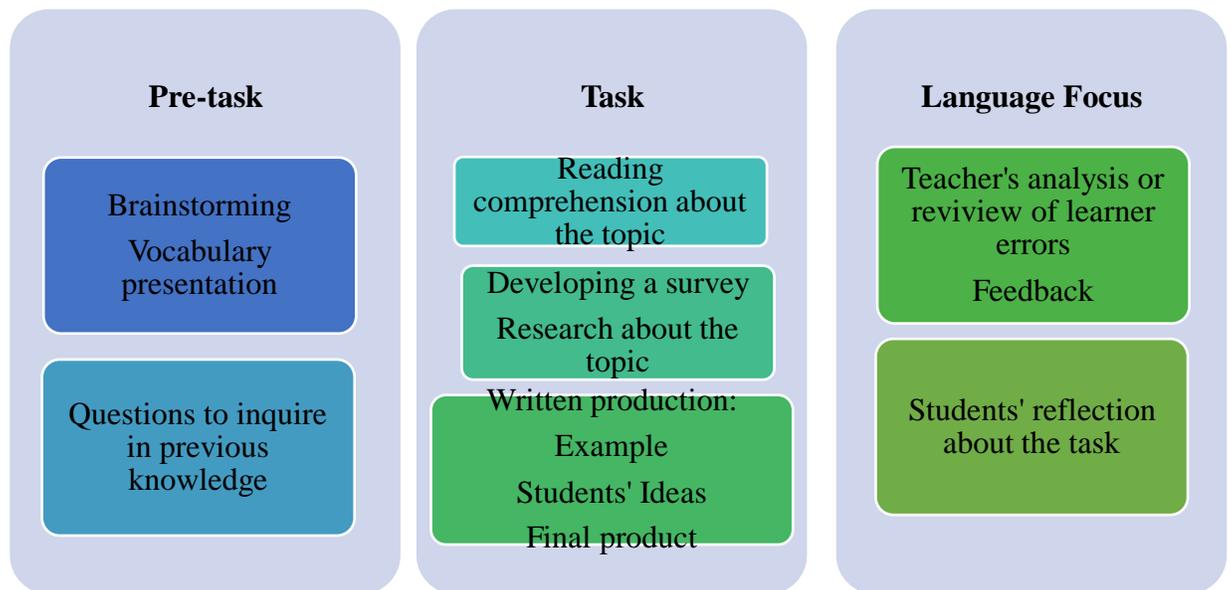
Topics	May				June				July			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Intervention's weeks			1	2	3	4	5			6	7	8
Environmental problems												
Eating problems												
Description of a food												

This table exposes the interventions' weeks in which the author of this project

implemented her proposal and the topics to develop the activities. In this regard, the project was applied since the first week with environmental problems topics, in third and sixth with eating

problems; and in the seventh with a description of a food in which students described their favorite food or dish.

Considering that eighth graders have four hours of English class per week, the inquirer developed her proposal during all the classes in each one of the intervention's week as is explained in the next figure:



*Figure VII.* This figure is a representation of how the three stages proposed by Willis (1996) to implement the TBL methodology will be applied during the development of this proposal.

## **Didactics sequences**

The didactic sequences were designed based on the TBL methodology using different activities as pre-task and developing a task of written production according to the topic. They will be presented according to the topic worked.

### **Environmental problems**

The first didactic sequence was related to environmental problems and the final task was a formal letter in which students proposed a solution about an environmental problem. This sequence was planned to be carried out during one week, however due to school activities, it took two weeks to fulfill the objectives.

### **Eating disorders**

The second didactic sequence was related to the eating disorders. Teacher introduced the vocabulary and then she gave to the students some activities to match images with words and a reading comprehension about a person who has suffered an eating disorder in which they have to complete with the verbs in past simple, this activity aimed at reviewing the past simple formation and to learn how describe the symptoms an eating disorder. Then, teacher and students talked in class about people who suffers eating disorders and as a task she assigned to write a story of someone who has suffered an eating disorder. This activity was carried out in class and when students finished, the teacher corrected the mistakes, then she made a general feedback and the task was assigned as homework. During the application of this sequence, it was noticed that students understood basic information about eating disorders and were able to write a story in past.

### **Eating disorders**

The third intervention was carried out following the last one, so as pre-task, the teacher and the students watched a trailer of a movie entitled “To the bone” and they answered some questions, then students classified a list of symptoms of eating disorders into anorexia, bulimia and binge-eating. After that, teacher gave them an example of how to describe an eating disorder using an outline. They followed the example and wrote a paragraph with their own ideas.

The next class, teacher presented a text and they read and developed some activities of summarizing the information. Then, teacher explained the parts of an informative text and as a task she explained that they would create a prevention plan for a specific eating disorder, teacher demanded to search information on internet and draw a mind map to organize the information and they wrote the text.

With this third intervention, the teacher could identify that the methodology fostered the written production in the students because they were interested in the class and in writing, also that the exposition to authentic text helped them to realize how to use the grammar tenses and some linking words.

### **Food**

In the last intervention of this project, the teacher developed a sequence based on food and nutritional aspects. The pre-task activities were a brainstorming with the students to know what items of food they knew. The next one, was an introduction of vocabulary and ingredients of three typical dishes, then, a listening activity about those typical dishes.

After that, the teacher drew a table in which explained the students based on three questions how to describe a dish, they develop this activity with the three typical dishes learnt in class.

For the task, teacher explained and gave them some questions to write about their favorite dish or food, they made a draft answering the questions and then they wrote a described text.

For this session, teacher could not develop the last part of the methodology but she gave an individual feedback to each student.

## Findings and discussion

In this section, the researcher describes and discusses the results of this study. First of all, she shows the promotion of written production with the TBL methodology. Then, she presents the development of writing skills using TBL methodology. Finally, the inquirer points out on the improvement of syntax through written productions in EFL.

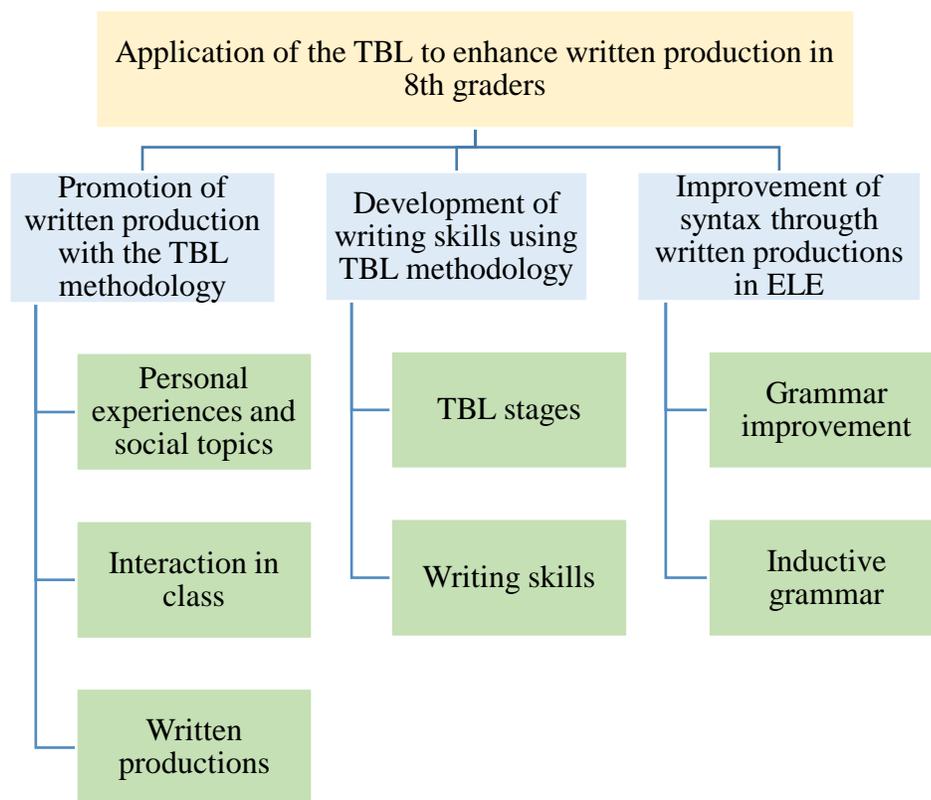


Figure VIII. This figure presents the findings for this study and their sub-categories.

### Promotion of written productions with the TBL methodology

The general findings of this research demonstrated that the application of TBL methodology helps to promote written productions in students. The sequences planning and adapted social topics and personal experiences allowed that students wrote and developed their own productions with interest considering that those are topics that affected their context and

could provide them with social ideas since although written productions were about a specific topic, they could write and express their own ideas.

From students' perspective, topics developed interested them because they could learn more about them.

STQ: la del disorder alimenticio porque por medio de que iba escribiendo también aprendía sobre las enfermedades

STQ2: Me gusto más la de desórdenes alimenticios porque aprendí como tratar a una persona con un desorden alimenticio

STQ2: La investigación del desorden alimenticio porque pudimos aprender sobre los peligros de tener una mala alimentación.

Meanwhile the cooperated teacher stated that those productions:

TI2: permite a los estudiantes expresar sus opiniones personales y los diferentes puntos de vista sobre temas específicos; por ejemplo, una de las temáticas vistas en las clases, los desórdenes alimenticios, entonces el estudiante debía expresar sus opiniones personales sobre esos temas específicamente.

The participants had the perception that the development of those tasks allowed them to write about social topics and personal experiences which motivated them because they could learn some aspects and keys to apply in their context. Also, in their written productions it was observed that some of them wrote about themselves to express their feelings or a past experience that they have lived and that is linked with the topic.

WPS The story is about me. It started the last year, when I started to grow up I started to eat less and eat too much at the night this made that my body started to lose weight I was hungry only at night and during the day I felt exhausting and didn't eat. Time passed and I started to less my weight ans my body was so thin. My mother and my friends were trying to help me. First in a good way but I ignored them. Then, them started in a bad way, they forced me to eat and at night I couldn't eat. To this way I realized that I'm not lonely and I can superate my illness.

The task for the previous productions was to write about someone who has suffered an eating disorder. Student 7 wrote her own story, moreover, some of their partners wrote about families' or friends story. So, those kind of task and topics helped students to express their ideas and reflect their context on them. In the study carried out by Guzmán and Moreno (2018) they support this idea “the students’ written production reflected their context: most students wrote about their experiences related to the topic” (pág. 145).

The second sub-category of this finding shows that promote written productions in class, allowed students to interact with their partners and teacher interchanging ideas what motivate students to develop the task. Cooperated teacher affirmed in his non-participant observations that:

NPOT2: “I can appreciate some motivated students. If teacher explains clearly and involves students into class activities”

Besides, researcher observations stated that:

PO2: “The students were motivated because they wanted to know more about the causes and consequences of each eating disorders”

Moreover, students perceived that they were motivated. For instance:

ST8I1: “Es muy dinámico y pues la profesora le podemos hacer las preguntas que queremos y nos explica muy bien.”

This motivation is supported by the study developed by Caicedo (2015) who stated that “process oriented writing was a motivation for this exercise due to the support students had from each other in editing and sharing their ideas” (pág. 32).

Moreover, the third sub-category presents the idea of the written productions with the TBL methodology. The written productions developed during this study were about environmental problems, eating disorders and his/her favorite food. Students wrote different kind

of text such as letter, informative text, stories and descriptions. The TBL methodology helped to promote those written productions and their organization. Some students stated they could organize the information within the text, learning more vocabulary and grammar that allowed them to communicate their ideas.

ST5I2: Si, porque pudimos experimentar con las producciones y aprender a escribir mejor.

ST6I2: Pues la verdad que mejore mucho la gramática y el vocabulario y así he aprendido a comunicarme mejor y mejore mucho mis producciones escritas.

Cooperated teacher stated that:

“el estudiante tenía que redactar diferentes textos escritos tales como cartas, trabajos, informes sobre temas específicos por ejemplos desórdenes alimenticios, problemas ambientales que son temáticas actuales que el estudiante de una u otra forma lo motivan o lo inquietan, lo ponen a pensar para expresar ideas sobre ello” (TI2)

Likewise, researcher analysis in written productions showed that the TBL methodology allowed to assign task to develop different kind of texts and topics that arises motivation and interest in the students. This motivation was reflected in students' written productions because they wrote from 30 to 100 words expressing their ideas and using vocabulary and grammar learnt in class.

Hence, TBL is a great way to promote written productions because it allows that students developed communicative task about social and personal experiences.

## **Development of writing skills using TBL methodology**

With respect of the development of writing skills using TBL methodology. There are two positions. First, the process carried out during each stage proposed by Willis (1996) and second the development of writing skills.

The implementations that the researcher carried out during this process followed those stages pre-task, task and post-task. In fact, each one influenced the development of students' writing skills in a different way according to their perspectives. Some of them that the most favorable was the pre-task because it showed the vocabulary that they used during the task.

ST2I2: la pre-task ya que nos daba el vocabulario y sin vocabulario no podríamos empezar a hacer las producciones y sin el vocabulario prácticamente no pudiéramos haber hecho nada.

ST5I2: La pre-task porque nos enseña el vocabulario para realizar la task.

ST6I2: La pre-task que es la presentación del vocabulario porque si no nos hubieran dado antes un vocabulario antes de hacer nuestra producción más o menos no sabríamos de donde guiarnos.

In addition, some other stated that the most important are the task and the post-task.

ST7I2: La task porque fue en el desarrollo de las producciones cuando comencé a hacerla por mi cuenta y a revisar qué fue lo que ella nos había enseñado primero.

STQ2: Cuando las corregíamos ya que aprendemos de los errores para no volver a comértelos

ST1I2: La post-task por la retroalimentación porque nos pudieron decir más cosas sobre las palabras y eso, sobre los errores

ST3I2: La post-task porque ahí a uno le corregían los errores para después en otra producción escrita ya no cometer esos mismos errores

In fact, the three stages of the TBL methodology contribute to develop the writing skills because each stage form part of a process which has the objective of a communicative production. However, following students' perception the most important is the pre-task because

it introduces the vocabulary and the topic that they could use to write their tasks. This finding is supported by Buitrago (2016) who affirmed that:

The pre-tasks that students were exposed to during the action cycle, involving posters, readings, games, audio recordings, and pronunciation activities, not only helped the students to develop the tasks but to expand their vocabulary, correct their pronunciation, and improve their ability to express written or oral ideas in English (Buitrago, 2016, p. 103).

Additionally, students perceived that carried out the post-task is essential because it allows them to know their mistakes and not commit the again. In this point, it is important to state that in most of the interventions it was difficult to develop this stage because lack of time, so the feedback was given in an individual way and there was not focus of language.

The second position of this finding is related with the development of writing skills. Through the application of TBL, the researcher implemented activities to introduce vocabulary and task related to social and personal topics that encouraged students to develop different kind of text. Before writing the task, students were exposed to some activities in which they learnt some vocabulary in context, grammar and expressions that allowed them to develop the task easily, also the teacher-researcher proposed them to organize their ideas in mind maps, brainstorming or answering questions related in order to have clear the ideas while writing. The use of this kind of activities is proposed by Willis (1996) but it was confirmed in Guzmán and Moreno (2018) study in which they stated that the implementation of different strategies during the interventions to teach writing helps students to enhance their written productions because students felt confidence and had higher level written production in terms of words (pág. 148).

To demonstrate the subsequently, students stated that the three stages and the development of the different tasks help them to improve their writing skills and productions as well as the vocabulary.

STQ2: por medio de que nos tocaba escribir aprendí nuevo vocabulario y a mejorar mi escritura

STQ2: Que ahora sé distribuir y organizar mejor la información en mis producciones

STQ2: Mejoré en la manera de redactar mis producciones.

STQ2: Ayudaron a mejorar mucho mi forma de escribir en un texto

STQ2: Pienso que me ayudaron más que todo a aprender vocabulario y a mejorar mi escritura en ingles.

Besides, Buitrago (2016) stated that “by the end of the TBL implementation students were able to communicate their ideas in a clearer way and produce more accurate written language without leaving the importance of meaning aside” (p. 102). To sum up, TBL methodology promotes writing skills because the adaptation of the three stages proposed by Willis (1996) in class allows the teacher to introduce new vocabulary and grammar using different strategies and activities. Also, those strategies help to develop the writing skills through the task in which they had to write about a specific topic.

### **Improvement of syntax through written productions in ELE**

Apart of developing writing skills, TBL helped the participants to improve their syntax through written productions. Participants are in A1 level according to the CEFRL (2001) they can “show only limited control of a few simple grammar structures and sentence patterns in a learnt repertoire” (p. 28)

When students developing their task, they used to use simple structures of grammar such as simple present and past. Sometimes, their text did not have coherence because they did not use linking words or made mistakes using grammar. For instance, student 8 first written production.

*WPEP: I am writing to you with my concerns about the recent oil spill off the north coast of Colombia.*

*We need to address this problema immediately before it kills thousands of marine animals and dirties our beaches.*

*As you know an international petroleum company **as a result of** negligence spilt 45 gallons of into our ocean last week and nothing has been done to clean it up these spills damage the environment and kill thousands of marine animals and plants.*

*The oil can take years to disappear from our ocean. **We** are very concerned about **he (the)** effect it will have on the leatherback sea turtle which is critically endangered.*

*We would like you to ask the company to **played** for the clean-up of our ocean and do everything in its power to save the marine wildillife especially the leatherback sea turtle. **we** are very sad to hear that one of the biggest petroleum companies in the World is being so irresponsible with our natural resources.*

*In conclusión we strongly believe that it is time to take **inmediate** action. **we** should forcé companies to clean up and stop them from continuing to drill for oil off the colombian coast.*

However, after introducing activities and strategies such as brainstorming, matching and mind maps, students started to write with coherence using expressions that allowed the reader to understand what the text wants to communicate. This was confirmed in the second, third and fourth productions because students stated to use grammar learnt in class, organizing their ideas in complete sentences and using some linking words. For instance, a second production:

*WPS: A few years ago Ana was not comfortable with her body and her weight.*

*She started to take pills without a doctor's recommendation to lose weight.*

*Time passed and Ana continued taking those pills and she began to fall into a depression that almost took her to kill herself.*

*But one day Ana went to the hospital due to a severe stomachache and doctors diagnosed her with stomach cancer.*

*Fortunately, Ana received medical assistance and when her mother went to do hospital, Ana realized that she was not alone.*

In this production, student used past simple and retook some expressions such as time passed and fortunately to make a coherence text.

In this way, the researcher-teacher observed that students improved their grammar through the written productions they developed because they started to correct the common mistakes or the mistakes that they have committed in the last production. This improvement was also perceived by the students and the cooperated teacher who affirmed that:

STQ2: Que a través de estas actividades pude ampliar mi vocabulario extranjero y aprendí a utilizar mejor la gramática

STQ2: Me ayudaron a entender mejor las reglas gramaticales y el vocabulario

TI1: la gramática es la corroboración o la confirmación que el estudiante ha adquirido esos conceptos básicos gramaticales, cuando la redacta, la escribe bien, si cuando la escribe bien, entonces ahí es el reflejo que el muchacho ha adquirido conceptos gramaticales o reglas gramaticales

TI2: por supuesto, porque con la redacción de textos escritos, el estudiante aplica conceptos gramaticales como lo habíamos dicho anteriormente y además aplica vocabulario contextualizado que es muy importante porque el vocabulario contextualizado además de permitirle expresar sus ideas, lo ubican, lo contextualizan, lo inducen en los temas o en las programaciones que se están desarrollando dentro del aula.

Consequently, the improvement of syntax is reflecting in the students written productions who used new grammar topics, linking words and vocabulary in context that they have learnt during the lesson, improving all their communicative competence. This finding is supported by Buitrago (2016) who stated that after analyzing students' artifacts they improved their grammar and vocabulary in their written productions following the stages of TBL methodology (p. 102).

Therefore, after analyzing students' written productions, the researcher found that syntax was improved in each written production considering that the stages of TBL allowed students to realize their mistakes and improve their repertoire of language writing accurate.

## **Conclusions and recommendations**

### **Conclusions**

The results of this study suggest that TBL is a meaningful approach that enhance written productions in EFL. The participants performed their task including the vocabulary and grammar learnt during the lesson. Also, they developed and participated actively in each one of the stages and activities proposed. This methodology influence student in an effective way because they develop their writing skills and increase their motivation when writing

Moreover, the action method allowed the researcher to be participant and analyzed in both perspectives the development of the study. Also, it was important the stage of planning because it was the first to develop all the process.

Considering the methodological framework, the participants allowed the researcher to obtain enough data to analyze and writing the findings. However, the research thinks, it would be more fruitful if the cooperated teacher had completed more non-participant observation in order to have other perspectives.

In general, the pedagogical practicum is a process that allowed the pre-service teacher to explore all the methodologies and theories that has previously learnt and to learn what and how to manage and to work with each one of them. In this case, the researcher chose to work with TBL which allowed her to know the ways to teach vocabulary and writing skills in order to perform the communicative competence.

### **Recommendations**

The major recommendation that the researcher could propose, is time, time in this case were not enough to carry out the project, because it is necessary more than eighth weeks of

interventions to do a depth analysis of how a methodology works and how students improve their productions. Another one, it is that is necessary to further in teaching oral skills at the school. Even, if this project focus on writing skills, sometimes students asked that they want to learn how to talk in English.

## **Chapter II: Research Component: Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum**

### **Introduction**

In PLEX training context, pedagogical training practices are one of the interest and update focuses on studying and documenting for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies focus on learning issue rather than in matters of teaching.

It is relevantly considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor. Additionally, like assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions wording and searching of information to seek a solution for any problem and the self-recognition.

### **Justification**

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO<sup>1</sup> is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the

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<sup>1</sup> PRADO: Práctica Docente

profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

### **General Objectives**

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about their work.

## **Theoretical Framework**

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

### **Teaching profession**

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

### **Reflection**

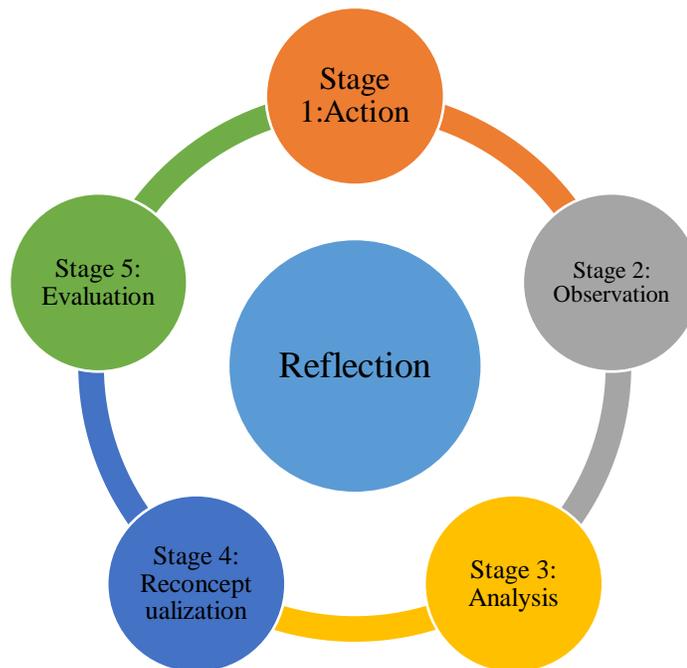
Defining reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina *et al*, 2010)

### ***Reflection as a process.***

Reflection is developed through out a set of stages resulting in a cyclical process.

According to Shön (1983) cited by Correa Molina *et al* (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”<sup>2</sup>

The stages of reflection as a process are shown in the following figure.



### **Reflection as a theme**

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet *et al* (1999) cited by Correa Molina *et al* (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is

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<sup>2</sup> Free translation from the document : *Concept de réflexion: un regard critique.* Correa Molina *et al* (2010)

the contextual aspects which allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

### **Reflective practice**

Update and qualify the academic proposals in the University and guide the learners towards new ways to relate to the world. It is needed that teachers ask themselves about their practice and the impact they are generating; they are in the capacity of objectifying their behaviors and assume the different roles in the pedagogical relationship.

The teacher takes a core role in the current educational world; he/ she acts in a complex space that is under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge with regard to changing circumstances” (Ebutt and Elliot:1986). In this context, the practice’s problems, of class space, demands a special treatment aimed at understanding and the social interaction.

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective.

This study will serve to participant teachers to think over their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997) it exists different levels of reflexivity, in a first level, the effective application of technical skills and knowledge is given in the classroom; the reflection is given to the selection and adequate uses of didactic strategies that teachers will use.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria is opted in teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

### **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

- **Academic practicum**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

- **Social efficiency practicum**

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

- **Development**

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

- *Social reconstruction*

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- *Generic*

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

- *Reflection triggers*

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education.

These authors established classification categories of:

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative is another element of reflective thinking that is included in the present study as instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component teachers' journals are placed in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

## **Methodology**

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum, it will be carried out a process of socialization and systematization will be carried out.

This study is ascribed to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the pedagogical practicum.

For collecting data, it is proposed to implement the following instruments:

### **Reflective workshops**

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

The participant participated in two reflective workshops. (See Annex G)

### **Objectives**

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution concerning the educational problematic of their pedagogical practicum.
- To socialize criteria, ideas and principals to assume their pedagogical practicum.  
To qualify, facilitate and an effective inclusion to the school

### **Self-observation sheet**

The self-observation sheet has as main objective to guide the student teacher towards a self-perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong. The participant developed four self-observation sheet. (See one example in Annex H)

### **Narrative**

The reflection exercise allowed teacher students to express how their endeavor is based on the narrative of their own teaching experiences as way to provide meaning to their profession. The participant wrote eight narratives (See an example in Annex I)

### Class recordings

To have evidence of what teacher students do in the classroom, class recordings allowed to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices. The participant analyzed one class recording (See in Annex J)

### Chronogram

The next table 5 presents the research chronogram to collect data for this macro-project.

Table 6.

*Research chronogram*

Activities	May				June				July			
	I	II	III 1	IV 2	I 3	II 4	III 5	IV	I	II 6	III 7	IV 8
Proposal socialization												
Narratives												
Self-observation sheet												
Class' recordings												
Reflective workshops												
Tutors' observation												
Supervisors' meeting												

It is the chronogram proposed by the macro-project researchers to collect data from the participants.

## **Conclusions**

Reflecting is an essential tool to evaluate the pedagogical practice and the teaching/learning process as a professional self-assessment because it allows to the pre-service teacher to realize the positives aspects and the aspects to improve in their first stage as a teacher.

For this reason, reflecting becomes a strategy to evaluate and analyze the professional development continually during the practice allowing making changes and being aware of the weaknesses and strengths during the teaching for improving it. This reflection helps to change the methodology and the daily routine, identifying what is working and what is not. Therefore, in this part are presented some categories that allowed the pre-service teacher make a reflection of their pedagogical practice.

## **Methodology**

In this sense, this reflection started to improve and adapt the methodology to students' needs and their English level. At the beginning of the practice, the pre-service teacher noticed that students had a low level of English, but that they were adapted to the methodology of grammar-translation. So, when she started giving the class, she planned to implement another method that could be more adapted and interested in them. However, selecting it has been the most challenging part of this practice because the pre-service teacher realized that sometimes they did not understand what she said in English and even in Spanish. Therefore, after doing her reflection, she could search for new ways to attract students and applying different methodologies as the Total Physical Response to teach them some commands and actions for giving instructions during the class. She continues using the Task-Based Learning mixing with the communicative approach, but sometimes it has been challenging that students expressed their ideas because they are afraid to make mistakes or because they believed and showed that they do

not know how to do it, so the pre-service teacher explains or says how and they repeat. After three weeks of teaching, the pre-service teacher realized that it is necessary to be more dynamic during the class, so she started to apply some games as ice-breakers for the course. Also, she made a class with a video, and it worked with the students. In spite of the pre-service teacher's view, the students have expressed that they have learned more vocabulary and expressions and more English in general and that they liked that the classes are dynamic. So, those comments helped the pre-service teacher to realize that she is working in the right way, but she has to be more proactive and implement more strategies with them every day.

### **Planning class**

Another critical point in the reflection is the planning class; the pre-service teacher considered her pedagogical project and book's topics. In this way, the pre-service teacher tried to follow in most of her academic sequences her educational methodology taking into account the progression of the book and trying to implement other activities related to it. In the same way, she stated communicative and linguistic objectives to express in a clear way students' abilities to develop. However, after writing the reflection the pre-service teacher realized that sometimes those objectives were not fully accomplished due to the lack of time when applying the activities or because of the activities were not adapted to students' level, so she planned another task that can help to achieve the objectives fully. For this reason, the pre-service teacher started to plan the activities selecting and sequencing the activities, taking into account students' needs and interest. Therefore, she started anticipating more actions with videos and games during the class, considering the characteristics of each group. It was an essential aspect that the reflection has allowed realizing since maybe if the planning is the same for every group, not every group is equal. For this reason, sometimes it is necessary to make adaptations, in this case for example,

there is one group that like to learn vocabulary and explanations and do written activities but there is another that prefers oral activities and games to develop their knowledge, so the same operation has to be adapted and apply in a different way.

### **Presenting contents to the students**

When presenting the contents, at the beginning, the pre-service teacher used some guides and the board, but that was an annoying way for students. After analyzing the situation, she started to use some videos and projects them on the smart TV, and this way attract students' attention and allow them to interact with the teacher and within them because they can ask each other and regularly express their ideas.

### **Classroom's activities**

Planning different kind of activities for a class is one of the aspects that the pre-service teacher realized while doing the practicum. At the beginning of the process, it was difficult to implement different activities because students used to copy, transcribe and translate from the book due to the teacher just explained what was necessary. For this reason, it was like a chock that the pre-service teacher started to implement guides different from the text book and videos or developing the activities with the whole group. So, after doing the reflection and reading some students' suggestions, the pre-service teacher started to plan some activities from the book and some others such videos or games to maintain the attention and encouraging the learning during the class. Also, during the explanations, she tried to apply inductive grammar to not have to extend the topic and the reflection allowed her to realize that that kind of activities assure the accomplishment of the didactics objectives and development of basic skills.

### **Resources and organization of the classroom**

For organizing the classroom, students used to be in lines. This organization collaborates to maintain the discipline in the classroom. However, the teacher realized that sometime it was difficult to revise and collaborate with all the students because the space between the chairs was cramped. After some weeks of reflecting, she decided to propose the students to organize a semi-circle during the English classes, and it was right for some days because the teacher and students could interact easily and students felt that the teacher could revise their work. Also, this organization was the best one when the teacher projected a video or slides on the TV because all the students could watch it and they did not have to move their heads. However, after a week of doing this organization it was difficult to manage the discipline and the teacher decided to come back to the organization in lines and week per week, she reorganize them in semi-circle.

### **Instructions, clarifications and orientations of the homework**

In general, giving the instructions for the homework, it is one of the most difficult task that a teacher has because the teacher sometimes thinks that she gives the instructions in a right way but the students understand another thing. Therefore, at the beginning of the process, it was a challenge to explain what the homework is about, and sometimes the pre-service teacher decided to write it on the board, but students did not understand. So, sometimes was necessary to use Spanish to clarify and giving a clear instruction of the homework. When the pre-service teacher started to reflect and developing the self-observations, she understood that one way to give the instruction and verifying if students have comprehended was to ask one of them or two to explain in their own words what the homework or task was about. Indeed, this process was carried out with questions, also the teacher used the platform to inform parents about the homework and she wrote them in English and in Spanish and it helped a lot of because parents

kept an eye out on the platform and cooperate at home with the development of the tasks and homework.

### **Classroom's environment**

Correspondingly classroom's environment. It is necessary to express that at the beginning; it was so difficult to control it because there was a lot of indiscipline and the pre-service teacher start applying some new strategies to manage the discipline and maintain a pleasant climate during the course. However, they work maybe the first two weeks. Then, the indiscipline came back again, so after reflecting a lot of and watching some videos, she realized that the instructions have to be clear and giving them activities to do immediately is the best way to control it. Some students did not like to work, and they tended to distract their partners, so she decided to ignore them and when they are ignored not only by the teacher but also by their partners or friends they start working. In the same way, the critical point is to correct the exercise; this gives some time to listen to students and clarifies points with the whole group and if someone finishes first, s/he could help to orient their partners.

### **Follow-up and control of the teaching and learning process**

As part of the teaching process, the pre-service teacher realized the importance of explaining to the students their strengths and weaknesses because it allows them to correct their mistakes and improve their learning process. With this in mind, the pre-service teacher revised and corrected the activities inside and outside the classroom; the reflection allowed her to appreciate the importance that this correction is for the students because most of them corrected the activity and gave to her again in order to prove if they learnt or not and this process was so important because it gave another chance to the students. Another aspect, was the information given to the students about how they could execute and improving their task or activities.

Additionally, as the teaching process, when some objectives were not fulfilled, the pre-service teacher tried to propose other activities to facilitate the acquisition of the learning and assuring it on the students. Sometimes, the pre-service teacher proposed games or videos that attract students to the topic. When the topics required a reflection because they are social issues, the teacher proposed discussions in the classroom in which they had to use the vocabulary.

### **Attention to students with special needs**

A challenge that the pre-service teacher has in the practicum is that three students are identified with particular needs and one of them has a special need that is recognized because he suffers from disturbance of activity and attention, speech and language development disorder not specified, moderate mental retardation and generalized developmental disorder not specified. This guy is her major challenge because she has tried to implement different activities to make a diagnosis, but he is used to transcribe and transcribing, and he did the activities she gave him and continue doing the same as his partners. The problem is that during the evaluation he behaves like a regular guy and he made a copy from his notebook, and he was so nervous because the pre-service teacher saw him and he said, no! and behaved a little aggressive. So, it is difficult to work with him, and she realized that he is not learning and it makes her feel sad and frustrated because she did not know how to help him to learn because he can transcribe, but he is not learning.

After reflecting, reading and analyzing his behavior and the other students with special needs, the pre-service teacher realized that she could work with them with the same activities, so in the last exam that she applied, she translated the statements and write the explanation to help them to understand better what they had to do. With the student that suffer of a moderate mental retardation, she sat down and guided the evaluation and it was incredible how he answered and

was able to recognize the elements, so he is learning but he needed a special attention in the whole class. However, it was like a relief for the pre-service teacher to know that he is learning and that there is a way to work with them, just that is necessary to explain him in a right way what he has to do. Henceforth, the pre-service teacher felt that she failed with him, because she realized late how she could work with him.

### **Evaluation**

For evaluating and following the control of the teaching and learning process, the pre-service teacher preferred to explain students' the criteria and adapted the instruments of evaluation using different strategies that sometimes are different with each group. Also, with the written productions, she gave a general and individual feedback and corrected the activities with the whole group. As it was explaining before, one crucial aspect after any action and most after an evaluation to explain and clarifying students' doubts.

Consequently, after reflecting in term of the teaching-learning process, the pre-service teacher is working on how to show to the students the reasons of what they are learning has a purpose, its importance, functionality and application in the real world since she thinks that make that they will be aware that it is the most challenging task in her daily work.

### **Communicative competences by the pre-service teacher**

One aspect to add, it is the development of communicative competences by the pre-service teacher, this is so important because the students think that a teacher is a walking dictionary, so it is necessary to be always prepared for any question and to pronounce and speaking clear because all that the pre-service teacher do, students will repeat.

## **Reflection while teaching**

The reflection is a crucial process during the teaching practice and profession because it allows us to realize what it is necessary to change, to improve, to stay, and to eliminate. After doing the reflection, you are aware of your profession, of each one of your students and groups. Besides, it allows realizing that the practice, it is so different that the theory and the actions done in the classroom can be complicated and you have to cover each one to each one and not all at the same time.

Accordingly, with those mentioned above, implementing the reflection into the practicum has transformed it since it allows her to know and be aware of her process and to change and improve each day in those aspects that she realized are not working in a right way; also it contributes to improving her training process.

To sum up, the reflection process while teaching gives to the teacher in training to know and realize some important aspects such as the improvement of the methodology, how to interact with the students. It allows to realize what activities are working on and which not and why and how to change it. Also, this reflection is important because when the teacher analyzes her actions in the classroom discover how could the organization improve the environment and the discipline, what kind of activities could attract students' attention and which students need special attention and how to give them a proactive learning process without disturb their socialization.

The process of reflecting served to realize that the profession of teaching does not just plan and go to the class and explain the topic, but it goes further; it is essential to make that your teaching results in meaningful learning for students. Hence, it is always to change, to fail, to try, and to reinvent each day. This reflection process has served to adjust methodologies, evaluations,

and strategies methodologies to manage discipline and to recognize their strengths and weaknesses in the teaching practice.

## **Chapter III: Outreach Component: Awareness project to teach English language in primary schools in Pamplona Colombia.**

### **Presentation**

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

### **Introduction**

Participation in world trade, academic, cultural and economic policies has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country. So that all the citizens have the opportunity to participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country.

With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the Ministerio de Educación Nacional proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global communication processes, in the global economy and in the cultural openness”. And so the Ministry has been

implementing a wide range of strategies in the different levels of education with regards to the accomplishment of this goal. A clear example of that is the creation of “Estándares Básicos de Competencias en Lenguas Extranjeras” for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

This program has been developed all over the country in which the work of Secretary of Education, public and private universities; and institutions of English work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project.

With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, evaluations applied nationally are not brighter.

The University of Pamplona in Colombia as institution where professionals are trained, especially, the Foreign Languages Program English and French has further approached to the reality that faces primary schools in Pamplona regarding to the National Policy of Bilingualism, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English learning needs of childhood population from Pamplona and in this case in Malaga and the integration of the foreign languages training of the pre-service teachers from the Foreign Languages Program English and French to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem, nevertheless, these needs are not completely fulfilled because of it is missing monetary support in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

### **Justification**

The learning and acquisition of a foreign language allows being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continue constructing their competences in English in secondary, vocational and later, in higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Malaga and Pamplona contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of Foreign Languages Program of the University de Pamplona, as a way to contribute to the reinforcement of English teaching in primary level.

The fulfillment of this project will not only favor the student population of Pamplona and Malaga, but also the Program of Foreign Languages, especially, the students carrying out their practicum. This benefit results to the possibility children in primary school have to be in contact with the foreign language and in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, interfering in processes that impact in the improvement of such needs.

## **Objectives**

### **Main objectives**

The implementation of this outreach project, on the part of Program of Foreign Language English-French, ascribed to the University of Pamplona works towards the following objectives:

- To attend the English Teaching demands in primary school in Pamplona and Malaga.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona and Malaga.

### **Specific objectives**

- To familiarize school children from Pamplona and Malaga with fundamental knowledge of English.
- To involve PLEX teacher students teaching processes in primary school in Pamplona and Malaga cities.
- To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.

### **Typology of the project**

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona and other cities. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community of Pamplona and other cities.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the Universidad de Pamplona.

### **Contribution lines**

- Academic training in foreign languages.
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system).
- Scholar community outreach in Foreign Languages Program.

### **Teaching Languages**

Languages international policies

“For several years, UNESCO has been concerned about the role of languages in the global context. In its general conference in 1999, it adopted the term multilingual education

To refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and attention to the particular needs of culturally and linguistically distinct communities, can only be addressed through multilingual education (Cruz, Loyo & Mendez, 2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that offer access to global

communication and exchange of information. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible ways, of written and visual materials in order to promote the circulation of ideas and artistic works ".

According to Lima (2006):

The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and awareness of peoples, says the poet; they are the best instrument for accessing other cultures, other stories, other ways of seeing and understanding the world; they erase distances and also bring us closer to science and technology.

All types of learning are of vital importance for the sociability of the human being insofar as it allows it to develop properly in different contexts; the learning of a foreign language or of several languages focuses on the professional and personal life of an individual, enable them to be successful and fruitful at make and know-how.

### **National bilingualism program**

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national program of bilingualism launched in 2004 with three specific lines of work: institutions of primary, high school, higher education, education for work and human development; ethno-education; and flexible education models. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the expected levels by the national program of bilingualism to the year 2019:

**Tabla 1. Niveles de lengua esperados en el PNB**

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Tomado de: Cárdenas, R.; Miranda, N. (2014).

## **Bilingualism**

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context in which the individual is. Therefore, according to how another language is used, different from the native language, these languages are considered second languages or foreign languages.

## **Teaching English in primary school**

"The acquisition of a Foreign Language is a complex process involving multiple cognitive and affective variables inherent to the individual as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the foreign languages

teacher's training and updating, among others ". In such a way, the importance of understanding how the child learns and incorporates a foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquisition of a second language(L2) or a FL and how this process is linked with the mother tongue. From this statements, Krashen (1991) cited by Yesser A & Chacon C, (2011), he makes a difference between the terms learning and acquisitions in relation with FL "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ " that for the purposes of this dissertation, the terms *learn* and *acquire* indistinctly because the FL can be acquired through playful activities in an inductive and natural way that also involves learning processes". it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state that according to Berko and Bernstein (1999), cited by Yesser A & Chacon C, (2011) “ The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches” (p. 467). Consequently, children construct through language the meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, the learning of FL should start from the previous knowledge and the mother language schemes since the representations developed in previous learning and previous experiences constitute the scaffolding to build through the FL, new mental schemes or expand the already existing”.

Yesser & Chacon (2011), cite Ausubel (1986) who stated “ the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who, in general, is more prone to emotional blockage at the time of expressing himself in another language”. "From the previous approaches, it is clear that age is a factor that affects the learning of English as FL, particularly in the acquisition of pronunciation. That is to say, the younger the age, the greater the probability of the boy or girl to develop the pronunciation of a native ”.

Why is it important to learn a FL in primary school?

Frandiño, Bermudez, & Vasquez (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

## **The Context of Pamplona**

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

- Colegio Normal Superior: Which has as headquarters, Escuela Rural Cariongo, and Instituto Aurora.
- Colegio Provincial San José,: It is in charged of Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.
- Colegio Águeda Gallardo de Villamizar: Which has as headquarters, Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.
- Institución Educativa San Francisco de Asís: It is in charged of Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Similarly, there are two institutions which are not general schools but they provide public basic and secondary education. They are:

- La Presentación high School.
- Brighton Bethlemitas high School.

Additionally, there is one institution in Malaga, Santader which also provide public basic and secondary education, it is:

- Colegio Oficial Nuestra Señora del Rosario

It is in this context where the students of the foreign languages degree of the University of Pamplona carry out their practicum, and social projection in primary schools.

## **Scenarios proposed to carry out the activities of the project I semester 2019**

Colegio Oficial Nuestra Señora del Rosario in 3<sup>rd</sup> and 5<sup>th</sup> grades.

The scenarios in which the activities of the project will be developed are the educational institutions previously described. The specific course will be included once the student-practitioner completes the observation stage and provide the courses and schedules in which they will be implementing the component of social projection.

### **Subprojects**

My outreach project was developed in Nuestra Señora del Rosario School in Malaga.

#### **Introduction**

Nuestra Señora del Rosario School counts with a main physical campus, in which teaching is carried out from kindergarten to secondary. Last year, in primary school there was an amount of 480 students.

The primary teaching staff is composed by professionals in child education, however there is not a specialized support and guidance in teaching English. So, teachers plan their English class but focus on grammar or vocabulary topics and not in the development of communicative skills. For this reason, the intervention of a pre-service English teacher will be enable students to understand and produce in the foreign language in its most basic form.

## **Justification**

Regarding that there is a lack of English teacher in the primary school of the institution and as this the opportunity to have an experience in teaching children allowing the development of teaching skills that I consider so important for my profession.

In this sense, the pre-service teacher supported fifth and a third graders during this semester. Also, she was accompanied by the two teachers in charge of the groups implementing a video and game modeling that promote a Basic English comprehension and production in primary school children.

## **Objectives**

### **General Objective**

To promote basic English comprehension and production employing audiovisual and games materials as a methodology.

### **Specific Objectives**

- To identify the impact of the proposed methodology in students
- To relate the use of audiovisuals and games tools to the development of communicative skills.
- To list the advantages and disadvantages to use this methodology
- To stablish activities according to students' development and needs.

## **Methodology**

This outreach component demands a work of four hours of direct class weekly with students of primary. Therefore, the pre-service teacher was the teacher in charge of one third

grade and three fifth grades in the English area. The work plan was mainly based on a video or game per class. With these elements, students had an orally and written input in target language. Additionally, the development and activities showed in the videos contributed to the comprehension of English themes.

The pre-service teacher used mainly an audiovisual methodology in which students watched a video about the topic and a conversation and they repeated the conversation. Besides, she applied games in which they had to communicate in the foreign language using the vocabulary learned. In fact, it was important that they learnt some commands from the teacher, so a Total Physical Response methodology was used during all the classes.

### **Activities developed**

The activities developed with fifth grade were games related to present continuous, they watched a video and they performed a dialogue.

Another activity was a memory game in which students worked in pairs and they had to describe the actions of the images as well as writing a sentence in present continuous to win a point.

Then, students learnt preposition of place, so in groups, they played listening the instructions and placed the object in the correct place.

Another activity was to write the correct question word and then ask to their partner, they had different questions, so they answer in a different way. In the previous session of this activity, students learnt how to use the questions words and how to answer about personal information.

This process was very significant because students were receptive and they wanted to learn how to say and how to write, so developing communicative activities in which they used the topics that they have learnt help them to realize the importance of learning English.

Primary students are very active, that allowed that teacher developed different activities in which they had to communicate their ideas in English, and despite most of them were afraid, they fought for being the first one in participating.

It was a fruitful process in which the pre-service teacher achieved the goals proposed for this sub-project that was to promote basic English comprehension and production employing audiovisual and games materials as a methodology. The promotion of this comprehension was done in each one of the activities developed with the students in which they tended to use English watched on the videos or learning during the games. The use of these motivating activities allowed to accomplish the objective that children learnt from the experience of using the language in context for their communication.

Furthermore, a class planning has been conceived taking into account the advantages of using videos and games without leaving outside teaching vocabulary and simple grammatical phrases. One of the advantages of using videos and games during the classes was that students had to communicate their ideas in English and they learnt how to express typical and common expressions and one of the disadvantages is that if the teacher did not have the control, students could take the activity to break ranks.

## Planning

Table 7.

### *Planning model*

In the following table, it is showed a planning taking into account the main stages carried out during the primary classes

Greeting	The teacher greets students and asks them how they are doing.
TPR	Teacher present four commands and practice them with the students, the she evaluates. Commands: Read, write, speak and listen.
Explanation of the topic	If it is necessary, the teacher gives a short explanation about the topic, so in this she explains how the present continuous is formed.
Activity	Then, they develop a guided activity related to the topic, teacher writes some sentences on the board and asks them to complete with present continuous. After that it could be two option. 1. She explains the game that they are going to play and the rules, for example, they are going to play a mimic game in which one student pass and imitates the action and the others one have to raise their hand and if they are chosen, they have write the sentence in present continuous using the verb that their partner imitated. 2. The teacher shows a video and asks students some questions, then she asks to repeat the conversation and take note about it. After that, three or two pairs repeat the conversation in front of the group. Then, they are asked to write a similar conversation.
Closing	Teacher says good bye and if it necessary remember to do the homework.

## Chronogram Activities

Table 8.

### *Topics worked with primary graders*

Dates	Grade	Topic	Hours of contact
	3°1	<ul style="list-style-type: none"><li>Verb to be in present</li></ul>	4 hours

From May 13 <sup>th</sup> to July 26 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Our Father prayer and the Sign of the Holy Cross</li> </ul>	
	5-1, 5-2 and 5-3	<ul style="list-style-type: none"> <li>• Short conversations</li> <li>• Present continuous in affirmative, negative and interrogative</li> <li>• Prepositions (at, in, on, for, from, under)</li> <li>• Questions words</li> </ul>	4 hours per group

This table presents the information about topics and hours of contact with each one of the primary school assigned groups.

### **Conclusions**

This experience has contributed to the pedagogical practicum of the pre-service teacher because it allowed to realize the lack of an English teacher in primary school that is noticeable when she arrived to the class and students do not understand what she talked to them in English even when it is supposed they have been studied the language for five years. However, with some time she became aware of students' motivation during her class because they listen to her all the class talking in English and doing like mimics and they tried to understand what she said.

Moreover, supplying this necessity allowed the pre-service teacher to apply new methodologies and to think on some games and teaching strategies to attract students' attention understanding their needs and individual backgrounds. Also, it was so important to understand that children are more open minds to the language, the plasticity of their brains allow us as a teacher to improve our daily practice.

Another aspect, it is that one of her motivation to teach in primary is that she wants to be an English primary teacher, so this experience has allowed her to make a continuous assessment

about her teaching strategies and practices during the class, thinking after every class how she can promote more their learning.

In conclusion, the pre-service teacher identified that this methodology has a positive impact in the students because they are motivated to listen and learning the language which is expressing in their behaviors during English class and aside the class.

On one hand, communicative skills were developed using audiovisuals and games tools. It is notably when students started to write dialogues repeating some structures and talking in English during the games using some expressions that they learnt during the class.

On another hand, it is essential to establish activities according to students' development and needs, for instance, the videos should be for kids and with subtitles that they can read and follow the dialogues between the characters and games have to be adopted to their ages considering their physical and cognitive development, also it is important an individual attention specially with some kids that have arrived this year and they have never learnt English.

## **Chapter IV: Administrative component**

### **Introduction**

As an important aspect of the practicum developed by pre-service teachers of the Bachelor Degree in Teaching Foreign languages of the University of Pamplona, having an engagement with the institutional administration allows students to learn about the institution and to understand the practicum context in which her practicum takes place. Besides, being part of the Rosarista family composed by students, teachers, parents, coordinators, administrative staff and others who allow significant inputs to the normal development of the classes. In this regard, as pre-service teacher, the pre-service teacher is responsible to be punctual to her classes and supporting the activities proposed in the chronogram during the school year for creating a familiar environment between colleagues.

### **Justification**

Teaching in any school, requires not only to teach the subject assigned but also to participate and supply the extra-curricular activities which most of time demands an extra effort and time in the teacher role since they have to involve themselves in the preparation, execution and evaluation of those activities. Moreover, during the development of the extra-curricular activities they have to take care students making that they behave properly and detecting and preventing damages that impacting students' mental or physical wellbeing.

Furthermore, extra-curricular activities provided a different and interested way to get acquainted with students, teachers and others, allowing pre-service teacher to get involved and perceive the reality of public school, its amount of necessities, issues and acknowledgements.

Regarding the above, this proposal practicum will help to the comprehensive education as an English teacher.

## **Objectives**

### **General Objectives**

To be effectively associated with administrative activities and events proposed by the school.

### **Specific Objectives**

- To direct students' respectability amid events and breaks.
- To be steady in events proposed by the educative establishment.
- To take an interest in the extra-curricular meetings in the institutional chronogram.

## **Methodology**

For achieving the main objective of being effectively associated with administrative activities and events proposed by the school. The pre-service teacher fulfilled some functions as well as her supervisor. Her main administrative function was taken his place in his monthly turn to keep watch during the breaks and official events.

In another way, the institutional functions during the events were not specified but the pre-service teacher was available for any petition or requirement, also, she had to keep the discipline avowing students' misbehavior.

So, it was included the participation in events such as: Students' day, family's day, official parades, sports and cultural events. Mathematics Olympiads and science day accompanying students and check the achievement of the activities.

## **Chronogram**

The pre-service teacher was an active participant in all the activities carried out on May in the school Nuestra Señora del Rosario. She was in charge to coordinate the discipline and respect during the Marian Parade and the rising flag named as “Celebration of Celebrations”, as well as the participation and good behavior during the “Superate” matches and the environmental day.

Moreover, the pre-service teacher was steady in all events proposed by the educative establishment such as the Marian Parade, teachers’ strike and parent and teachers’ meeting.

Participating and collaborating in those administrative activities has been fruitful because they have served to have a rapprochement with the general community of the school and to know what are the teachers’ labors aside of the teaching.

On May 15<sup>th</sup>, it was celebrated teacher’s day and the school did not have class because the mayor’s office organized a special journey for teachers.

On May 22<sup>nd</sup>, the pre-service teacher lived one experience that she thought it was very important, it was the parents’ attention. In that meeting, it was necessary to know and learning how to talk with parents because sometimes it is difficult to say to them that their sons or daughters do not have good grades or that s/he was indiscipline or respectful in the class. Also, during this kind of meeting, it was necessary to show parents which were the students’ grades because most of them wanted to know if they are studying or not. An interested aspect that the pre-service teacher lived during this experience was that parents of students with good grades were more worried than those parents of students with bad grades.

Next day, it was a national strike and my cooperated-teacher asked me to assist to the meeting. It was an interesting activity because the pre-service teacher learnt about problems that teachers have to face in their jobs and the fight with the National Ministry and with the Colombian's health system. Furthermore, it was a talk about the different status that exists for teachers, the 2277 and 1278, so it was an important information because the secondnes have to send a video to be promoted and they do not have some retirement pension privileges that they second one had in their ages. So, now the pre-service teacher has an in-depth idea about teacher's strikes and how the system works.

For the Marian Parade, my cooperated-teacher and I were in charge to accompany the "María Maternal" squadron that was formed by the taller girls of the school, during this activity, we had to control students' discipline and go with them during the parade and stay with them during the mass. Participating in this activity helped me to learn about the value of being part of the Rosarista's family and what it represents for all the community.

Another activity was the Rising flag named as "Celebration of celebrations". The students of 8-1 and 8-2 along with their coordinators carried out a protocol act honoring workers, mothers, families and teachers. Some students participated with a mix-dance and with a bambuco's dance; there were a poem and a play for mothers. Meanwhile, the pre-service teacher assisted and helped to control discipline.

On May 31<sup>st</sup>, the Education's secretary of Santander gave a free-day to commemorate teachers' day and in June 5<sup>th</sup>, a film about environmental care were projected to the students and the pre-service teacher was with the groups she had class. In the same day, she was a participant in a teachers' meeting in which extra-curricular activities such as Rosarista Family's day was

planned and some functions were assigned in this case, she will be in charge to coordinate the cultural part of this event along with teacher from the humanities' area.

On June 14<sup>th</sup>, the pre-service teacher participated on the celebration of the "Rosarista" family in which all the families of the school were invited to be part of a cultural event in which some dances and performances were presented. The pre-service teacher was in charge of cooperating with the organization of the cultural event and to monitor that every act was ready.

On July 8<sup>th</sup> to 12<sup>th</sup>, pre-service teacher was in charge of the vigilance in the second floor of the school. It meant that she had to monitor that any student was in the classroom or in the second floor during the break.

On July 9<sup>th</sup> and 18<sup>th</sup> she participated in the Sports' journal in which students played some games such as football, pin pong, volleyball and ultimate Frisbee. She was accompanied a group of students with his cooperated teacher.

On July 19<sup>th</sup>, it was the National Parade to celebrate the independence of Colombia and she was in charge of one squad that wear Colombian t-shirt. She had to manage the discipline while the parade and in the formation at the Principal park. However, it was difficult because of the sun and students started to misbehave. She raised awareness that they were in protocol act and that they had to behave in a good way.

After the protocol act, teacher had a lunch by the teachers' trade unions and her supervisor invited her. So, she enjoyed to know more teacher from other schools.

On July 22<sup>nd</sup>, it was the reports' deliver, so as teacher, she assisted at 6:30am to attend some parents that searching her to ask for their sons and daughters.

On July 24<sup>th</sup>, it was parents' attention, during this afternoon she received and talked to ten parents giving recommendations and taking about their academic and discipline performance. When attending parents, it so important to know what to say and how to say because of them are aggressive with the teachers. (Photos on annex N)

## **Conclusion**

In conclusion, it is essential to be effectively associated with administrative activities and events proposed by the school. Being part of this activities allows the pre-service teacher that being teacher is not just to teach but also to plan, organize and carrying out this kind of activities. For each one of the activities, it is necessary to have an organization and it carried some extra time for teacher because it is not just to develop the activity but also to write the objective to carry out those activities, organize the students and count with the parents in every time.

Participating in those activities is a good experience because those trained the pre-service teacher for the future.

**Evidences administratives activities**

**Photos of Administrative events**

**National Strike**



**Marian Parade**





### Superate Match



## Flag Rising “Celebration of celebrations”



## Celebration of Families day



Sports Journals 9<sup>th</sup> and 18<sup>th</sup>



## National Parade



## Holy mass



## Annex

### Annex A. Non-participant observation

Date: Teacher non-participant observation

Estimator profesor, por medio de esta observación no participante se pretende indagar acerca de la implementación de la metodología aprendizaje basado en tareas y su ayuda en el desarrollo de la gramática y las producciones escritas en los estudiantes de octavo grado en el área de inglés. Principalmente, esta observación está enfocada en el uso del método de ABT y el desarrollo de la competencia de producción escrita en contexto que realiza la docente en formación durante las clases. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad

Objetivo: Conocer la perspectiva del profesor sobre la aplicación de la metodología Aprendizaje Basado en tareas en el aula de clase.

Instrucciones: Responda las siguientes preguntas teniendo en cuenta lo observado durante la clase, se invita a hacer comentarios y descripciones detalladas sobre cada aspecto.

1. Did the activities work? How did they work? Why they did not work?

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2. Did the students have clear the task?

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3. Did they use the vocabulary during the task?

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4. Did the students follow the example to develop the task?

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5. Did the teacher develop the three stages of the methodology? How did each stage work?

Pre-task (vocabulary presentation or grammar presentation):

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During task (written production)

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Post-task (language focus or feedback)

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6. Were the students motivated during the class?

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7. Other comments

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## **Annex B.Participant observations**

1. Did the activities work? How did they work? Why they did not work?
2. Did the students have clear the task?
3. Did they use the vocabulary during the task?
4. Did the students follow the example to develop the task?
5. Did I develop the three stages of the methodology? How did each stage work?

## **Annex C.Interviews**

### **Protocol Teacher's interview 1**

Estimado profesor, por medio de esta entrevista se pretende indagar sobre sus conocimientos y perspectivas en cuanto a los métodos de enseñanza-aprendizaje de las lenguas extranjeras (inglés). Principalmente, esta entrevista está enfocada en el método de ABT y el desarrollo de la competencia de producción escrita en contexto. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad

Objetivo: Conocer la perspectiva del supervisor sobre la metodología aprendizaje basado en tareas y el desarrollo de la escritura ligada a la gramática.

1. ¿Qué métodos o enfoques conoce para la enseñanza-aprendizaje de las lenguas extranjeras?
2. ¿Cuáles de ellos ha implementado en sus clases?
3. ¿Conoce la metodología de aprendizaje basado en tareas? En dado caso que el profesor no conozca este enfoque, es necesario que des una breve explicación del mismo
4. ¿Cree importante el desarrollo de competencia de producción escrita en los estudiantes?  
¿Por qué?

5. Desde su perspectiva, ¿cómo se puede mejorar el aprendizaje de la gramática y su uso en textos escritos?
6. ¿Considera usted que las producciones escritas pueden ayudar a mejorar la habilidad de los estudiantes para estructurar sus textos, es decir gramaticalmente? Si / No. ¿Por qué?
7. ¿Qué tipo de actividades cree usted que mejoran el desarrollo de la competencia de producción escrita?
8. ¿Cómo cree que la metodología de Aprendizaje basado en tareas puede promover la competencia de producción escrita en los estudiantes de octavo?

### **Protocol Teacher's interview 2**

Estimado profesor, por medio de esta entrevista se pretende indagar acerca de la implementación de la metodología aprendizaje basado en tareas y su ayuda en el desarrollo de la gramática y las producciones escritas en los estudiantes de octavo grado en la asignatura de inglés. Principalmente, esta entrevista está enfocada en el método de ABT y el desarrollo de la competencia de producción escrita en contexto. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad

Objetivo: Conocer las perspectivas del docente acerca de la implementación de la metodología aprendizaje basado en tareas y su ayuda en el desarrollo de la gramática y las producciones escritas.

1. ¿Cómo ha sido la implementación de la metodología del aprendizaje basado en tareas durante las clases de inglés?
2. ¿Cómo cree que la implementación de esta metodología influenció a los estudiantes?
3. ¿Cómo ayudo la implementación de esta metodología a la promoción del desarrollo de habilidades escritas en los estudiantes?
4. ¿Cómo considera que esta metodología ayudo a mejorar las producciones escritas de los estudiantes?
5. ¿Cuáles de las actividades aplicadas cree usted que mejoraron el desarrollo de la competencia de producción escrita?
6. ¿Por qué considera que el uso de esta metodología ayuda al aprendizaje de la gramática y del vocabulario?
7. ¿Por qué considera usted que las producciones escritas pueden ayudar a mejorar la habilidad de los estudiantes para estructurar sus textos, es decir gramaticalmente?
8. Tiene algún otro comentario o aporte.

### **Protocol Students' interview 1**

Objetivo: Conocer las perspectivas de los estudiantes sobre el uso de la metodología de ABT en el aula de clase.

Estimado estudiante, por medio de la presente entrevista se pretende indagar sobre las perspectivas acerca del uso de la metodología que se está desarrollando en el aula de clase (Aprendizaje Basado en Tareas). Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad.

1. ¿Cómo es el desarrollo de las clases de inglés?
2. ¿Se siente motivado en las clases de inglés? SI \_\_\_\_ NO \_\_\_\_ ¿Por qué?
3. ¿Qué tipo de actividades cree usted que ayudan a mejorar sus producciones escritas?
4. ¿Cómo considera que se puede mejorar el aprendizaje de la gramática y su uso en textos escritos?
5. Después de terminados los textos, ¿Considera importante la retroalimentación o la corrección? SI \_\_\_\_ NO \_\_\_\_ ¿Por qué?

¿Cómo puede ser esa retroalimentación más favorable para usted?

### **Protocol Students' interview 2**

Estimado estudiante, por medio de la presente entrevista se pretende indagar sobre las perspectivas acerca de la implementación de la metodología aprendizaje basado en tareas. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad.

Objetivo: Conocer las perspectivas de los estudiantes acerca de la implementación de la metodología aprendizaje basado en tareas.

1. ¿Cómo ha sido la implementación de la metodología influenció en su aprendizaje del inglés?
2. ¿Qué aspecto de su aprendizaje del inglés ha mejorado con la aplicación de la metodología?
3. ¿Cómo considera que la que la metodología ha ayudado a promover sus producciones escritas?

4. La metodología implementada consta de tres etapas, la pre-task que es la presentación del vocabulario, la task que es el desarrollo de las producciones y la post-task que es la corrección o retroalimentación de la task realizada. ¿Cuál de estas tres etapas considera que fue la más importante es su proceso de aprendizaje y por qué?
5. ¿Por qué considera que el uso de esta metodología ayudo a mejorar su aprendizaje de la gramática y del vocabulario?
6. Si tiene otros comentarios o aportes.

## Annex D. Questionnaires

### Questionnaire 1.

Objetivo: Conocer los hábitos de escritura de los estudiantes

Estimado estudiante, por medio del presente cuestionario se pretende indagar sobre sus hábitos de escritura en la lengua materna (español) y extranjera (inglés). Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad.

1. ¿Le gusta escribir? SI \_\_\_\_ NO \_\_\_\_

Si la respuesta a la anterior pregunta fue afirmativa, por favor continúe respondiendo las siguientes preguntas

2. ¿Qué le gusta escribir? Ejemplos: historias

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3. ¿Con qué frecuencia escribe?

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4. ¿Qué situaciones, hechos y/o emociones lo motivan a escribir?

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5. ¿Le gusta escribir en inglés? ¿Qué le gustaría aprender a escribir en inglés?

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6. ¿Sobre qué temas le gustaría escribir en inglés?

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7. ¿Cómo considera que puede mejorar su escritura en inglés?

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8. ¿Qué estrategias le gustaría que se utilizaran para mejorar esa escritura?

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9. ¿Cómo piensa que las producciones escritas pueden ayudar a mejorar su aprendizaje de la gramática en inglés?

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**Questionnaire 2.**

Estimado estudiante, por medio del presente cuestionario se pretende indagar sobre sus perspectivas acerca las producciones escritas desarrolladas en clase de inglés. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad.

Objetivo: Indagar las perspectivas de los estudiantes acerca de las producciones escritas desarrolladas en clase de inglés.

1. ¿Cuáles de las producciones escritas desarrolladas le gustaron más? ¿Por qué?
2. ¿Cómo lo motivaron a escribir las temáticas propuestas para las producciones escritas?
3. ¿Cómo considera que mejoro en sus producciones escritas?
4. ¿Cómo considera que las actividades propuestas ayudaron a mejorar sus producciones escritas?
5. ¿Cómo piensa que sus producciones escritas ayudaron a mejorar su aprendizaje de la gramática inglesa?

Otros comentarios o aportes

## Annex E. Assessment grids

Assessment rubric written production to a letter proposing a solution for a Colombian environmental problem

Student: \_\_\_\_\_

<b>Task's respect</b> Can write a formal letter considering the instructions given.	0	0,5	1	1,5	2,0	2,5
<b>Content</b> Can present a satisfactory amount of information in a logical way.	0	0,5	1			
Can write information that is relevant to the task.	0	0,5	1	1,5	2,0	
<b>Syntax</b> Can use a range vocabulary appropriately, with occasional inappropriate use of less common lexis.	0	0,5	1	1,5	2,0	
Can use expressions to and linking words to organize the letter.	0	0,5	1	1,5		
Can organize sentences and ideas in a clear paragraphs using appropriate transitions.	0	0,5	1	1,5	2,0	2,5
Can use a range of simple and some complex grammatical forms with a good degree of control	0	0,5	1	1,5	2,0	2,5
<b>Organization</b> Can respect the structure of a formal letter	0	0,5	1	1,5	2,0	
Can present a text well organized and ideas are well expressed within the structure.	0	0,5	1	1,5		
<b>Communication</b> Can produce a text that communicate his/her ideas about an environmental problem.	0	0,5	1	1,5	2,0	2,5

Total: \_\_\_\_\_/20

### Comments

	LEXICON	MORPHOSYNTAX	GRAMMAR
<b>POSITIVE ASPECTS</b>			
<b>ASPECTS TO IMPROVE</b>			

**Assessment rubric written production about someone who has suffered an eating disorder**

**Student:** \_\_\_\_\_

<b>Task's respect</b> Can write a story about someone suffering an eating disorder considering the instructions given.	0	0,5	1	1,5	2,0	2,5
<b>Content</b> Can present a satisfactory amount of information in a logical way.	0	0,5	1			
Can write information that is relevant to the task.	0	0,5	1	1,5	2,0	
<b>Syntax</b> Can use a range vocabulary appropriately, with occasional inappropriate use of less common lexis.	0	0,5	1	1,5	2,0	
Can use expressions to and linking words to organize the story.	0	0,5	1	1,5		
Can organize sentences and ideas in clear paragraphs using appropriate transitions.	0	0,5	1	1,5	2,0	2,5
Can use a range of simple and some complex grammatical forms with a good degree of control.	0	0,5	1	1,5	2,0	2,5
<b>Organization</b> Can respect the structure of a story	0	0,5	1	1,5	2,0	
Can present a text well organized and ideas are well expressed within the structure.	0	0,5	1	1,5		
<b>Communication</b> Can produce a text that communicate his/her ideas about the causes and consequences of an eating disorder.	0	0,5	1	1,5	2,0	2,5

**Total:** \_\_\_\_\_/20

**Comments**

	LEXICON	MORPHOSYNTAX	GRAMMAR
<b>POSITIVES ASPECTS</b>			
<b>ASPECTS TO IMPROVE</b>			

**Assessment rubric written production about a prevention plan for a specific eating disorder**

**Student:** \_\_\_\_\_

<b>Task's respect</b> Can write an informative text about a prevention plan for a specific eating disorder considering the instructions given.	0	0,5	1	1,5	2,0	2,5
<b>Content</b> Can present a satisfactory amount of information in a logical way.	0	0,5	1			
Can write information that is relevant to the task.	0	0,5	1	1,5	2,0	
<b>Syntax</b> Can use a range vocabulary appropriately, with occasional inappropriate use of less common lexis.	0	0,5	1	1,5	2,0	
Can use expressions to and linking words to organize the informative text.	0	0,5	1	1,5		
Can organize sentences and ideas in clear paragraphs using appropriate transitions.	0	0,5	1	1,5	2,0	2,5
Can use a range of simple and some complex grammatical forms with a good degree of control.	0	0,5	1	1,5	2,0	2,5
<b>Organization</b> Can respect the structure of an informative text.	0	0,5	1	1,5	2,0	
Can present a text well organized and ideas are well expressed within the structure.	0	0,5	1	1,5		
<b>Communication</b> Can produce a text that communicate his/her ideas about an eating disorder.	0	0,5	1	1,5	2,0	2,5

**Total:** \_\_\_\_\_/20

**Comments**

	LEXICON	MORPHOSYNTAX	GRAMMAR
<b>POSITIVES ASPECTS</b>			
<b>ASPECTS TO IMPROVE</b>			

**Assessment rubric written production to describe your favorite food**

**Student:** \_\_\_\_\_

<b>Task's respect</b> Can write a description about his/her favorite food considering the instructions given.	0	0,5	1	1,5	2,0	2,5
<b>Content</b> Can present a satisfactory amount of information in a logical way.	0	0,5	1			
Can write information that is relevant to the task.	0	0,5	1	1,5	2,0	
<b>Syntax</b> Can use a range vocabulary appropriately, with occasional inappropriate use of less common lexis.	0	0,5	1	1,5	2,0	
Can use expressions to and linking words to organize the description.	0	0,5	1	1,5		
Can organize sentences and ideas in clear paragraphs using appropriate transitions.	0	0,5	1	1,5	2,0	2,5
Can use a range of simple and some complex grammatical forms with a good degree of control.	0	0,5	1	1,5	2,0	2,5
<b>Organization</b> Can respect the structure of an informative text.	0	0,5	1	1,5	2,0	
Can present a text well organized and ideas are well expressed within the structure.	0	0,5	1	1,5		
<b>Communication</b> Can produce a text that communicate his/her likes about food.	0	0,5	1	1,5	2,0	2,5

**Total:** \_\_\_\_\_/20

**Comments**

	LEXICON	MORPHOSYNTAX	GRAMMAR
<b>POSITIVES ASPECTS</b>			
<b>ASPECTS TO IMPROVE</b>			

## Annex F. Letter of concern

Málaga, 13 de Mayo de 2019

Estimados,  
PADRES DE FAMILIA, octavo grado

Cordial saludo,

Yo, Angela Andrea Pérez Roa, identificado con C.CI.096.957.097 de Málaga. Santander estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos octavo, acompañado de la supervisión del docente Jorge Enrique Báez Oyiedo. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "La aplicación del aprendizaje basado en tareas para mejorar la producción escrita en Inglés", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán escribir sobre diferentes temas y publicarlos en una red social que será elegida por cada grupo (Facebook, [Instagram](#) o Blogs), igualmente estas producciones serán guardadas en las carpetas que se les dará a cada uno donde ustedes podrán tener conocimiento del avance en las mismas. De igual manera, pido su autorización para realizar algunas grabaciones en el salón de clases, como parte del proyecto "La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica", los cuales serán utilizados para la evaluación de mi práctica integral y en los que se evitará enfocar el rostro de sus hijos. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Angela A. Pérez Roa c.c. 1096957097  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona

*Dilcevalyneth Fariñez* 1.096.946.2829

Málaga, 13 de Mayo de 2019

Estimados,  
PADRES DE FAMILIA, octavo grado

Cordial saludo,

Yo, Angela Andrea Pérez Roa, identificado con C.CI.096.957.097 de Málaga. Santander estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos octavo, acompañado de la supervisión del docente Jorge Enrique Báez Oyiedo. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "La aplicación del aprendizaje basado en tareas para mejorar la producción escrita en Inglés", esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán escribir sobre diferentes temas y publicarlos en una red social que será elegida por cada grupo (Facebook, [Instagram](#) o Blogs), igualmente estas producciones serán guardadas en las carpetas que se les dará a cada uno donde ustedes podrán tener conocimiento del avance en las mismas. De igual manera, pido su autorización para realizar algunas grabaciones en el salón de clases, como parte del proyecto "La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica", los cuales serán utilizados para la evaluación de mi práctica integral y en los que se evitará enfocar el rostro de sus hijos. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,  
Angela A. Pérez Roa c.c. 1096957097  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona

*Manuel Martínez Betancourt*  
63397555 Málaga

## Annex G. Reflective workshop

### SEGUNDO TALLER DE REFLEXIÓN:

**NOMBRE DEL ESTUDIANTE:**

**INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA:**

**CIUDAD:**

**DEPARTAMENTO:**

**1. Responda las siguientes preguntas:**

- 1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias en el contexto educativo? ¿Cuáles son? y ¿Qué consecuencias genera?**
- 2. ¿En qué medida ayudan o perjudican dichos cambios?**
- 3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.**
- 4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?**
- 5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?**

### **VIDEOS:**

**Visualice los videos del link y escriba una conclusión por cada uno**

**<https://www.youtube.com/watch?v=tju95fjc9GA>**

**<https://www.youtube.com/watch?v=9ebzEMjWLPM>**

## Annex H. Self-observation sheet

**I. PLANIFICACIÓN**

**Sin título**

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área \*

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresen claramente las competencias que mis estudiantes deben desarrollar. \*

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. \*

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de los estudiantes \*

1 2 3 4

<https://mail.google.com/mail/u/0?ik=b2d23e448&view=pt&search=all&permmsgid=thread-Pk3A184023185882185511&siml=msg-Pk3A18402318588...> 2/10

## Annex I. Narrative

Narrativa semana 7 del 15 al 19 de julio de 2019

La semana comenzó normalmente con las clases de primaria y luego las clases con los chicos de octavo, el día lunes terminamos de desarrollar una guía que cerraba el tema de los desórdenes alimenticios, la mayoría de los estudiantes la desarrollaron de la manera correcta y completa. Esta guía fue muy interesante para ellos, ya que su mayor parte fue basada en una película que algunos pudimos ver en horas de clase extra.

En las siguientes clases, se les recogió una evaluación que era una producción escrita sobre un texto sobre los desórdenes alimenticios, una actividad que uní a mi proyecto, aunque la idea central se desarrolla en el libro de la clase, sin embargo fue decepcionante para mí que la gran mayoría de estudiantes en su afán por obtener una buena calificación, copiaran y pegaran de internet, lo que hizo reflexionar en que este tipo de trabajos aunque es bueno dejarles el espacio para investigar, es mejor desarrollarlos en el aula de clase. Por lo tanto, a los estudiantes que hicieron el plagio como les explique a ellos que se significaba, les pedí que hicieran la corrección en el aula de clase y guíe mejor el trabajo escrito de cada uno, con lo cual realmente pude analizar que obtuve producciones muy valiosas basadas en sus ideas.

Esta semana también desarrollamos la última producción escrita que era sobre la comida favorita, así que la mayoría de los estudiantes se mostraron interesados en contar cuál era su comida favorita y porque y hablar sobre comida en clase, les gustó mucho.

Por otro lado, teniendo en cuenta que era la penúltima semana de clase, recogí los folders donde archivaban las guías y las producciones que se venían realizando durante las clases.

Además, quiero aportar que, debido a actividades del colegio, el vídeo tuve que realizarlo con un grupo que es bastante difícil, ese día trate de mantener la calma con ellos, pero al final tuve que llamarles la atención ya que la mayoría estaban en indisciplina y como pocas veces lo hace mi supervisor intervino. Creo que ese es un problema que se ha generado en especial con ese grupo, el cual es bastante disperso y al hacer actividades individuales siempre se arman los grupos para molestar y llega un momento en que ya no es trabajo en grupo sin desorden en el salón y es muy difícil controlarlo.

También, me preocupa la inclusión de los chicos con necesidades, las exigencias para ellos deben ser diferentes, pero yo he tratado de aplicar distintas actividades y me doy cuenta que en vez de incluirlos, los excluyo y los hago sentir diferentes. Esto es un tema que me causa bastante frustración.

Pasando a otro tema, en las actividades administrativas de esta semana, acompañamos el desfile del 20 de Julio el cual estaba a cargo de la institución, en este me pude dar cuenta que es muy difícil ordenar estudiantes de los que no sabes el nombre y no te reconocen como autoridad, mi escuadrón estaba formado por estudiantes de sexto grado en su mayoría y fue muy difícil mantener la disciplina. Además, porque si soy sincera en el bloque estaba a cargo mi supervisor y otro profesor los cuales se relajaron porque yo estaba pendiente de los chicos y se fueron para la sombra mientras el acto protocolario, entonces era yo quien debía mantener la disciplina y evitar que se sentaran o armaran desorden.

Después del desfile nos fuimos a un almuerzo programado por el sindicato, a decir verdad, me sentí un poco extraña en medio de tantos profesores, pero fue una celebración e integración bonita donde se comparte más que todo sobre la vida personal y se deja lo laboral de lado.

**Annex J. Class recording**

**FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE**

**NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE:**

**NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO:** Angela Andrea Pérez

**TIEMPO DE CLASE OBSERVADA:**

<b>CRITERIO A OBSERVAR</b>	<b>COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE</b>	<b>ASPECTOS POSTIVOS</b>	<b>ASPECTOS POR MEJORAR</b>
<b>METODOLOGÍA</b>			
Número de actividades implementadas			
Qué habilidad se trabajó más			
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	.		
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	.		
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural			
Desarrolla las competencias subyacentes (fonética, sintaxis, etc)			
Utiliza variedad de material didáctico			

Emplea material auténtico			
Tiene en cuenta los diferentes estilos de aprendizaje			
Centra el desarrollo de la clase en sí mismo			
Centra el desarrollo de la clase en los estudiantes			
Tipos de actividades desarrollas en la clase			
<b>INTERACCIÓN</b>			
Facilita la participación de los estudiantes			
Da instrucciones precisas a los estudiantes			
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas			
Propicia actividades que involucran el trabajo en grupo			
Orienta el trabajo de los estudiantes (individual y grupal)			
Corrige los errores de los estudiantes			
Refuerza continuamente el aprendizaje de los estudiantes			
Circula por el aula atendiendo las necesidades de los estudiantes			
Usa elementos paraverbales y no verbales para facilitar la			

comprensión de los estudiantes			
<b>COMPETENCIAS COMUNICATIVAS</b>			
Domina los contenidos trabajados durante la clase			
Se expresa correctamente en forma oral o escrita en la lengua extranjera			
Alterna el uso de la lengua materna y la extranjera			
<b>EL ESTUDIANTE</b>			
Participa individual o grupalmente de forma activa durante la clase			
Participa activamente en actividades orales o escritas			
Sigue las instrucciones del profesor			
Muestra respeto y disciplina hacia el profesor y sus compañeros			
<b>ASPECTOS EMERGENTES</b>			
Aspectos que influyeron en el desarrollo de la clase			
Otros aspectos a mencionar que no están contemplados en la parte superior			

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