

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT
APPROACH

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT
APPROACH

Lina María Atehortua Durán

A research study presented as a requirement to obtain the degree of Major in Spanish and
English

Diana Martínez Cifuentes
Study Advisor

Universidad Pedagógica Nacional
Faculty of Humanities
Languages Department
Bogotá, D.C
2020

Acknowledgements

First of all, I would like to thank my family and friends for all the support and patience during the hard times. Also, I appreciate life for the opportunity to be part of the educational field, which has given me the light to understand our human complexity and work towards a view of learning that understands the difference and individuality in the process of constructing knowledge.

Furthermore, I thank Universidad Pedagógica Nacional for all these years of growth in personal and academic ways. It has contributed to make me the person I am today and the teacher that I am to become. In addition, I want to thank Professor Diana Martínez for her dedication and support in this process. Likewise, Teacher Irma Rincón from Colegio DOFASA for allowing me to learn from a service teacher that has a great experience in the practice and for letting me be part of the process of teaching in such an abnormal situation where we required to adapt to remote learning with none experience and knowledge of how to deal with it. This setting demonstrates that the teaching practice is an act of love that comes from the desire to build a better society.

Finally, I would like to express my sentiments towards the difficult situation that we are currently facing as humanity due to a global pandemic. Among the scary and uncertain scenario, these times reminded us the value of being human, understanding that what make us vulnerable, is actually what unite us and build us to become better people that respect the earth and contribute to each other's growth.

«A child is not a vase to be filled, but a fire to be lit ».
François Rabelais

TABLE OF CONTENTS

CHAPTER I.....	1
Introduction	1
Contextualization of the problem	3
Problem Statement.....	5
Rationale of the study	7
General Objective	8
Specific Objectives	9
Ethical Issues	9
CHAPTER II Theoretical Framework and Literature Review.....	10
Literature Review	10
Theoretical Framework.....	14
Process Writing Approach.....	15
Writing as a Situated Social Practice in the EFL classroom.....	17
Project Based Learning Approach.....	19
CHAPTER III.....	22
Methodological Design	22
Teaching Methodology	22
Timetable of Pedagogical Intervention.....	24
CHAPTER IV	29
Pedagogical Intervention	29
Vision of Language.....	29
Vision of the Classroom	29
Vision of Learning.....	30
Pedagogical Approach	31
Lesson Plans	32
CHAPTER V.....	54
Conclusions	54
Pedagogical implications and innovation	54
The EFL community.....	54
The group population.....	55
The school community.....	56
The use of information communication technologies.....	58

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT
APPROACH

REFERENCES 60

ANNEXES..... 64

LIST OF FIGURES

Figure 1: Model of Language in Social Context Baynham (1995). 17
Figure 2 Phases for Project Based Learning Approach. (Katz, 1992). 20

LIST OF ANNEXES

Annex A 64
Annex B..... 68
Annex C..... 71
Annex D 73
Annex E..... 74
Annex F 79
Annex G 83
Annex H 84
Annex I..... 85

CHAPTER I

Introduction

In this chapter, a characterization of the population involved in the study is presented, as well as the statement of the problem, the research question, the objectives, and rationale of the study in order to have a clear vision of the context in which it is developed.

The institution where the study is conducted is Colegio Técnico Domingo Faustino Sarmiento (DOFASA). It is located in the northwest of Bogotá, at “Rionegro” neighborhood. It has four branches (A, B, C, and D), for this particular study, the participants were located in branch B. According to the Manual de Convivencia (2019), the pedagogical model is based on Socio-Constructivism and Historical-Cultural model proposed by Ausbel, Bruner, Fuestein, and Vygotsky. Based on these authors, learning is understood as the result of the social interactions as well as the exchanges with the world that surrounds the learners. Moreover, this model gives a role to students in which they are the protagonists of their own process of building knowledge, the objective is to educate people who are critical and creative thinkers (Manual de Convivencia, 2019). These aspects are important as they will be taken into account in this methodological proposal.

The pedagogical proposal was based on a group of fifth graders, specifically 501 class. It was composed by 32 students where 19 were girls and 11 were boys. Furthermore, regarding students' exposition to the English language, the revision of official documents, as well as the information gathered in the field notes (ANNEX A), shows that students had two hours of English class per week. Also, the class was imparted in a regular classroom where the organization is set on six rectangular tables where no more than six students sit.

In order to collect data about the participants, a characterization questionnaire (ANNEX F) was implemented and it was applied as a source to know students' interests, likes, and wants in terms

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

of personal and academic life. Besides, aspects like family contexts and local contexts were asked here. According to it, most of the students (13) live at Rionegro neighborhood, and the rest live in nearby neighborhoods in Suba locality. Also, to see who they live with, students were asked to draw their families, the results showed that there is diversity in terms of family compositions and ways of living.

In relation to students' preferences, they were asked if they liked school by employing sociometry as a way to measure students' feelings, "the purpose is to highlight the feelings of attraction, indifference, and rejection that occur within a group" (Hopkins 2008, p.118). For this question, three options were given, "none, little, a lot" and the majority of students (23,77%) selected the option "a lot". In the same way, they were asked if they liked the English class using the same options stated before, for this section, the majority of students (20,67%) selected the option "a lot", which resulted very convenient for the purposes of this proposal.

Concerning the EFL exposition that students had, the information gathered in the questionnaire regarding students' use of English outside school, demonstrated that most of them (20,67%) have a low use of English in other environments apart from school. Another relevant aspect that was encountered, is that the majority of them (24,80%) prefer to work in groups, rather than individually. This was a feature of major importance as it contributed to the methodological proposal presented in the study (ANNEX F).

All in all, the results gathered in the questionnaire led to highlight the most relevant data for the study: most students were familiarized with the surroundings of the school as they live nearby. Besides, most of them manifested they liked the English class, but they did not have much time per week to be exposed to it. Further, the organization of the classroom allows them to work in groups which was an aspect of great importance for the intervention proposed.

Contextualization of the problem

Bearing in mind the “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (ECLEI), (2006)” and the syllabus proposed by the school, a diagnostic test (ANNEX B) was applied to evaluate students’ proficiency in English as a Foreign Language, considering what they should be able to do in fifth grade. The results for the diagnostic test were obtained by the tabulation of students’ answers to calculate the percentages, from 0% to 100%, regarding their performance in the English language. In this sense, the first section of the test was a listening activity. Students had to listen to the instructions; they were given one minute to find the image that matches the concept of the word that the pre-service teacher read aloud, then they had to color it and wrote the word on the space given below the images. It was for ten points, one point for each word placed correctly according to the instruction. The aim was to recognize students’ ability to follow and understand simple instructions, as this is an ability stated in the ECLEI (p. 20). Also, to see students’ identification of objects, people or places following their descriptions according to the images presented. The results showed that more than half of the students (67%) had a medium level in listening skills as they could associate simple words with the images provided; however, they had difficulties with spelling. For that reason, the words that were close in sound to the accurate spelling of the words were considered as correct. Second, it is important to mention that the organization of the classroom gave students the chance to copy their partners’ answers, as shown in fieldnotes no. 6 (ANNEX C). Hence, some of the tests may have had the same answers written in the same way. This led me to infer that students do not have knowledge of vocabulary and spelling of basic words.

The next section referred to the use of language, based on the syllabus (ANNEX D) proposed by the school, in which it is set that students are able to recognize and use vocabulary related to the environment and also, to use nouns, verbs, and adjectives to describe

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

landscapes surrounding them. Hence, students were given a short paragraph where there were some gaps between the sentences that they needed to fill making use of a bank of words given on the side. This segment was for ten points, one point for each gap (word) filled correctly. In this question, students' performance showed that most of them (96%) had a low level in the use of language as they could not identify word categories and locate words in the correct order in a sentence as well as their lack of vocabulary knowledge since they did not understand the meanings of the words.

The third section was a reading section based on the "ECLEI", that states that students of A2 level should be able to recognize in a short narrative text aspects like: who, what, when, where. Also, students should comprehend short descriptions about people, places and known actions (ECLEI, p. 20). Here, students were provided with a reading comprehension passage taken from Teaching Bill Fizz Cend (2015), in which they needed to read and answer three multiple choice questions given in a box according to the text. Students' overall performance in this segment depicted that almost half of them (48%) have a high level of reading skills because apparently, they can identify the words, relating the options of answers with the information of the text. However, during its development, as expounded in the fieldnotes no. 6 (ANNEX C), students asked the teachers for help because they manifested that they did not understand neither the instruction, nor the meanings of the words. Once the instruction was explained, using question number one to model the way to answer, students understood and some of them related the answers to the text. For that reason, most of the answers were correct.

The last section was writing, that in accordance to the "ECLEI", students in A2 level should be able to use frequent grammatical structures and patterns, write short descriptions based on illustrations (ECLEI, p.21), which is likewise stated in the Syllabus proposed by the school. Thus, in this section, two images of birds were presented and below them there were

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

four lines where students were asked to write short, simple sentences describing the birds. For the first one, the descriptions were shown as an example, so students had to do the same for the second image. Most students' performance (84%) showed a low writing skills level as they mentioned they did not know how to say the words they needed to describe the animal. Most of them left blank spaces, some wrote the same words given in the example and some copied their partners' answers. This situation, just as mentioned before, indicates that students' lack of vocabulary in English interfere in the building of simple and descriptive sentences with their accurate structures.

Problem Statement

Based on the analysis of the diagnostic test imparted to students, as well as considering the official documents, it was identified that students present difficulties in the four skills in English. By now, these students ought to have an A2 level in accordance to the "ECLEI". Therefore, they should have basic knowledge of vocabulary and structures to communicate simple ideas in English. Nonetheless, the skill in which students demonstrated greater difficulty was in writing as it was shown in the diagnostic test results, where the majority of students could not perform the task of writing simple descriptive sentences.

According to the "ECLEI", students at this level should be able to write compositions about topics of interest, descriptions of feelings, scenarios, and images. Also, they should have the ability to check their spelling and write grammatically accurate sentences, using the commonly used structures. (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006, p. 21).

However, as shown in the data collected throughout the process, none of these competences has been achieved by students. Instead, they reflected a lack of knowledge on how to write sentences using grammar, vocabulary, and spelling. One of the causes may be, as reflected in the fieldnotes (ANNEX A), that the activities developed in class were based on

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

repetition, translation, memorization, and the completion of short tasks. They did not provide students with the opportunity to work on writing sentences from their own invention about the topics presented during the class in a procedural manner.

Another important aspect to analyze regarding the reasons why students' performance is low is the use of English during the class. As shown in the field notes and the interview (ANNEX E), Spanish is mainly used, but alternating it with English to read the worksheets' instructions, the concepts, and the vocabulary given in them. Also, to give basic commands which are accompanied by simultaneous translation or for praising students for their job. This situation reflects that students' understanding of instructions, words, and vocabulary is low, so it becomes necessary to use Spanish for a better understanding.

On the other hand, regarding the information gathered in the instruments for data collection, environmental awareness plays a critical role in students' learning activities at "DOFASA", being transversal to all areas of study. Despite, students do not seem to make deep connections between the content studied in class and the "Proyecto Ambiental Escolar" (PRAE) held by the institution called "My friend the planet", that aims to encourage students to work from all subjects to become aware of the necessity of taking care of the environment. Therefore, it becomes vital for this proposal to integrate the (PRAE) to the development of writing as a situated practice, where students are exposed to think about Environmental Education from their reality and contexts. Besides, writing must take place as a process in which students go through stages that facilitate the development of this skill whilst the rest of them are improved.

All in all, the situations described above led me to the conclusion that it becomes necessary for this research to propose an innovative methodological proposal in which students are exposed to activities that promote the development of writing as a process, being

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

a situated practice through the implementation of a Project Approach on Environmental Education.

Rationale of the study

The relevance of the present study for both students and the school relies on the fact that it is necessary to introduce scenarios that are related to the educational proposal of the institution that is based on constructivist ideas. Thus, this work presents an intervention that takes into account students' real environments to construct learning as they are involved in cooperative and experiential activities to improve their skills in English, especially abilities related to writing. Through it, students have the opportunity not only to build vocabulary, but also to express themselves in L2, in contrast with traditional perspectives of literacy. In accordance, Gee (2008) points that "the traditional view of literacy, as the ability to read and write, rips literacy out of its sociocultural contexts and treats it as an asocial cognitive skill with little or nothing to do with human relationships" (p.67). Therefore, writing is better to be understood as a situated practice. According to Lillis (2001), "texts that are situated show the writers' experiences, feelings, and beliefs that are shared with others and that are located in a specific context; they are voice-as-experience" (p.46). In this sense, students should be provided with rich and authentic learning environments that promote their participation. To do so, the integration of writing as a situated social practice becomes relevant as it provides students with the opportunity to communicate critically based on their experiences.

In order to achieve this goal, the use of a Project-Based Learning approach (PBL) should be included to allow students to actively and cooperatively participate in contextualized tasks. They interact with hands-on activities, realistic concepts and scenarios, inquiry, and problem solving. Therefore, education for young learners should help them strive to make better understanding of their experiences and encourages them to pose questions, pursue and solve puzzles, and increase their awareness of significant phenomena (Katz, 2000).

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Both approaches serve as significant tools to connect EFL content to a specific theme. Hence, the theme presented is “water” based on Environmental Education as it is proposed in the curricular design of the School to be transversally integrated. Additionally, the instruction on environmental awareness should be situated in the natural contexts that surround them.

All in all, to integrate environmental awareness in the English class, it is important to provide students with learning experiential activities and interaction with the environment so they can develop observation, inquiry, predictions, hypothesis, and problem-solving activities within a familiar or situated context whereas they develop writing in a process that involves three stages. All these under the light of PBL to encourage students’ participation as they improve writing skills.

In line with this thinking, the research question of this study is presented in the following section. Nonetheless, the action research proposal that intended to answer the question that will be seen next could not be carried on due to the urgent sanitary circumstances that the world is currently facing as a consequence of the expansion of Coronavirus disease. The situation led schools nationwide to close campuses and buildings and start teaching remotely, which constituted a challenge to public schools in Colombia. Therefore, neither the practicum for the preservice teacher, nor the research projects could be implemented. As a result, this project was established as a pedagogical proposal that seeks to reach the following pedagogical objectives.

General Objective

To develop the process of writing as a Situated Social Practice in fifth graders of “Colegio Técnico Domingo Faustino Sarmiento”, throughout the realization of a project about water.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Specific Objectives

1. To conduct a Project-Based Learning to develop writing skills following a three-stage process.
2. To appraise the impact of using a Situated Social Practice to foster students' writing skills in the EFL classroom.

Ethical Issues

Ethical principles are to be taken into account to guarantee the trustworthiness and confidentiality of the data collected. To this point, McMillan and Schumacher (2005) stress, "The ethical directrices include, but are not limited by that, consent inform, deception, confidentiality, anonymity, damage to subjects, privacy, and others" (p. 429). During the observation stage, a consent form (Annex G) was applied before data was collected, that contains the explanation of what is intended to do with students' information, as well as the researcher's participation in the English class notifying parents about purposes, procedures, and possible effects during the development of the project.

CHAPTER II

Theoretical Framework and Literature Review

In this chapter, there is a presentation of the literature review necessary to conduct the present study taking into account the previous researches that have been made on the matters concerning this work and the main constructs that guide the research being the ground to understand the proposal. These are: *Process Writing Approach*, *writing as a Situated Social Practice in an EFL classroom* and *Project Based Learning Approach*.

Literature Review

The use of Project Based Learning (PBL) in educational contexts around the world has demonstrated the usefulness in learning about significant topics transversally. Thus, research conducted on this matter gives solid background to this methodological proposal making connections with the use of PBL in EFL classrooms, Environmental Education on PBL, and the implementation of writing as a process, just as situated social practices in Colombian contexts.

To begin with, in relation to Process Writing Approach, the study *Exploring the Strength of Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners* by Yeung (2019) had the objective to explore the use of Process Approach to both, grow learners' autonomy in the area of writing, and foster the development of students' writing skills. The study was conducted at three secondary schools in Hong Kong involving 70 students, where English is taught as a second language. It was divided into three "sub-studies" with student participants that aged between 12 and 16.

The interventions were developed in three sections (three writing tasks) during a semester that lasted three months, each task was completed in three drafts where peer session for editing and reviewing took place, ending in a 6 cyclical phase process. The results demonstrated that Process Approach can reduce students' reliance on the teacher while

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

leading to growth in their metacognitive knowledge about writing and their knowledge about them as writers. Moreover, the findings suggest that the Process Writing Approach can contribute to similar changes in young learners including self-sufficiency in writing, development of metacognitive knowledge, self-reflection and self-initiated revisions, growth of sense of ownership and intrinsic motivation and more importantly, for the sake of this study, that it is possible to promote critical literacy as they were able to make decisions and solve problems that affect their personal, familiar, and social lives. Thus, the importance of this study relies on the fact that the Process Approach provides students with the opportunity to take active action in their writing development by participating in relevant processes that grow their sense of autonomy and independence. However, the findings of this research do not mention the improvement of students' English language skills deeply, which is an aspect to be treated in this proposal.

In line with the previous study, regarding Writing as a Situated Social Practice, the action research study *I am a writer: Developing Situated Writing Using Genre-Based tasks to create a diary with fourth graders at Hernando Durán Dussan School*, by Adriana Morera from Universidad Pedagógica Nacional (2019), similarly concerns with the development of writing as a situated social practice, but with fourth graders of a school in Bogotá, Colombia. This study aimed to develop written tasks framed in the genre-based approach, including situated experiences and daily life knowledge. The participants were students of group 402 in the afternoon shift, composed by 36 students, 13 girls and 23 boys between nine and eleven years old. The pedagogical intervention was proposed taking into account the diagnostic analysis. Three cycles were conducted, each one aimed to specific objectives that were always focused on the situated writing task of personal diary within the genre-based approach. The findings showed that the writing task created a new notion of EFL writing. Moreover, the creation of a diary provided students with opportunities to write and express ideas about

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

themselves. The usefulness of this work lays on the fact that writing as a situated social practice was applied on a population related to the one presented in the study proposed, having a great impact on students EFL improvement of writing skills; also, students' diaries were the outcomes that helped them build a reflection of their own progress in written skills, which results particularly interesting for this proposal that focuses the interest on the process that students have in the development of their written tasks.

Likewise, the action research study *Ninth Graders' Social Experiences to Promote Critical Literacy in EFL with Project-Based Learning* by Ruiz (2015), which aimed to analyze how the reflection on students' social experiences can promote critical literacy (situated learning) in a ninth grade EFL classroom. Project Based Learning was used to conduct the instructional design in which a three-cycle process is implemented with 38 girls and 42 boys from the three groups of 9th grade of IED Colegio Colombia Viva in the afternoon shift in Bogotá, Colombia. For data collection, the researcher used journals as a major mean to analyze students' reflection on critical experiences as well as to keep an evidence on the processes and improvement of students' writing skills. Findings showed that it is possible to include students' experiences in foreign language classrooms as critical literacy is promoted, this was evidenced by the increment of students' skills to make decisions about their own reality. Furthermore, the improvement on students' English skills was guided majorly by motivation, as students manifested that they planned to take advantage of knowing a foreign language for their living (Ruiz, 2015). The relevance of this work is that it integrates two of the approaches that are proposed for the present study, where critical literacy made a significant impact on students' motivation due to the fact that knowledge is presented as something relevant for their lives, evidencing that the use of PBL is an excellent approach to develop writing as a situated social practice in EFL students.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Conjointly, with regards to PBL the study *Project-Based Learning: Promoting EFL Learners' writing skills* conducted by Aghayani and Hajmohammadi (2019), aims to investigate how the use of PBL has an effect on EFL learners' writing skills. In order to achieve this, the population selected was twenty-eight intermediate EFL learners, they were native speakers of Persian and their age ranged from 14 to 16 years old. The researchers used pre-test/post-test quasi experimental design with a control group and an experimental group. The null hypothesis presumed that PBL does not have a significant effect on the writing skills of learners, whereas the results gathered through descriptive and inferential statistics showed that the use of PBL had a significant influence on students' writing abilities. Nevertheless, the statistic results do not reflect significant changes with the use of PBL in the experimental group; however, students did get higher scores than before. Therefore, the contrast established between the two groups served as the main to prove that the implementation of PBL not only improves writing skills, but also increases the abilities to solve problems related to writing in collaborative environments. Thus, this research is relevant as it demonstrates that the use of PBL does help students develop their writing skills. Furthermore, this study is convenient as it strived for the development of each one of the stages proposed in PBL, which contributes significantly to the structure of the present study.

Furthermore, the action research study, *The Project Approach on Environmental Education: An Action Research for Children's Social-Emotional Development*, done by Abshor (2017). Participants involved were 15 children from the kindergarten of Raudlatul Ulum Trowulan in Indonesia. The purpose of this research was to explore the practice of implementing a PBL on Environmental education focused on children's social-emotional development considering the three stages proposed in the development of a Project Approach: 1. planning and getting started, 2. Developing project, and 3. Reflecting and conclusion, based on the theme "water project". Another significant purpose of this study was to explore the

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

learning journey of the teacher-researcher during the project. For the sake of this study, the aspects previously mentioned have great importance as it clearly depicts the benefits that the implementation of PBL may have on both, students' learning and teacher's learning in the practice, which is one of the main objectives for conducting the present proposal.

The results depicted that PBL on Environmental Education could indeed raise their social-emotional development as it promotes awareness on environmental care. The previous work is useful in a way that confirms that the use of PBL fosters children's interests towards environmental topics that are close to their reality, as students simultaneously learn and develop holistically. However, bearing in mind the usefulness on EFL learning, it does not have major relevance on the development of students' language skills, which results to be a case to be covered with the proposal presented.

As stated above, one can come to the conclusion that approaching the development of writing as a process in a social and situated manner through a project approach can help students from various contexts, levels and ages build confidence to express themselves about particular themes following their own interests, ideas, feelings, and experiences using EFL knowledge resulting in situated practices, which is useful for the project presented as it pretends to integrate the approaches that have been used in the previous works.

Theoretical Framework

In this part, the constructs that give light to this pedagogical proposal are presented starting with Process Writing Approach, followed by Writing as a Situated Social Practice in the EFL classroom, and last, Project Based Learning Approach as the methodological design will be focused on the development of writing skills in EFL using a project that holds a main theme and is developed in a series of phases.

Process Writing Approach

Writing, for the present proposal, takes place in a progression of stages that gives more relevance to the process than the product. It pays attention to what students have to say and it is understood as a creative act (Stanley, n.d.). Furthermore, standing on the process perspective of writing, it emphasizes the independence of the writer. According to Hyland (2004), “the process approach to writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task” (p. 10). In this sense, the teacher’s role is to guide the process of writing, avoiding the emphasis on form, structure, and product, generating strategies for drafting, composing, responding, and rewriting (Hyland, 2004).

Correspondingly, Process Writing should be seen as comprising some stages as seen in the model proposed by Stanley (n.d.), this is a three-stage model that starts with the *pre-writing* stage where creativity and flow of ideas are stimulated by brainstorming, planning, generating ideas, questioning, and discussion activities are performed. The following stage, *focusing ideas*, grounds the attention on meaning and content development, it is about drafting, group compositions and revisions, and changing viewpoints. Finally, the last stage *Evaluating, structuring and editing* focuses on form, structure, and the final outcomes; this last stage is about ordering, peer-feedback, teacher-feedback, and proof reading (Stanley, n.d., British Council). This model is the one that embraced the present proposal due to fact that it links to the three phases implemented in the Project Based Learning Approach that will be discussed later in this section.

Another model that corresponds to the one addressed before is the one of four stages proposed by Seow (2002): “planning, drafting, revising, and editing, the stages are neither sequential, nor orderly” (p. 315). This idea sets the approach as a non-linear model that gives writers the opportunity to focus on their process improving the quality of their

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

writing and enhancing motivation as collaboration, personal responsibility and personal attention are stressed (Graham, 2011), as “many good writers employ a recursive, non-linear approach, writing of a draft may be interrupted by more planning and revision may lead to reformulation, with a great deal of recycling to early stages” (Krashen 1984, in Seow, 2002).

According to this non-linear perspective, among the various models that research has developed across time, another one of the models that best encompasses the process for the purpose of the present study is one proposed by White and Arndt (1991) that has six stages in a continuum that allows writers to go back to previous stages at any needed case.

To understand this, Ariza (2005), explains the stages as:

The *focusing* stage has to do with the purpose for writing, the real reasons for writing. *Structuring* deals with the organization of ideas in an acceptable way for the reader. *Drafting* shows the transition from writer-based into reader-based text because multiple drafts are produced and each one has feedback from the teacher or from peers. *Reviewing* means standing back from the text and looking at it with fresh eyes and asking oneself: “Is it right?” *Evaluation* is given during the process to assist students permanently and not merely at the end. Finally, it should be pointed out that *generating ideas* is the most important stage when the process is starting. Here the writer looks for a topic and considers a purpose to initiate the writing task (p. 39).

However, other models for the implementation of Process Writing are taken into account in the present study as they provide a wider vision of what students do in each one of the stages, being complementary to the previous one. The model proposed by Seow (1996), that includes seven stages, adding a final one to the model purposed by White and Arndt (1991), the *post-writing* stage, in which students realize the significance of their finished products and have a sense of pride and ownership of their own writing (Seow, 1996, p. 79).

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

In addition to the models, it is important to consider that there is an important relationship that needs to be established between the views of writing as a process and writing as a social practice due to the fact that emphasizing and viewing writing as a mere process, would be treated as unproblematic and would be naturalized (Baynham, 1995). Same as Baynham, Flower, (1994), cited in Hyland (2004), states that the model of writing has been elaborated to see what goes on at each stage of the process as a way to integrate cognitive and social factors more centrally (Hyland, 2004, p. 12).

Thus, it is important to state that the process of writing itself could be integrated to an approach that provides the meaningfulness that is required in order to construct texts that are related to students' reality and contexts. In this way, the view of Writing as a Situated Social Practice is presented as follows.

Writing as a Situated Social Practice in the EFL classroom

To begin with, it is important to highlight the *model of language in social context* proposed by Baynham (1995), in which the second layer *Language as a social process*, is nested in the third layer of *Language as a social practice*, where the importance of the discourses and ideologies of the learners are aspects that are expressed and realized in social process.

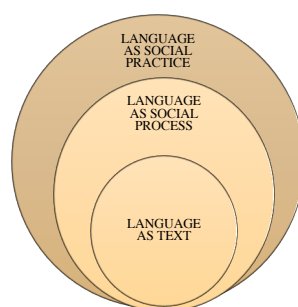


Figure 1: Model of Language in Social Context Baynham (1995).

Henceforth, this perspective, embodied in critical literacy, is necessary to be conjointly seen in both terms of process and social practice. In Freire's words, quoted in Baynham (1995):

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

A critical literacy that attempted to operate only on the level of social practice would be mere verbalism, since it would not carry with the orientation towards action. (...) A focus on the layer of social process is a focus on the active, purposeful “doing things with words” dimension of language (p.24).

This idea comes from critical pedagogy that aims to develop the critical consciousness of the individuals and institutions (Felipe, 2015). The perspective necessarily implies identifying what is problematic, it involves asking “why?” (Baynham, 1995). Moreover, as individuals are involved in Critical Literacy, the understanding and construction of individual’s experiences give meaning to their own ideas and needs within the borders of a social group (Chapetón 2007). In accordance, Felipe (2015) states “for Freire (1972), reading and writing skills are facilitated by an exploration of the causes and effects of learners’ lived realities, and are potential tools for social transformation” (p.31).

In addition to this, we could take into account previous conceptions such as Vygotsky’s (1986), who concludes “that writing should be meaningful for children, that an intrinsic need should be aroused in them, and that writing should be incorporated into a task that is necessary and relevant for life” (p.118). To this idea, Lillis (2001) points out: “(...) locating writing within a social practice drives the central interest in writing as meaning making” (p. 27).

Following Baynham (1995), writing is situated and social when “the subjectivity of the writer, the writing process, the purpose and audience of the text, the text as product, the power of the written genre of which the text is an exemplar, and the source or legitimacy of that power are taken into account” (p. 209). He argues that research on writing tend to isolate these elements, while situated social writing points out to integrate them all. Writing, for him, is understood as a process that has its emphasis on “the ways in which writers select from the options available to them and on the decision-making processes involved in constructing written texts” (p. 221).

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Additionally, due to the fact that situated practices are embodied in Critical Literacy, the ability to read and write in the traditional way has been replaced by socially and culturally situated perspectives that serve social purposes in creating and exchanging meanings (Chapetón, 2007). Therefore, writing in the EFL classroom should be first reinforced in the native language, as it provides students with the opportunity to get the tools necessary to achieve processes of reflection, critical thinking, and social interaction (Freire and Macedo, 1987). In line with this thinking, L1 development has a great impact on the process of writing in the second language, writers will transfer their writing abilities and strategies from L1 to L2 (Friedlander, 1997). For the case of the proposal exposed, these are the aspects that contain most relevance as they set the practice within students' experiences and contexts, which is a major factor to include a Project Based Learning Approach, as it helps students get involved in meaningful and situated learning.

Project Based Learning Approach

Project Based Learning (PBL) is a constructivist educational proposal based on the development of a project. In this sense, projects being considered as methods for teaching and learning, have great impact on children's performance as they become active in the learning process. However, it is teachers' work to plan, lead, follow, manage, and assess the progress and outcomes of the project (Lamer, Mergendoller, & Boss 2015). Furthermore, projects are useful sources to introduce children to different topics that will help them understand their own realities as they learn about content and develop holistically through an investigative process in which they take active part. Besides, their active role is improved as they participate in the planning, development, and assessment of their own work (Katz and Chard, 2000). In this way, to develop a project, it is necessary to follow the three-phase process that ensures its accurate elaboration. (Katz, 1992).



Figure 2 Phases for Project Based Learning Approach. (Katz, 1992).

According to Katz (2002), each one of the phases has its own process for the development of a project, the first one is “*getting started*”, in this stage, students along with the teacher select the topic to be covered during the project, this topic should be related to children’s own every day, firsthand experiences, it should involve real objects rather than abstract ones, parents should contribute as well as other scenarios outside the school have great relevance. After the topic is selected, students are encouraged to gather and share their own personal recollections related to the topic and review their knowledge of it through representational work. In phase two, “*a project in progress*” children gain information, by firsthand, real world experiences. The sources of information involve fieldtrips to real settings and talking to people who have experience on the topic. Finally, in phase three “*concluding a project*”, students show the completion of the individual and group work, summarizing what has been learned. They share their outcomes with different people and make reflections about their process in the development of the project (Katz, 1992). These phases were contrasted with the ones from Process Writing in order to establish an intervention in which both approaches work together precisely adjusting each phase.

In addition, as children are involved in an in-depth investigation, according to Kostelnik et al (2015):

They need to learn factual information embodied in a list of terms, facts, and principles (TFPs) that teachers prepare for students; they are relevant to the theme and are introduced through hands-on activities where discovery learning takes place; These types of activities help children with obtaining factual information, learn applicable terminology, and engage in relevant conversations with peers (p. 521).

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Lastly, the usefulness of PBL in an EFL environment, as it is the case of the present proposal, is that EFL students are known to focus their projects on issues specific to their own countries, regions, and studies. Henceforth, topics related to students' reality, necessities, and wants are necessary to be selected in order to conduct a study in an EFL environment, as they will produce outcomes in the target language within a local relevance (Bülent & Stoller 2005). In this way, teachers should take into account the specificities of language, content, task, skill, and strategy learning objectives in line with students' needs and institutional expectations to maximize the benefits of the project (Bülent & Stoller 2005).

All in all, the implementation of Project Based Learning results useful for the present study as it contains aspects that are relevant to involve students in EFL environments that are related to them because of its situated nature, where their reality and contexts are taken into account. All these leading the intervention to base its actions in a Situated Social Practice.

In sum, this chapter deals with a description of the theoretical framework and literature review necessary to give ground to the present proposal. For the literature review, national and international research studies that resulted related in some way to the proposal are presented to account for the research done regarding the constructs built for the Theoretical Framework.

CHAPTER III

Methodological Design

This chapter deals with the methodological design that this pedagogical proposal holds. It includes the teaching methodology that gives basis to the implementation taking into account the approaches selected to conduct the project. Also, the timetable of the pedagogical intervention is expounded which contains the phases to implement the design, the number of weeks, the EFL contents and the resources necessary to conduct it.

Teaching Methodology

In order to develop the intervention, and according to the information gathered from the Syllabus for the 5th grade English class (ANNEX H), and the “Proyecto Ambiental Escolar” (ANNEX I), significant on the institution’s curricular implementation, a three-phase process is designed containing a total of 20 weeks of intervention throughout the year. Each phase contains between 6 to 10 weeks. Another important aspect to be considered is that it is conducted taking into account three approaches that are considered to be the ones that best suit the proposal.

Firstly, in order to develop writing skills, the Process Writing Approach is proposed to guide students in the process of constructing descriptive sentences regarding a specific topic. According to Nunan (1991), quoted in Sun (2009), “the process approach focuses on the steps involved in creating a piece of work and the process writing allows the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text” (p. 150).

Therefore, the development of the intervention may follow three stages in which students have the opportunity to work progressively in the construction of their texts. The stages selected are Pre-writing, where teacher stimulates students’ creativity, selection of topics, and flow of ideas. The next stage is Focusing ideas, where students start writing

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

without paying much attention to the form and organization, the focus is on learning about the content and peer-editing. Lastly, the Evaluating, structuring and editing stage focused on form correction, teacher edition, and organization of the final outcomes.

Another important approach to conduct this study is Writing as a Situated Social Practice, which implies that the ability to write is best to be developed as a practice that takes into account children's contexts and experiences. Gee (2003), points out that "the new studies of literacy replace the traditional notions of it within a sociocultural approach that serves to treat it as a social cognitive skill that is developed in light of the social and cultural contexts of the individuals, as well as the human relationships" (p. 43). For the case of this pedagogical design, students' contexts and experiences are taken into account as they are the basis on which the environmental education project develops. That is, all lessons have to do with particularities that surround students' environments and interests in personal and social ways. Hence, the social practice of this intervention is the project on environmental education using water as the main theme that consists of activities that allow students to work cooperatively on significant phenomena that is related to them.

Lastly, conducting a Project Approach requires to make a three-cycle process in which its development goes through a series of stages. As seen in Kostelnik et al (2015), "projects generally develop through an introductory phase, a research phase, and a review phase. This three-phase structure helps the teacher organize and guide the study in ways that match the children's interests and personal involvement" (p. 520). Therefore, the phases for the intervention were adjusted to the Process Writing Approach stages that were set as:

1. *Learning and Problematizing*, where exploration of content related to water, planning and gathering of information through reading, listening, and observing occurs. These introductory activities are done including student's knowledge that they have been working on in "Proyecto de Aula" (a space designed to work on the institutional PRAE), experiences, and

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

ideas about environmental issues through charts, mind maps and worksheets to gather students' work in order to follow and assess their progress. Additionally, a selection of groups and categories to convey takes place through games and group interactions.

2. *Project in Action*, where activities such as group discussions of information and oral and written reporting take place. Students are involved in hands-on, experiential, and problem-solving activities that allow them to research, understand, and create actions to protect the environment. Also, they are exposed to repetition, revision and editing activities that provide them with the opportunities to mend mistakes collaboratively as they study and revise the contents treated.

3. *Sharing and Reflecting*, involves children in reflecting, evaluating and displaying their outcomes. In this sense, the activities are planned in order to elaborate an infographic about water as the main theme to convey and develop sentences. Students' progress in writing should be reflected on the infographics in accordance to the stages that students went through. They construct the final product and participate in activities such as presenting their work, making considerations, and self-assessing their progress in EFL and the contents studied related to environmental matters throughout class discussion.

The following is a timetable of the proposal for the intervention in this research study.

Timetable of Pedagogical Intervention

Table 1

<i>Cycle</i>	<i>Weeks</i>	<i>Lesson</i>	<i>EFL Content</i>	<i>Resources/ Assessment</i>
<i>Phase 1: Pre-</i>	1, 2.	-Exploration of previous knowledge about problems, necessities, attitudes, and solutions towards the importance of water. Making WH questions and register answers on a mind map.	Pronouns, WH Questions, Numbers (ordinal and cardinal), Quantifiers.	Mind map format.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p><i>Writing and Learning and Problematizing</i></p>		<p>Introduce the main categories to convey during the project by playing a game. (uses of water, Bodies of water, Water Pollution, and Conservation).</p>		<p>Game: Say it and pass it on.</p>
	<p>3, 4, 5.</p>	<p>-Creation of groups to develop ideas and select the categories (play a roulette game).</p> <p>-Research and learning about the content of each one of the categories (input vocabulary: reading and listening). Infographic.</p> <p>-Generating ideas about the main aspects of each category according to images and videos seen in previous sessions (Register them in a graphic)</p>	<p>Present Simple (Affirmative, Negative, Interrogative).</p>	<p>Number group Game.</p> <p>Books and videos of each category.</p> <p>Images of each category. Graphic.</p> <p>Evaluation Rubrics. (Teacher and self-assessment).</p>
<p>Data collected through fieldnotes and artifacts is analyzed to examine impacts and possible changes.</p>				
	<p>6, 7, 8.</p>	<p>-Development of hands-on activities (experiments) regarding each one of the categories.</p> <p>-Describing results and observations of the experiments according to the questions given (WH Questions).</p> <p>- Reviewing of</p>	<p>WH Questions, Adjectives, Present Simple.</p>	<p>Experiments materials.</p> <p>Registration format worksheet.</p> <p>Game.</p>

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p><i>Phase 2: Focusing ideas and Project in action</i></p>		<p>descriptions, making peer-editing and teacher corrections (students' presentations).</p>		
	<p>9, 10, 11.</p>	<p>-Visit of an expert (if possible) or watching a documentary about water in general terms. - Writing briefing notes of the experiences with the visit or the documentary in groups, (students share ideas but work on individual sheets). - Revision of notes, making peer- editing and teacher corrections (students' presentations).</p>	<p>WH Questions, Adjectives, I like, I don't like.</p>	<p>Documentary about water or expert visit (if possible). Briefing notes worksheet. Game.</p>
	<p>12, 13, 14, 15.</p>	<p>-Assignment on integrating families, questionnaire and video recordings about the four categories regarding water. -Sharing outcomes of questionnaires in the groups to see similarities and differences among families by building a Venn diagram. Filling out a format with experiences. -Revision of notes, making peer- editing and teacher corrections (students' presentations). -Consider problematic situations surrounding your school, home, city. (Writing descriptive</p>	<p>Future Tense, Adjectives, Possessive Adjectives.</p>	<p>Questionnaire about students' families. Contrasting experiences Venn diagram. Hot potato game Problematic descriptions</p>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

		sentences with the teacher – whole group). -Think of actions in the future to preserve water resources in local surroundings including each category (whole group game).		Roll it and write game. Interactive quiz game. Evaluation Rubrics. (Teacher and self-assessment).
Data collected through fieldnotes and artifacts is analyzed to consider the impacts of the development of the project.				
<i>Phase 3: Structuring – Evaluating and Sharing and Reflecting.</i>	16, 17.	- Completing infographics according to the images and text provided. (Fill in the blanks) - Creating own group infographics according to the category assigned.	grammar topics will be integrated.	All the worksheets that students have done. Blank posters.
	18, 19, 20.	- Final editions and corrections of the infographics (Whole group activity). - Presenting infographics to all classmates and displaying Infographics at school to share with the community and parents.	grammar topics will be integrated.	Students’ infographic sketches. Final outcomes infographics.
		-Assessing students’ processes through self-assessment rubrics.		Evaluation Rubrics. (Teacher and self-assessment).

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

The design expounded declares the cyclical nature of this methodological design in which the practice is understood as reflective and critical to identify areas of improvement throughout the whole intervention. In this way, its usefulness is crucial as the present project intends to monitor the population's behavior while they improve their English writing skills. Nevertheless, as mentioned above, this methodological design holds the quality of a proposal since the current state of affairs presented a complication for the intervention.

In sum, this chapter contains the explanation of the methodology that was planned including the number of weeks, the phases, the topics, and the resources necessary to conduct the project.

CHAPTER IV

Pedagogical Intervention

This chapter concerns with the pedagogical intervention design, which includes relevant information that has to do with the vision of learning, the vision of language, and the vision of the classroom that are specific to the population of this proposal, as well the lessons designed for an implementation.

Vision of Language

Language is conceived as social and situated as it concerns with the production of knowledge regarding students' experiences and thoughts. Therefore, language is expressed and realized in social process. It is ascribed in the critical literacy approach that involves identifying what is problematic (Baynham, 1995). This idea results relevant as the research aims to consider contextualized environmental problematic situations to promote students' productiveness in EFL, where students' reality has great participation in the construction and understanding of it. For the present research, it is emphasized the conception of the English as a foreign language due to the fact that the population speaks Spanish as their mother tongue. In this sense, the literacy in the new language requires students' involvement in L1 as a bridge between previous and new knowledge to build L2 knowledge (Salmona, 2014).

Vision of the Classroom

From one side, The Project Approach suggests that children best construct knowledge as they engage in first-hand, real world, and direct experiences, as well as from interaction with different sources of knowledge (Katz, 1992). Hence, this idea is essential as the present study changes the conception of formal instruction where learning occurs only in the classroom. Although the classroom is the main setting for learning to happen, in this study, students' interaction with other settings results highly important as they constitute a primary source of information. From this perspective, an appropriate environment for children is

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

selected to interact cooperatively with peers, materials, and their surroundings, it is a positive interaction that is characterized by support and helpfulness. Hence, a cooperative classroom promotes the inclusion of cognitive and physical activities such as doing, showing, telling, explaining, loaning, giving, and taking turns. (Pitchard and Woollard, 2010).

Vision of Learning

Learning in this project is seen from a Constructivist perspective, in line with Vygotsky's (1978) thinking, in which "learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (p.88). Therefore, this study understands learning as a construction that is acquired in the interaction with peers and objects. In Oldfather and West's (1999) words:

Social Constructivism is a particular view of knowledge. In this view, learning is constructed through interactions with others, which take place within a specific socio-cultural context. A social constructivist perspective focuses on learning as sense-making rather than on the acquisition of knowledge that "exists" somewhere outside the learner (p. 9).

This view of learning is applicable to the present study as it seeks to construct EFL knowledge from students' experiences and interactions on Environmental Awareness matters.

In the same way, learning is understood from a situated perspective as students are involved in their immediate social and cultural situations. Pitchard and Woollard (2010) state, "This is based on the concept that learning normally occurs as the function of an activity which is in a specific context and culture. Learning takes place in relation to place, time and cultural surroundings" (p.18). Hence, the social component is highly important as it constitutes the basis on which this inquiry is developed under the light of the pedagogical approach selected to conduct the implementation of the methodological proposal.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Additionally, this learning perspective is evidenced in the pedagogical approach that the school holds as it will be seen on the following section.

Pedagogical Approach

In accordance with the school's manual of convivencia, the pedagogical approach that is followed by the institution is Social Constructivism, where knowledge is the result of the social interactions for what language plays a crucial role to mediate these interactions (Manual de Convivencia, 2019). The previous idea has great relevance for the present work as it connects with the purpose to allow students to interact with their partners, their teachers, and their families to discuss about significant matters while they are involved in purposeful activities. This can be seen in the project about water that is developed in this study, where students find the opportunity to construct knowledge from their social exchanges taking into account their interests and individual differences. Additionally, this pedagogical model attributes great value to the student as a protagonist of the learning process and considers knowledge as a cultural legacy, which is reflected on the participation of students and their families as promoters of knowledge regarding an area that concerns their everyday lives and own experiences such is the case of the project about water, its uses, problems and conservancy.

In extent, the objective of the pedagogical approach is to create critical and creative thinkers that promote the resolution of problems that affect the society (Manual de Convivencia, 2019). Therefore, implementing the approaches proposed in this work permits the application of activities that encourage students' participation, reflection, and problematizing regarding matters from their contextual relevance that are done taking into account social interaction and collaboration.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Lesson Plans

The resources designed for the implementation of each class can be found in the pdf provided on the following Google drive link:
https://drive.google.com/drive/folders/16dTGHQAHyXHwkj8T9ChAbL_7QDE4NG_g?usp=sharing. The resources are positioned in alphabetical order as annexes, so that they can be easily found on the PDF according to the resource needed for each class. The tables of the 20 lesson plans explained in detail for the teacher to follow the instructions and use the materials designed accordingly are found below.

Phase 1 - Pre-Writing and Learning and Problematizing.

Class No. 1		Grade: 501
Phase General Objective: To compile thoughts and generate ideas stimulating creativity, sharing information to introduce the topic water and its categories: uses of water, bodies of water, water pollution, and conservation.		Lenght of class: 1 hour.
Class Aim: To recall previous knowledge about environmental awareness constructing a giant mind map with students' ideas, experiences, feelings.		Topics: Pronouns, WH Questions.
TIME	PROCEDURES	MATERIALS
Warm up 15 min.	The teacher brings WH words: What, When, Who, Why, in colored paper and introduces the topic of WH questions by giving a short explanation of the topic, providing examples using students' context, examples: what is your favorite color? What is his/ her favorite color? When are you going to the park? Who are you going with? Where are you now? Where is your mom or dad? Why do they work? Then, she asks some students to make their own questions in order to check for understanding.	WH words on colored paper. Tape Board and markers.
Follow up 15 min.	The teacher will have some WH questions prepared to ask students about their previous knowledge with regard to the theme "water". These are: What do you use water for? Where do you see water? Who takes care of water? And Why is water important for us? The teacher will write some of the answers on the board, so they are kept in mind for the following activity.	Prepared WH questions. Board and markers.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>Task 20 min.</p>	<p>After ideas are gathered, each student will receive a worksheet that contains a blank mind map (see Annex A) where all the ideas gotten from the questions asked will be registered individually while the giant mind map is done in whole group activity. The teacher will give the instructions on how to fill in the mind map using the ideas written on the board. Then, the teacher will ask students to move chairs to the sides of the classroom leaving a big space in the middle. She will ask some students to help put posters together and draw the mind map (Annex A) on the big poster. The rest of the class will be asked to register all the ideas on the giant mind map.</p>	<p>Posters to tape together. Colored or white paper to write ideas. Markers or colors. Mind map worksheets.</p>
<p>Wrap up 10 min.</p>	<p>Once the mind map is fully filled with the ideas, some volunteers will help the teacher put the mind map on one of the classroom walls or fold it to keep it for future use. After that, students will be asked about the activity for the teacher to know students' perspectives and feelings towards the class, so that students feel integrated in the planning and development of the activities. They will answer: What was easy and difficult, how did they feel developing the mind maps individually, what activities they suggest for future classes regarding the topic of water, and when and why they used peers' help.</p>	<p>Class discussion.</p>

<p>Class No. 2</p>		<p>Grade: 501</p>
<p>Phase General Objective: To compile thoughts and generate ideas stimulating creativity, sharing information to introduce the topic water and its categories: uses of water, bodies of water, water pollution, and conservation.</p>		<p>Lenght of class: 1 hour.</p>
<p>Class Aim: To introduce the categories that will be studied during the development of the project.</p>		<p>Topics: Pronouns.</p>
<p>TIME</p>	<p>PROCEDURES</p>	<p>MATERIALS</p>
<p>Warm up 15 min.</p>	<p>The teacher brings a set of 20 images (see Annex B) to introduce vocabulary about the four categories: uses of water, bodies of water, water pollution, and conservation. She shows one image at a time explaining what each one is making emphasis on how to use the pronouns and the vocabulary accurately. The sentences are: Bodies of water: "It is a river, it is an ocean, it is a wetland, it is a lake, and it is a waterfall". Water pollution: "We throw garbage in the ocean", "He finds plastic in the lake", "She hates garbage", "She is trapped in a net", "they pollute the water". (Check the categorial chart to see all sentences proposed).</p>	<p>20 images about the 4 topics. Tape.</p>

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Follow up 15 min.	Once finished with all images, recall them in a different order asking students to use the sentences that were introduced before (it is a river, it is an ocean, etc.) to describe each picture. Then, when the student uses the correct sentence, she or he will be asked to put the picture on a chart on the board that has the four categories (see Annex B), so everyone can see them. Once the chart is completed, the teacher recalls each image as she takes them off from the board.	20 images about the 4 topics. Categorical chart design.
Task 20 min.	The teacher will ask students to form 4 groups aleatory. Students organize in groups and wait for the instruction. Once students are organized, the teacher will provide each group with 5 images, each set of images contains a specific category (Annex B). She will explain students the dynamics of the game which consists on looking at the image, saying the word and pass it on quickly, this will be done synchronously until all students have gotten the chance to hold the image. The teacher will go around the groups to check students' performances.	20 images about the 4 topics.
Wrap up 10 min.	When finished, each student will be given with a worksheet containing the chart (Annex B) they did on the board in the second activity. The teacher reinforces the vocabulary and the sentences seen during the lesson by putting the images back on each section of the chart with students' help. Then, students will write the sentences on their own charts and add drawings to them on the correct section of the chart.	Worksheets with the categorical chart.

Class No. 3		Grade: 501
Phase General Objective: To compile thoughts and generate ideas stimulating creativity, sharing information to introduce the topic water and its categories: uses of water, bodies of water, water pollution, and conservation.		Length of class: 1 hour.
Class Aim: To create the groups that will be in charge of each category during the development of the project.		Topics: Numbers (ordinal and cardinal), Quantifiers.
TIME	PROCEDURES	MATERIALS
Warm up 15 min.	The teacher introduces ordinal and cardinal numbers from 1 to 20 by drawing a number line on the board with the ordinal numbers on top: 1 st , 2 nd , 3 rd , etc. She calls the numbers one by one asking one student aleatory to go to the board and write the cardinal number in the specific place on the bottom of the number line. She will ask the student to say both numbers out loud using the sentence: <i>This is number 1, the first one on the number line.</i> Then, the student	Board and markers. Model sentence: <i>This is number 1, the first one on the number line.</i>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	<p>chooses the next participant by giving the marker to him or her. The teacher encourages children by telling them that it is ok if they do not know the name of the number in English, he or she can ask for help.</p> <p>When the number line is completed, the teacher will review each number using the same sentence sample.</p>	
Follow up 10 min.	<p>The teacher will propose a game to divide the classroom in the four groups that will work on each category for the project. She will ask students to go outside the classroom or move their chairs to the sides and stand in the middle of the classroom. She will explain the dynamics of the game, which consists on the teacher calling numbers, so students organize quickly in groups of the number called. This will be repeated until students get to groups of 10, forming 4 big groups. Then, the teacher will give each group a piece of paper and ask them to write the names of the people in each group, she collects the papers and asks each group to sit in small circles.</p>	4 pieces of paper and pens.
Task 25 min.	<p>Using the 20 images from the previous session (Annex B), the teacher will write ordinal numbers on the back of each image and put them facing down on the floor in the middle of the groups. Also, the teacher will have a cloth bag with red colored balls or paper and one of them yellow, she will explain students that she will call one volunteer from each group to stand up and grab a ball, if the student gets the red one, he or she will go to the images and hold one. If she or he gets the yellow one, she sits down, and the group waits for next round. The students who get the images will show them and tell the meaning and the category and they take it to their groups. The game will continue, and students will try to collect the 5 images from one category. When all images are collected, students will be encouraged to trade them with other groups in order to have the whole set of images of one specific category which will be the one they will work on during the project.</p>	20 images about the 4 topics. Colored balls or paper.
Wrap up 10 min.	<p>The teacher asks students to go back to the classroom or to organize the chairs back taking a seat. She will grab the 4 pieces of paper containing the names of the participants of each group one by one asking each group to tell the category they had, and she will write them on the papers respectively telling them that these are the topics that they are going to work on during the project.</p> <p>She will ask students how they found the activities, was it difficult or easy? How did they feel in the trading process? Did they have some conflicts to trade the images? How were they solved?</p> <p>These questions will be done in order to know students' perspectives and feelings towards the class, so that students feel integrated in the planning and development of the activities.</p>	4 pieces of paper and a pen.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Class No. 4		Grade: 501
Phase General Objective: To compile thoughts and generate ideas stimulating creativity, sharing information to introduce the topic water and its categories: uses of water, bodies of water, water pollution, and conservation.		Lenght of class: 1 hour.
Class Aim: To interpret factual knowledge about the contents of each categories through listening and reading inputs.		Topics: Present Simple (Affirmative, Negative, Interrogative).
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will prepare a multimedia room to introduce audiovisual material regarding the categories. She will ask students to gather in their groups providing a Taking notes worksheet (Annex C) and a blank sheet for taking notes about the videos and books that they will watch. Then, she will explain and model how the worksheet is going to be filled and will introduce unknown vocabulary using images from the web. Students will watch the videos of each category first and then they will take notes on the designated spaces in the worksheets.	Multimedia room. Worksheets. Blank sheets. Pencils.
Follow-up 20 min.	The teacher plays the first video and students watch it. Then, she presents the summary infographic (see Annex D) about the video for a few minutes allowing children to take notes in groups, the teacher must encourage them to work cooperatively. Then, she plays the second video and repeats the action. The remaining videos will be presented in the same way. Links for the videos: https://www.youtube.com/watch?v=3ZwloUt4-us https://www.youtube.com/watch?v=PpQ9FMyI3hc&t=3s https://www.youtube.com/watch?v=Om42Lppkd9w https://www.youtube.com/watch?v=B4ZR53n0D8I	Multimedia room. 4 videos. 4 infographics. Worksheets. Blank sheets. Pencils.
Task 20 min.	Once students have watched all videos and taken notes in the appropriate spaces, the teacher will ask them to cut each one of the sections, so they get four separated notes. After that, the teacher will ask them to trade their notes with the other groups so that each group collects different notes from their specific category. Finally, they will be asked to glue the four sections gathered on the blank sheet, the teacher asks them to select a leader of the group who will keep the sheet as it will be used in the next session.	Multimedia room. Worksheets. Blank sheets. Pencils. Glue.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Wrap-up 10 min.	In whole group activity, the teacher will ask each group to present briefly the ideas written on the sheets from the videos so that students' answers are validated with the teacher's thoughts and the ideas from the videos. Students will have the opportunity to double check their notes correcting or adding information.	Board. Markers.
--------------------	--	--------------------

Class No. 5		Grade: 501
Phase General Objective: To compile thoughts and generate ideas stimulating creativity and sharing information to introduce the topic water and its categories uses of water, bodies of water, water pollution, and conservation.		Lenght of class: 1 hour.
Class Aim: To generate ideas about the main aspects of each category according to the images, videos, and infographics seen in the previous sessions.		Topics: Pronouns, WH Questions.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will ask students to gather in their groups and to bring out the worksheets they did in the previous classes (taking notes worksheet and categorial chart). She will give each group the sets of images that were introduced in the previous class asking students to glue them on the worksheets.	Worksheets from previous class. 20 images about the 4 topics. Glue.
Follow-up 20 min.	The teacher will bring or ask students to bring colored paper of 4 different colors: yellow, green, blue, red. First, the teacher will ask students to recall the ideas written on the worksheets on each group. Students discuss their ideas while the teacher goes around to check their work. After that, she will ask each group to bring up their materials (paper, scissors, tape) and she will designate one color to each group. Then, she will ask students to trace their hands on the specific color that each group had and then cut them. Every student should have at least one hand of the color of her or his group.	Colored paper. Scissors. Tape.
Task 15 min.	The teacher will ask students to use their paper hands to draw and write the old ideas and some new ones about their specific category. She will go around the classroom to help each group with the task. Once the task is completed, she will ask students to write numbers in order on the back of each hand, that is, a group of 10 students should have 10 hands enumerated from 1 to 10.	Colored hands. Worksheets and charts. Pens.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Wrap-up 15 min.	The teacher will draw a tree with no leaves on the board (see Annex E) and then she will explain to the students that they will have to come to the board and tape their hands on the tree when she calls the specific number. Every number on each group will have to stand up, explain their drawing and sentence and then put it on the tree. This action will be repeated until all numbers are called. In the end, students will see the tree full of hands (ideas) that students generated during the first phase of the project.	Board. Markers. Colored hands. Tape.
--------------------	---	---

Phase 2 - Focusing ideas and Project in action.

Class No. 6		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Length of class: 1 hour.
Class Aim: To develop experiments generating knowledge and scientific thinking regarding each category.		Topics: WH Questions, Adjectives, Present Simple.
TIME	PROCEDURES	MATERIALS
Warm-up 15 min.	The teacher will ask each group to bring the materials necessary to conduct the experiments of the four categories (see Annex F). She will prepare the multimedia room to present a video of each experiment. Students will watch the four videos and take notes on their notebooks.	Multimedia room. Students' notebooks.
Follow-up 10 min.	The teacher will ask students to go outside and gather in their groups organizing their materials to conduct the experiments. She will deliver one sheet per group that contains the experiment that each group will perform (Annex F). She will give students a couple of minutes to read the instructions and analyze them. Then, she will ask them to write down the questions that they have because she will answer them individually going around to each group.	Sheets of instructions. Students' notebooks.
Task 20 min.	When the teacher has explained the instructions to each group, she will ask them to assign roles to the participants of the group, perhaps two experiments could be conducted in the same group for everybody to have a task. Also, she will encourage them to take notes of the experiments by answering the questions: What is the experiment? What changes do you see? When do they happen? Why do you think they happen? She explains the questions and then asks them to start performing their experiments.	Experiments materials. Questions for taking notes. Students' notebooks.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Wrap-up 15 min.	Once the experiments are completed in each group, she will encourage students to select two leaders of the group who will present the experiment to the other groups. They will remain on their spots while the other students go around to see the others' experiments. Each group of students will listen to the explanations of another group for 3 minutes and then rotate to the next one. The teacher will ask students to take notes on their notebooks. Once the activity is completed, students will clean up and go back to the classroom.	Students' notebooks.
--------------------	--	----------------------

Class No. 7		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Length of class: 1 hour.
Class Aim: To describe the observations and results gathered in the experiments developed in the previous session.		Topics: Adjectives.
TIME	PROCEDURES	MATERIALS
Warm-up 15 min.	The teacher will ask students to gather in their groups and discuss what they remember about the experiments done in the last session. She will deliver one piece of paper to each group for them to write (in English or Spanish) their ideas about the observations and results.	4 pieces of paper.
Follow-up 15 min.	The teacher will hand in the Making descriptions worksheets (see Annex G) that students will fill in individually. She will tell students that they can use peers' help, but everyone should have their own sheet. After students have the worksheets, she will explain how to fill the worksheet explaining, exemplifying and modeling each part. Also, she will explain how to use the key vocabulary table shown in the first part of the worksheet. She will ask students if they have questions and will answer them. Students should be advised to use pencils or erasable pens for further corrections.	Making descriptions worksheets. Board. Markers. Pencils. Erasers.
Task 20 min.	Then, the teacher will tell students to start working on their descriptions. She will give them some time to complete the task and she will go around the classroom checking on students activities and answering possible questions that they get.	Making descriptions worksheets. Pencils. Color pencils. Erasers.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Wrap-up 10 min.	The teacher will ask students to put away pencils, pens, erasers, etc. so students do not write anything on the sheets this time. Students will be asked to gather in groups again to share their answers with their partners. Each student from every group will take a turn to share her or his answers to the rest of the group.	Making descriptions worksheets.
--------------------	---	---------------------------------

Class No. 8	Grade: 501
-------------	-------------------

Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.	Length of class: 1 hour.
--	------------------------------------

Class Aim: To review the descriptions making peer-editing and teacher corrections according to students' presentations.	Topics: WH Questions, Adjectives.
---	--

TIME	PROCEDURES	MATERIALS
Warm-up 5 min.	The teacher will ask students to bring up the worksheet that they developed in the previous session and study it individually for a couple of minutes.	Making descriptions worksheets.
Follow-up 10 min.	She will show students on the board some sample answers of each section (example: My prediction was that water turned clean). She will encourage students to participate by saying their answers aloud.	Making descriptions worksheets. Board. Markers.
Task 25 min.	Once the teacher has reviewed all the answers with the whole class, she will ask students to form a big circle in the classroom by moving their desks. She will tell students that they are going to play the game called "Hot potato" which consists on using an object and pass it around in a circle as fast as possible pretending that it is a hot potato that cannot be held for so long. The teacher will count numbers with eyes closed and when she calls "stop", students have to stop passing the object. The person who holds it has to come to the board and write the answer of first section of the worksheet: name of experiment. Once, he or she does it, the teacher will ask the rest of the class if it is correct, or if they consider that the sentence has some spelling or grammar mistakes. When students give their opinions, the teacher will ask the student to correct them and explain the accurate way of writing it to the whole class.	Making descriptions worksheets. Board. Markers. Object.
Wrap-up 20 min.	When all of the sections of the worksheet are corrected with everyone's help, the teacher will ask students to organize their groups. She will tell students to share their opinions and correct the mistakes they consider they had when writing the answers. She will go around the classroom to help each group.	Making descriptions worksheets. Pencils. Erasers.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Class No. 9		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Length of class: 1 hour.
Class Aim: To interpret new knowledge about water from a primary source adapting it to the previous information.		Topics: WH Questions, Adjectives, I like, I don't like.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will ask students to gather in the groups and to prepare the worksheets and charts that have been worked in the previous sessions. She will tell them to quickly review the contents they have worked on by setting discussions. Then, they will create one sentence that says what they like about their topic. She will write the model sentences on the board. Examples: We like to drink water, we like the oceans, we like clean lakes, we like to save water. After that, each group will read the sentence aloud to the whole class.	Worksheets and charts. Students' notebooks.
Follow-up 30 min.	The teacher will prepare a multimedia room and tell students the indications of the following activity. They will watch a documentary (if possible, listen to an expert who visits the school) that talks about water. The teacher will ask students to take notes about the new information they see or hear on their notebooks because it will be used in the next sessions. The documentary will be presented in Spanish to guarantee students' understanding of the information presented.	Multimedia room. Documentary- https://www.youtube.com/watch?v=OrlgC9CtYH0 Students' notebooks.
Task 10 min.	After the documentary or the talk is finished, the teacher will reinforce the contents seen in it by showing an infographic (see Annex H) that summarizes the information seen on the video and by asking questions to students (What was interesting for you? Who was speaking in the video? Where was the video filmed? Why is water important for life?). These questions will be answered using the infographic as well. She will gather students' answers and write them on the board.	Board. Markers. Model sentences.
Wrap-up 10 min.	Then, she will encourage students to make questions using WH questions or comments using the structure I like... I don't like... She will model the comment with sentences of her own: I like water because it gives life. I don't like destruction of water. She will help students with the vocabulary necessary to build their sentences writing it on the board in a box drew at one top corner. She will ask students to create a vocabulary box on their notebooks where they	Board. Markers. Students' notebooks.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	will write the new words as shown on the board because they will be used in the next session.	
--	---	--

Class No. 10		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Length of class: 1 hour.
Class Aim: To recall important information observed in the documentary summarizing main ideas by answering guiding questions.		Topics: WH Questions, Adjectives.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will ask students to gather in their groups and discuss what they remember about the documentary they watched in the last session. She will deliver one piece of paper to each group for them to write (in English or Spanish) their ideas about the observations and results.	Pieces of blank paper.
Follow-up 15 min.	Once students have discussed and written some ideas on the papers provided by the teacher, she will hand them in the Briefing notes worksheet (see Annex I), each student will get one. Then, she will dedicate some time to explain how the worksheet is filled in by modeling and giving examples and she will introduce the unknown vocabulary. Students will be encouraged to answer the questions giving complete sentences. She will ask students to add the new words to the word box they created in the previous session because they will need all these words to answer the questions.	Briefing notes worksheet. Board. Markers.
Task 25 min.	After explaining the worksheet, the teacher will ask students to start performing the activity individually. She will allow students to ask for their peers' help as well as the teacher's help when needed. Students should be advised to use pencils or erasable pens for further corrections.	Briefing notes worksheet. Pencils. Erasers.
Wrap-up 10 min.	When time is up, the teacher will ask students to gather in their groups and share their answers. She will ask students to put away their pencils and erasers, so they do not focus on correcting mistakes. She will encourage them to establish discussions with peers about students' ideas regarding the documentary.	Briefing notes worksheet.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Class No. 11		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Lenght of class: 1 hour.
Class Aim: To review the brief notes making peer-editing and teacher corrections according to students' presentations.		Topics: WH Questions, Adjectives.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will ask students to gather in their groups and bring up the worksheet that they developed in the previous session and study it for a couple of minutes. Students will review what they wrote but they will not make any changes or corrections.	Briefing notes worksheet.
Follow-up 10 min.	The teacher will prepare a game (bowling game) using 8 recycled plastic bottles and a ball. Each bottle will contain the names of the categories, that is, two bottles per category. She will explain and model the game to students that consists on putting the bottles (pines) on one side of the classroom and stand up to 3 meters away from them to throw the ball. The ball should roll on the floor and hit the pins. The rest of the students watch carefully to see which pin falls first, the teacher will grab that pin and read the name of the category written on it. Then, she will ask for a volunteer of that category to come to the board and write the first answer of the briefing notes worksheet. The teacher asks the class if they have any suggestions or corrections and then she gives hers giving explanations when necessary.	Plastic bottles. Markers. Ball.
Task 30 min.	The teacher will encourage students to start the game, she will select one student randomly to start throwing the ball. The rounds will be repeated until they cover all the questions from the worksheet. The teacher will try to make sure that students from all groups participate.	Plastic bottles. Markers. Ball. Board. Briefing notes worksheet.
Wrap-up 10 min.	Once the game is finished, the teacher will ask students to gather in their groups to discuss and make corrections as needed. Students can make use of the sentences that were corrected on the board as well as teacher's help. She will be going around the classroom checking on students work and providing help. For next class, the teacher will provide students with the Family questionnaire worksheet (see Annex J) explaining students each point for them to make it at home. She will ask them to fill it in	Briefing notes worksheet. Pencils. Erasers. Family questionnaire worksheet.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	for next class as it will be used in the next activity.	
--	---	--

Class No. 12		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Length of class: 1 hour.
Class Aim: To build a Venn diagram including students' experiences at home to be contrasted with their partners.		Topics: Vocabulary about house chores.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will ask students to gather in their category groups. Once they are gathered, she will ask them to check and share the answers from the family assignment within the group. After that, she asks them to make groups of two. Students gather in their mini groups and the teacher waits until they are organized. When the students are organized in pairs, the teacher will ask them to use the big Sheets of paper to draw a Venn diagram, and she models how it is made on the board (see Annex K).	Questionnaire assignment. Big sheet of paper and markers.
Follow-up 10 min.	Once students have the diagram drawn, the teacher explains how it works. She will model the way in which it is filled by asking students something related to them (students' age) as an example. Then she will tell students that they will use the information from the assignment that they had to do at home with their families to fill the V diagram comparing their own answers with the ones from their partners. They will have to find differences and similarities on how their families use water at home.	Venn diagram sheet. Board and markers.
Task 30 min.	The teacher gives students time to complete the task and she will go around the classroom checking on students work and answering possible questions they have.	Questionnaire assignment. Venn diagram sheet and markers.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>Wrap-up 10 min.</p>	<p>When time is up, the teacher will ask students if they have finished. If so, she will consider sharing some of their diagrams. She will ask for volunteers who would like to come to the board and show their ideas on the diagram that they did. The students may share their answers using Spanish and the teacher encourages to use English as much as possible and gives feedback and make comments as necessary. After some answers are shared, she will collect the diagrams from each couple, and she will bring them next class as they will be used.</p>	<p>Venn diagram sheet.</p>
----------------------------	--	----------------------------

<p>Class No. 13</p>	<p>Grade: 501</p>
<p>Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.</p>	<p>Lenght of class: 1 hour.</p>
<p>Class Aim: To review the Venn diagrams making peer-editing and teacher corrections according to students' presentations.</p>	<p>Topic: Adjectives.</p>

TIME	PROCEDURES	MATERIALS
<p>Warm-up 10 mins.</p>	<p>The teacher will prepare a multimedia room for this session. She will take students there and ask them to join their partners with whom they worked in the previous session. Then, she will deliver each couple their Venn diagrams. She tells them that they have some minutes to review what they did as every group will be presenting their work.</p>	<p>Multimedia room. Venn diagram Sheets.</p>
<p>Follow-up 5 min.</p>	<p>Once students have reviewed the information they wrote on their diagrams, the teacher will ask them to create a name for their groups. She will open the page: https://wheelofnames.com/# and write the names of each group.</p>	<p>Multimedia room.</p>
<p>Task 40 min.</p>	<p>After that, she will start spinning the wheel and the selected couple will come to the front to present their work. With every group, the teacher will show students a slide (see Annex L) with some adjectives that they can use to give a description of each child's experience at home. Then she will encourage them to describe how both experiences are in general terms (very alike or very different). Additionally, she will ask the rest of the class if they see some things that need improvement or corrections, and she will give her feedback as well. She encourages students to</p>	<p>Multimedia room. Slides: Adjectives to describe students' experiences at home.</p>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	make the suggested changes on their sheets.	
Wrap-up 5 min.	Once the activity is completed and all students have presented their work, the teacher will ask them to organize the room and go back to the classroom where they will put their diagrams on the walls (if possible). The teacher will ask students to bring scissors and glue for the next class.	Venn diagram sheets.

Class No. 14		Grade: 501
Phase General Objective: To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.		Lenght of class: 1 hour.
Class Aim: To consider problematic situations surrounding the students' school, home, city, and country. (Writing descriptive sentences with the teacher – whole group).		Topics: Adjectives, Possesive Adjectives.
TIME	PROCEDURES	MATERIALS
Warm-up 10 mins.	The teacher will ask students to gather in their category groups and prepare the materials they needed to bring. Then, she will provide one Roll it and write worksheet (see Annex M) that has a dice to make. Students will work cooperatively to make the dice writing the questions that are provided on the worksheet on each side.	Scissors and glue. Roll it and write worksheet.
Follow-up 10 mins.	The teacher will provide each student with the second worksheet My partners' answers checklist (see Annex N) to explain how possessive adjectives work when we write a sentence using the board and the chart provided on the worksheet.	My partners' answers checklist worksheet. Board and markers.
Task 20 mins.	Once the dice are done, the teacher will explain students how the game is played: each student on their groups roll the dice once and answers the question that they get from it, they will be encouraged to write the answer on their notebooks. When all students have had a turn to roll and write, they will wait for the next instruction.	Roll and write dice. English notebooks.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Wrap-up 20 mins.	After the game is completed, the teacher will expound students how to use the chart on the worksheet: they will have to share their answers on each group and every student will ask one student or a group of students from the same group their answers of the game to write them on the chart. They have to follow the possessive adjective that is written on each line of the table. Once they complete the teacher will select some students to present their checklists giving feedback and explanations.	My partners' answers checklist worksheet.
---------------------	--	---

Class No. 15	Grade: 501
--------------	-------------------

<p>Phase General Objective:</p> <p>To extend information and generate knowledge through the development of realistic activities that aim to construct meaning and content for early writing.</p>	<p>Lenght of class: 1 hour.</p>
---	--

<p>Class Aim:</p> <p>To think of actions in the future to preserve water resources in local surroundings including each category through an interactive game.</p>	<p>Topics: Future Tense.</p>
--	-------------------------------------

TIME	PROCEDURES	MATERIALS
------	------------	-----------

Warm-up 15 min.	The teacher will prepare a multimedia room to play an interactive game with students. She will ask them to gather in the category groups as they will play a game later. Before the game starts, the teacher will explain how the Future with will is used in English by giving some examples using each pronoun. She will ask questions to students in Spanish about the actions they will do once the school day is finished and she will use those sentences as examples for the explanation.	Multimedia room. Board and markers.
--------------------	--	--

Follow-up 15 min.	After she has introduced the grammar to students, she will tell them that they will play a game (https://create.kahoot.it/v2/share/f0030671-4728-4541-8a7e-03b28e4446dc) in which every group needs to participate answering the questions. She will encourage students to use own devices (if possible), otherwise they should write the answers (true or false) on a piece of paper. She will explain how the game is played: she will start the game with all the possible additional devices that could connect. She will present every question pausing to explain unknown vocabulary when necessary.	Multimedia room and internet access. Kahoot.com Students' additional devices (if possible).
----------------------	---	---

Task 15 min.	After that, she will ask students to think about the sentences they just saw in the game. They have to choose one that they consider is the most related to the category about water that every group has been working on. Once the group has decided which sentence	English notebooks and pencils.
-----------------	--	--------------------------------

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	is the most appropriate, they will write it on their notebooks.	
Wrap-up 15 min.	Finally, each group will present their sentence to the whole class to receive feedback from the teacher and their partners. The teacher will promote students' discussion in terms of how important is that action to save water. Students will make corrections as necessary according to the comments they receive. Additionally, the teacher will present an infographic (see Annex O) that summarizes the ideas presented in the game. After that, she will ask them to collect all the sentences and the work they have done up to the day, since they will be used in the future activities.	Board and markers. English notebooks.

Phase 3: Structuring, evaluating, sharing and reflecting.

Class No. 16		Grade: 501
Phase General Objective: To reflect, evaluate and display students' outcomes that reflect their work during the project by producing an infographic.		Length of class: 1 hour.
Class Aim: To review all the contents that have been studied by checking the infographics used on previous classes and the materials that students have done.		Topics: grammar topics will be integrated.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will begin the lesson by asking students how they have felt during the development of the project. She will draw a chart on the board containing two columns "reflections" and "learning", she will write some of those ideas on the reflections' column. After that, she will ask them what things they have learned during these days and write them on the board.	Board and markers.
Follow-up 20 min.	Once the chart is filled, the teacher will show students all the infographics that she presented in previous sessions (they need to be either printed or shared in a multimedia room). Then, she will ask them which of the information seen on the infographics is also on the chart that they did on the board, she will let students participate and also she will ask some students to come to the board and write more information to the table according to what they see in the infographics.	Board and markers. Printed infographics or Multimedia room.

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Task 20 min.	After all the ideas are compiled on the chart, she will ask students to gather in their groups and she will deliver a worksheet that includes the chart that is drawn on the board (see Annex P). She will ask them to work cooperatively to write down the ideas on the board and include some more information and reflections taken from the materials they collected from previous activities.	Reflections and learning worksheets. Previous worksheets and activities.
Wrap-up 10 min.	Once students complete their charts, the teacher will ask each group to name a representative to come to the board and add one more fact they encountered on their previous assignments to the chart. Every group will have a turn to include the information to the chart. Finally, for the next session, the teacher will ask students to bring their charts, a blank big poster (they can choose any material: cardboard, craft paper, etc.), paint, paint brushes, colors, markers, and any other materials they want because they are going to create their own infographics.	Board and markers. Reflections and learning worksheets.

Class No. 17		Grade: 501
Phase General Objective: To reflect, evaluate and display students' outcomes that reflect their work during the project by producing an infographic.		Length of class: 1 hour.
Class Aim: To create an infographic about each category including the information that students learned throughout the development of the project.		Topics: grammar topics will be integrated.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min.	The teacher will start by telling students that today's class is about creating their own infographics. She will ask them which things they believe an infographic should contain, she will listen to students' opinions and then she will complement those answers including more details. Once students are clear about how an infographic should be done, she will find a place outside the classroom for students to work outdoors on the floor. The teacher will tell students to get their materials and gather in their category groups to work outside.	Board and markers. Materials to create infographics.
Follow-up 10 min.	After students get organized and have their materials ready, the teacher will ask students to get a blank piece of paper to brainstorm some ideas that could be included in their infographics	Blank piece of paper.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	about the specific category that each group has. She will go to each group to check the charts students did in the previous session and explain to them that the information registered there is the one they should use to create their infographics. She will advise them to use pencil to write the sentences.	Reflections and learning charts.
Task 35 min.	Students will work on their infographics while the teacher goes around to check on their work. She will remind them that this work needs to be cooperative and that everybody should be doing something to create their work.	Materials to create infographics. Reflections and learning charts.
Wrap-up 5 min.	Once the assignment is completed, the teacher will ask students to clean up, organize their materials and go back to the classroom. Then, she will gather all the infographics to continue working on them in the next session.	Students' infographics.

Class No. 18		Grade: 501
Phase General Objective: To reflect, evaluate and display students' outcomes that reflect their work during the project by producing an infographic.		Lenght of class: 1 hour.
Class Aim: To work on final editions and corrections of the infographics created by students in the previous session.		Topics: grammar topics will be integrated.
TIME	PROCEDURES	MATERIALS
Warm-up 10 min	The teacher will ask students to gather in their groups and she will deliver the infographics that they were working on the previous class. She asks them to revise and discuss in their groups what they have done for some minutes.	Students' infographics.
Follow-up 25 min	After that, she will tell them to continue working on the sentences and drawings that were left pending the previous session. She will start going to each group to give suggestions and feedback to the sentences students wrote. She will ask them to correct mistakes as necessary.	Students' infographics. Pencils and erasers.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Task 25 min	Once she has checked on each group, she will ask them to paste their infographics on the classroom's walls. She will explain students that they will go around to each group's poster to read and understand the infographics. The groups will rotate clockwise changing every 5 minutes, she will encourage students to take notes of what they observe on their partner's infographics, they can include positive comments and suggestions. When they have rotated to all groups, she will ask them to go back to their spots and will ask each group to share their comments to the other groups. The teacher will ask students if they agree or disagree with their partners' comments.	Students' infographics. Pencils and erasers.
Wrap-up 20 min	Finally, the teacher will tell students that they can use their partners' comments and suggestions to add final details or make final corrections to their infographics. Then, they can write the sentences with markers to make the last editions. The teacher will collect all the infographics and will tell students to prepare for the infographic presentations in the next session. She will introduce the Self-assessment rubrics that students will fill in the last session for students to get familiar with the criteria that will evaluate their presentations.	Students' infographics. Markers. Self-assessment rubric.

Class No. 19		Grade: 501
Phase General Objective: To reflect, evaluate and display students' outcomes that reflect their work during the project by producing an infographic.		Lenght of class: 1 hour.
Class Aim: To present and display students' final products (infographics) to their partners, the school, and parents.		Topics: grammar topics will be integrated.
TIME	PROCEDURES	MATERIALS
Warm-up 5 min	Before the session, the teacher will ask 4 teachers from other classes if her students could come into the class for a couple of minutes so that they can present the infographics to other classes in the school. The teacher will bring the infographics that are already finished and will ask students to gather in their groups and paste their infographics on a particular space in the classroom that she will designate. Students go to their assigned spaces and paste the	Students' infographics. Tape.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	<p>infographics on the wall. Then, she will explain the dynamics for that day's presentations (students from each group will have some time to prepare their presentations making sure everybody on the group participates, they can share their sentences or ideas and explain their drawings. Then, each group has 5 to minutes to present their work to the classroom. After that, each group will visit one designated classroom to present their work to other students, they will have 5 minutes to present as well. Finally, all the class gathers at the school's patio where they will find specific places to paste their infographics to be displayed for the whole school).</p>	
<p>Follow-up 5 min</p>	<p>The teacher will give students 5 minutes to prepare their presentations. Students work on that while the teacher goes around the classroom to check on students' interactions.</p>	
<p>Task 20 min</p>	<p>Once students have had the time to prepare, the teacher will ask the first group to start with their presentation. She will keep track of time and will remind students of how much time they have left throughout the presentations. This action will be repeated with every group.</p>	<p>Students' infographics. Tape.</p>
<p>Wrap-up 30 min</p>	<p>After students have presented their work to their partners, the teacher will ask each group to go and find the classroom that was assigned to them. She will remind them to start their presentations explaining why they have done the infographics and share their experiences in the development of the project. Students will get their posters and will find the classrooms to present their infographics to the other students while the teacher goes around to each classroom to see how students are doing. Once they finish, they should meet the teacher at the school's patio. There, she will ask them to make some comments and share final reflections regarding the experience they just had, and she will ask each group to paste their infographic on a specific place at school.</p>	<p>Students' infographics. Tape.</p>

<p>Class No. 20</p>	<p>Grade: 501</p>
<p>Phase General Objective:</p> <p>To reflect, evaluate and display students' outcomes that reflect their work during the project by producing an infographic.</p>	<p>Lenght of class: 1 hour.</p>
<p>Class Aim:</p> <p>To evaluate students' experiences and progress through the application of a rubric that</p>	<p>Topics: grammar topics will be</p>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

students will fill in according to their criterium.		integrated.
TIME	PROCEDURES	MATERIALS
Warm-up 5 min	The teacher will bring copies of the rubric (see Annex Q) that students have to fill in to evaluate their performances during the implementation of the project. She will deliver one sheet to each student telling them to wait until she explains how they need to be filled.	Rubric sheets.
Follow-up 5 min	When all students have their rubrics, the teacher will start explaining how to fill it in. She will model the answer for the first question asking two or three students their opinions, then she shows students which option they should select according to their estimations.	Rubric sheets.
Task 20 min	The teacher will give students time to complete the assignment and she will go around the classroom checking on students and answering questions when necessary.	Rubric sheets.
Wrap-up 30 min	Finally, she will ask students to finish the task as she will take the rubrics with her to evaluate and consider their answers. She will congratulate students for all the hard work they put in the development of the project and will provide a light snack to share with students. Here, she will promote a reflective and conversational environment where students can share their ideas, opinions, and progress in the development of the project.	Rubric sheets. Light snack.

To summarize, this chapter presents the intervention design evidencing the vision of learning, the vision of language, and the vision of the classroom. Additionally, the lessons plans were developed reflecting the three phases and the procedures that the teacher should follow in every lesson taught.

CHAPTER V

Conclusions

In this chapter, final comments are made regarding the pedagogical implications and the pedagogical innovation that this study has on aspects such as the foreign language teaching practice, the particular group and the school population, and the importance of applying Information Communication Technologies (ICT) to the creation and implementation of the present proposal.

Pedagogical implications and innovation

Conducting a Project Approach to develop writing as Situated Social Practice may have different implications on different aspects like teaching foreign languages, the particular group population, the school to which the population belongs to, and also on the use of Information Communication Technologies (ICT) to develop and implement the present methodological proposal.

The EFL community

To begin with, the practice of foreign language teaching encounters great benefits when using PBL, since this approach has the facility to cope with any subject matter, any level, and any population. Accordingly, the activities planned on a PBL have to deal with the particularities that each group has, promoting a good relationship between the contents, the curricular guidelines, and the level and context of students. To do so, activities on PBL should be authentic, which in Brown et al (1993) words, quoted on Thuan (2018), “authentic activities refer to activities designed to develop students’ thinking and problem-solving skills which are important in out-of-school contexts, and to foster learning to learn” (p. 332). These activities require a broad variety, and they integrate the four language skills, speaking, writing, reading, and listening. Therefore, it is evident that PBL provides opportunities for the

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

natural integration of language skills (Stoller, 2006 in Thuan, 2018). In this way, this study that seeks to enhance writing in the foreign language classroom, gets one major benefit as it integrates all the skills since students constantly receive input and produce content in English while learning about significant and purposeful matters such is the case of the theme “water” that goes beyond the school setting and provides a natural environment for learning the language through thinking and problem-solving tasks.

In addition, the methodology proposed in this study results innovative to approach primary students of English as a Foreign Language, as it deals with a different perspective of learning languages, the purpose, is to introduce English grammar based on the national curricular guidelines and the ones demanded by the school, in an integral way, where the theme of water, selected according to students interest towards the implementation of the PRAE at school, is the basis to conduct a project on environmental awareness. The use of PBL allows students to learn by doing, by researching and working collaboratively to develop one particular task while they receive the input necessary to produce their own sentences in English that depict the experiences and knowledge they construct progressively.

The group population

With regards to the group of students to whom this project is directed, some positive implications may be encountered in the fact that since students are learning about significant and situated knowledge that is close to their reality, and that they can also manipulate it and mold it according to their possibilities and interests, may cause positive responses from children in the development of the activities and the engagement with the class, the English subject and the matters studied. Another significant implication that needs to be mentioned is that students can get benefited by the collaborative environment that is gestated with the implementation of PBL on Situated Learning. Because students work together in the achievement of certain goals and the progression of a final product, they develop confidence

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

and independence (Fried-Booth, 2002 in Thuan, 2018). Just as Thuan (2018) notes, “project work incorporates collaborative teamwork, problem solving, negotiating and other interpersonal skills which have been identified by learners as important for living successful lives” (p. 333). Finally, conducting a PBL in this particular population where students may present high levels of anxiety when communicating in English, as it was evidenced in the diagnostic test imparted (Annex B), provides them with confidence to present their outcomes as they work on only one particular product throughout the whole implementation, so they have the opportunity to correct, assess, and master their knowledge as needed.

Furthermore, the innovation that is propitiated to the group population of this study, it can be noticed that the objective of the approaches selected for this pedagogical intervention, is to make learning more dynamic and contextualized to students, so they feel as active participants in their processes, leaving the assumptions of being mere passive receptors of knowledge. They are active when their voices have the chance to be heard and considered. Also, when they work in progress by groups to achieve one particular goal in which they need to include and combine their own ideas, experiences, and anything that they learn. This situation establishes a contrast with what was evidenced during the observation stage of this study, as it was noticed that students worked individually, and the tasks were usually isolated from one another and from students’ contexts. Students did not show engagement with the class and their participation was low. Hence, using and integrating the approaches of PBL, Process Writing, and Situated Practice, may give opportunities to students where they feel comfortable to participate and engage with the class and its objectives.

The school community

In terms of the implications that the project may have on the school, it can be seen that the methodological approach proposed finds a strong connection with the pedagogical approach held by the institution as it was previously expounded. The Social Constructivist

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

approach “emphasizes the role of others and all forms of social interaction in the process of constructing knowledge and understanding” (Pitchard and Woollard, 2010, p. 8).

Consequently, by giving a major importance to the social construction of knowledge, the school is allowed to be an active and important participant in the learning process. As it was mentioned before, the school highlights the quality of the approach that considers knowledge as a cultural legacy and takes into account the participation of school’s community, including students’ families, to broaden learning opportunities and perspectives. In other words, using PBL to develop writing as a Situated Practice finds an appropriate environment to contribute to the school’s philosophy as it propitiates the social interactions giving great value to the context of the community; this reflects the importance of preserving knowledge as a cultural legacy. Additionally, another implication that arises by implementing this proposal is the interest of students in continuing learning about topics they like, and that it rises an important and necessary awareness on environmental matters in an integral way, which is another important component that the institution is introducing on all students due to the national guideline of including “Proyectos Ambientales Escolares” (PRAE).

Another important aspect is the innovation that is provided to the school community, the integration of areas in the development of the project may find a way to rethink the teaching and learning practices at school. By integrating subjects using a project, such is the case of the present proposal that joins the English subject with the PRAE and science topics, students have the chance to connect learning in a more significant way due to the fact that they can ground what they are learning. In addition, including project work in the school’s curriculum develops intellectual and social skills as well as it strengthens students’ positive dispositions and feelings about themselves as learners and participants in the learning process, since they can apply their skills in the course of studying interesting topics (Katz and Chard, 1992). In this way, school turns into a more interesting environment.

The use of information communication technologies

Last to be mentioned, the use of ICT for the development of this intervention encounters important benefits to students' learning processes in terms of motivation and didactics. Since the current generations demand audiovisual and interactive resources to establish good contact with knowledge, one important benefit provided by using ICT is the increase of motivation on students to interact with the contents and the activities suggested. In this proposal, students are exposed to multimedia materials as well as they have the opportunity to play a couple of interactive games that are appropriate for their age and language levels. Also, the creation of resources for the implementation is facilitated with the use of technology, maintaining the relationship with the contexts of students and bearing in mind their level to make appropriate didactic organizations of the teaching and learning processes. The resources were created in this proposal taking into account students' language needs and the accurate adaptations necessary to approach the contents of study.

Accordingly, the innovation is also present in the use of ICT to both, develop the project in the school where the study is done, and to create the materials necessary to conduct it. As it was previously mentioned, technology plays a critical role in the learning process of this generation of students and so, it is vital that the institution promotes the use of the resources that the school holds to increase the integration and intensive use of ICT in the classroom. Bautista and Escofet (S.A.) remark that "The use of ICT as a learning resource allows an improvement of the methodological approach and an enrichment of didactic options and possibilities (p. 108)". Consequently, this project presents an alternative that implements a hybrid use of materials and activities, where technological resources are present at various times in each phase of the intervention. Furthermore, the resources for most of the sessions were created using ICT in order to make them more personalized and appropriate for the context in which they are used.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

All in all, this project has great implications and innovations in the EFL community, the school context, and in the use of ICT for teaching and learning in the classroom. But more importantly, this study has significant implications in my practice as a preservice teacher, it motivates me to continue researching, thinking, and creating authentic strategies and resources that could better cope and satisfy the needs of my students taking into account their particularities, interests and contexts. In this sense, learning a foreign language implies to provide learners with fun and interesting environments where they feel comfortable and lower their levels of anxiety to use a different language. This learning and teaching perspective intends to change the traditional ways in which EFL is conceived to guarantee a different experience for both students and me.

REFERENCES

- Abshor, U. (2017). The project approach on environmental education: an action research for children's social-emotional development. *Asia-Pacific Journal of Research*. Retrieved from: <http://dx.doi.org/10.17206/apjrece.2017.11.1.1>
- Aghayani, B. y Hajmohammadi, E. (2019). Project-based learning: Promoting EFL learners' writing skills. *LLT Journal: A Journal on Language and Language Teaching*. Retrieved from: <http://e-journal.usd.ac.id/index.php/LLT>
- Ariza, A. (2005). The Process Writing Approach: An Alternative to Guide the Students' Compositions. National University of Colombia. Profile 6, 37-46.
- Awasthy, M., Popovic, A. Z., Linklater, W. L., (2012). *Experience in local urban wildlife research enhances a conservation education programme with school children*. Pacific Conservation Biology, 18(1), 41 - 46. Retrieved from: <https://www.childrenandnature.org/research/nature-based-environmental-education-programs-contribute-to-short-term-gains-in-environmental-outcomes-for-gifted-children/>
- Bautista, G and Escofet, A (S.A.). *Project-based learning with ICT: changes in ecology classroom in primary school*. Open University of Catalonia and University of Barcelona. Barcelona, España. Retrieved from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.212.6024&rep=rep1&type=pdf>
- Bayham, M (1995). *Literacy practices: Investigating Literacy in Social Contexts*. London and New York: Longman.
- Brewer, J.A. (2014). *Introduction to Early Childhood Education*. 6th Ed. Boston: Pearson.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

- Bülent A, and Stoller, F. (2005). *Maximizing the Benefits of Project Work in Foreign Language Classrooms*. United States – Turkey: English Teaching Forum. Vol. 43. N. 4.
- Cano, L. (2012). *La Educación Ambiental en la Básica Primaria: perspectivas desde la Teoría Ecológica de Urie Bronfenbrenner*. (Tesis de maestría). Universidad Nacional de Colombia, Manizales, Colombia. Retrieved from:
<http://bdigital.unal.edu.co/9263/1/6809502.2012.pdf>
- Chapetón, M. (2007) *Literacy as a Resource to Build Resiliency*. Bogotá, Colombia: Universidad Pedagógica Nacional.
- Edwards, R. and Holland, J. (2013). *What is qualitative interviewing?* Retrieved from:
<http://ebookcentral.proquest.com>.
- Felipe, M. (2015). A Review of Critical Literacy beliefs and practices of English Language Learners and Teachers. *University of Sydney Papers in TESOL*, 10, 29-56.
- Freeman, D. (1998). *Doing Teacher-Research: From Inquiry to Understanding*. Heinle & Heinle Publishers.
- Freire, Paulo. & Macedo, D. (1989). *Alfabetización: lectura de la palabra y lectura de la realidad*. Barcelona: Paidós.
- Friedlander, A. (1997). *Composing in English: effects of a first language on writing in English as a second language*. B. Kroll (Ed.). Cambridge: The Press Syndicate of The University of Cambridge.
- Gee, J. (2003). *Social linguistics and literacies: Ideologies in discourses*. London: Routledge Falmer.
- Graham, S. (2011). *The Process Writing Approach: A Meta-analysis*. Doi:
10.1080/00220671.2010.488703
- Graham, S. (n.d.). Teaching English British Council. Barcelona, España.
<https://www.teachingenglish.org.uk/article/approaches-process->

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

[writing#:~:text=The%20process%20approach%20treats%20all,in%20the%20writing%20process%20itself.](#)

Harmer, J. (2007). *How to teach English*. Harlow, England: Pearson Education Limited.

Hopkins, D. (2008). *A Teacher's Guide to Classroom Research*. New York, USA: Open University Press McGraw-Hill Education.

Hyland, K. (2004). *Second Language Writing*. New York, United States: Cambridge University Press.

Katz, L. and Chard, S. (2000). *Engaging Children's Minds: The Project Approach*. Retrieved from: <http://www.projectapproach.org/store/>

Katz, L. and Chard, S. (1992). *The Project Approach*. United States: Approaches to Early Childhood Education, 2nd Edition. Publishing Co. Retrieved from: Educational Resources Information center (ERIC).

Kilpatrick, W. (1918). *The Project Method*. New York: Teachers College, Columbia University. Retrieved from: <http://www.educationengland.org.uk/documents/kilpatrick1918/index.html>

Kostelnik et al. (2015). *Developmentally Appropriate Curriculum*. New York, US: Pearson.

Larmer J, Mergendoller, J, and Boss, S. (2015) *Setting the Standard for Project Based Learning*. Alexandria, VA: ASCD copublished with Buck Institute for Education.

Lightbrown, P. and Spada, N. (2013). *How Languages are learned*. United Kingdom: Oxford University Press.

Lillis, T. (2001). *Student Writing: Access, Regulation, Desire*. New York: Routledge.

McMillan, J. and Schumacher, S. (2005). *Investigación Educativa 5.ª edición*. Madrid, España: Pearson Educación, S. A.

MEN, (2005). Educar para el desarrollo sostenible. *Altablero, volume (36)*, Retrieved from: <https://www.mineducacion.gov.co/1621/article-90893.html>

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Morera, A. (2019). I'm a writer: Developing situated writing using genre-based tasks to create a diary with fourth graders at Hernando Durán Dussán school. (Undergraduate thesis). Universidad Pedagógica Nacional. Bogotá, Colombia.

Muluh, C. (2011). EFL/ESL and Environmental Education: Towards an Eco-Applied Linguistic Awareness in Cameroon. *World Journal of Education. Volumen (1)*. P. 110-18.

Oldfather, P., West, J., White, J., and Wilmarth, J. (1999). *Learning Through Children's eyes: Social Constructivism and the Desire to Learn*. Retrieved from: <https://b-ok.cc/book/691179/27ef31>

Pitchard, A. and Woolard, J. (2010). *Psychology for the Classroom Constructivism and Social Learning*. New York, USA: Routledge.

Seow, A. (1996). *How to Respond to Student Writing*. Singapore: Institute of Education.

Stanley, G. (S.A.). *Teaching English* British Council. Barcelona, España: British Council. Retrieved from: <https://www.teachingenglish.org.uk/article/approaches-process-writing>

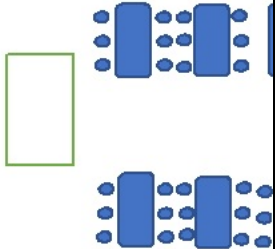
Thuan, P. (2018). *Project Based Learning: From Theory to EFL Classroom Practice*. Hoa Lu University, Vietnam. Retrieved from: <https://www.researchgate.net/publication/331071691>

Vaca, A. (2016). *Promoting Speaking Skills in an EFL Classroom through Project-based Learning: A Way to Involve Learners in Participatory Classes*. (Masters thesis). Universidad Distrital Francisco José de Caldas. Bogotá, Colombia.

Vygotsky, L. (1986). *Mind in society. The Development of Higher Psychological Processes*. London, England: Harvard University Press.

ANNEXES

Annex A

INSTITUTION: IED Domingo Faustino Sarmiento	CYCLE: Morning COURSE: 402	OBSERVER: Lina Atehortua	
DATE: 18/09/2019 PLACE: Classroom.	HOUR: 9:30 am – 12:00pm	TOPIC: Pronunciation of poems / Verb To be. SITUATION: Flag raising interruption / English Class	
DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS	PROBLEM- SOLVING LEVEL
<p>Classroom Organization</p>  <p>I arrived during recess time, so I entered the classroom and a couple of students were inside eating, playing barbies and talking. I said hello to them and they replied: “Hola” “hello teacher”.</p> <p>I joined them on their tables and chatted with them about the things they were doing. Then, I asked one of the students to show me her English notebook and she brought it to me. They continued playing as I was checking the notebook. Later, I asked them to help me with the names of each student for I was drawing a map of the organization of the classroom.</p> <p>When recess was over, the rest of the students started to come into the classroom and as they entered, they noticed my presence and greeted me. Teacher Irma followed them with a pack of copies. She said:</p>	<p>The organization of the classroom suggests that students work cooperatively, they share their materials and talk between them and when it is time for that, they play or do things together.</p> <p>Students are comfortable with my presence and they show themselves willing to help with what I ask.</p> <p>Teacher Irma uses English and Spanish to welcome students to the English class. Students need more time after recess to finish eating their food, they seem to be hungry when they are</p>	<p>Physical space.</p> <p>Students’ cooperative work.</p> <p>Teacher’s methodology (student-practitioner Rapport)</p> <p>Teacher’s use of English language.</p> <p>Students behavior.</p>	<p>Students should be exposed to activities that encourage their cooperative work, teamwork, groupwork, etc.</p>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>“Good morning, nos organizamos”.</p> <p>Students took time to go to their places, some were still eating “rerigerio” and others were opening food. Teacher Irma reminded them that it was time to put food away. However, students took some time. One student told her: “profe yo me voy para la prueba de inteligencias”. And she replied: “Ah si mi corazón, tranquilo”.</p> <p>The teacher came to the desk and took the copies out, they were three sets of small copies for what she said: “Toca chiquitico porque como no nos dan plata nos toca del bolsillo, tu sabes como es”. I agreed with her. Then, she asked me to help her give the first set of little papers to the students on the left side of the classroom while she did on the right side. Once they had them she gave the instruction of coloring the drawing which was the peace icon, the dove. Students started coloring the image, some of them stood up to ask both, the teacher and me what they should color specifically, so we told them to color whatever they wanted. They took a while to complete the task and then the teacher told them to glue it to their notebooks.</p> <p>Then, she told them that I was going to read for pronunciation. Students paid attention to the teacher and then I started speaking to them. I told them that this was easy because it was about numbers. I started reading the poem aloud and when I finished, the teacher said, “Listo, otra vez, once again”. But I told students this time they were going to help me. So I read one</p>	<p>back.</p> <p>Teacher Irma establishes a close relationship with students, she uses kind and gentle words to refer to them.</p> <p>Teacher Irma bases her class on the use of worksheets. She brings three different ones for the two-hour session. Also, she has to pay for them which makes the quality of the material low as she has to print them small and black and white colors.</p> <p>Students understanding of instructions gets difficult as they instructions are not transmitted clearly.</p> <p>Teacher uses practitioner as a resource to develop her methodology, she introduces a technique in which I help her and students with pronunciation.</p> <p>I try to have students participate by reading the poem with me, using repetition and finding meanings through mimics and images on each section.</p> <p>Some students offer themselves to participate which shows their involvement and interest for the class and the contents that they can learn.</p>	<p>Teacher’s methodology: (Rapport)</p> <p>Teacher’s teaching resource</p> <p>Students’ understanding of instructions.</p> <p>Teacher’s methodology (techniques).</p> <p>Teacher’s methodology (Practitioner technique)</p> <p>Student’s attitude towards the class. (Investment).</p> <p>Teacher’s methodology. (technique).</p>	<p>As the school has technological aids, the teacher should make use of them to articulate the worksheets with extra material.</p> <p>Students should be exposed to more interaction with the class and the contents, they need to be part of the creation of knowledge.</p> <p>As students like to participate, activities should include their participation to develop the activities.</p> <p>Students are</p>
---	--	---	---

DEVELOPING WRITING AS A SITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>line and they repeated. For a third time reading the poem, I stopped on each line to explain their meaning using drawings and mimics.</p> <p>Then, the teacher asked for a volunteer to come to the front to read the poem. Joseph, a student from the back of the classroom raised his hand and the teacher told him to come. He stood next to me as I helped him reading the lines. Two more students (Alejandra and Liz) read the poem as well.</p> <p>Then, the teacher asked me to give them the translation of the entire poem for them to fully understand it. I started reading each line again and tried to make students guess the meaning of words like: peace, open, throw sticks, love, great, and friend by using drawings and mimics again, and students guessed saying words in Spanish. When I explained the expression “do not throw sticks”, I used Spanish to tell them that it means “no herir a los otros, de la misma manera en que físicamente podemos herir a alguien si tiramos palos”. One student (Laura G) said: “También lastimamos el planeta”. The teacher and I looked at each other and smiled. Teacher Irma said, “Yes my love, también lastimamos al planeta”. Then, the teacher asked them to memorize the poem as a homework. For what I offered myself to write the pronunciation of the words on the board so they could write them down and practice at home. I used colors to differentiate pronunciation scriptures and English words. Students copied them on their notebooks and the ones who finished stood up to show us</p>	<p>Translation appears to be the technique that is most used for students’ understanding of words. Even though I introduced drawings and mimics they reply in Spanish when they find the meaning.</p> <p>Students show their concern about environmental awareness, the importance of taking care of it and not hurting the planet. The teacher uses memorization as a technique for students to learn both content and pronunciation. The use of positive recognition is used as a main technique to encourage student’s investment.</p> <p>Students may get bored with the monotony of using worksheets during the whole class. Even though they are different activities. Again, the use of repetition and translation techniques for students to understand both pronunciation and meanings.</p> <p>Students focused their ideas of changing the world on environmental awareness. They</p>	<p>Student’s environmental awareness.</p> <p>Teacher’s methodology. (technique).</p> <p>Teacher’s methodology (Technique.)</p> <p>Teacher’s teaching resource.</p> <p>Teacher’s methodology (technique).</p> <p>Student’s environmental awareness.</p>	<p>used to translate all the words that they are given in English, they should do more real-life and hands-on activities to comprehend vocabulary.</p> <p>Students should be given with meaningful homework. Tasks related to their desire and intuition to learn.</p> <p>Students should be provided with additional material to understand the worksheets and work with them. The teacher should implement supplementary activities to work with worksheets.</p> <p>Students’ attitude</p>
--	---	--	--

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>their work, they got verbal recognition and went back to their desks.</p> <p>The teacher waited for students to finish and then started giving them the second set of small papers. It was also a poem. I wrote the poem on the board for students to have a better look at the words as they were very tiny and blurry on the small papers. The teacher then asked me to read it aloud. As I read, students repeated with me for three times. Then, the teacher asked for the meanings of the words and so we started giving them the translations. The poem, which was about children changing the world with their own two hands, ended with the question: "How can you change the world with your own two hands?" I explained the question to them using mimics and when they understood, five students (Lincon, Andres, Santiago, Liz, and Violet) participated using Spanish:</p> <p>L: "No tirar basura en la calle; no causar incendios forestales".</p> <p>A: "No dañar la tierra para sembrar"</p> <p>S: "Cuidar el medio ambiente"</p> <p>Li: "No cortar árboles, plantar más árboles"</p> <p>V: No contaminar el aire con los carros y camiones".</p> <p>Also, some other interventions were:</p> <p>"Crear paz para acabar la guerra"</p> <p>"No usar plantas nucleares porque contaminan y destruyen"</p> <p>"Reciclar"</p> <p>"Cuidar las plantas y los árboles".</p> <p>Once students gave all these ideas that I wrote on the board in English, the teacher told them to choose one or more and write it</p>	<p>seemed excited to participate and give ideas on how to protect and help the planet.</p> <p>Students' ideas are destined to rely on their notebooks. They do not transcend to more meaningful activities that really promote their thinking and awareness. The teacher uses positive and negative recognition in English to make students familiar with the use of English and how they do their job.</p> <p>The organization and planning of all of the activities seem to be aside as students get confused and do not find connections between one activity and the other. The implementation of a new methodology gets students excited and catches their attention, students that are usually quiet and passive get to move and have a role in the class as they have to pass the eraser to the partner next to them.</p> <p>Students' behavior became difficult as</p>	<p>Teacher's methodology. (technique)</p> <p>Teacher's use of language.</p> <p>Teacher's methodology. (Transition).</p> <p>Teachers' methodology (technique)</p> <p>Students behavior.</p>	<p>towards taking care of the planet should be taken more seriously as they reflect their concerns and ideas on making change happen.</p> <p>Students should be encouraged to work on projects or activities that promote their critical thinking.</p> <p>The recognition system in English should be always implemented for students to get familiar with it.</p> <p>Students should be given with step by step lists or class objectives for the day for them to organize their time and ideas. Students should be exposed to more activities like</p>
--	--	--	--

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>on the space given in the small worksheet.</p> <p>Students started writing them and stood up to ask for recognition when they finished. Teacher Irma walked around the classroom checking students' work, and she used positive and negative recognition in English: "I am happy with your work, I am sad with your work". Lastly, she asked them to glue it on their notebooks.</p> <p>Later, she asked them to find the worksheet about <i>verb to be</i> that they previously worked on last class. Most of them had it but about 8 students stood up to tell us that they did not have the worksheet. Teacher Irma told them to join someone to work together. I came to the teacher and told her I had a game prepared to complete the worksheet, she told me to go ahead and do it. I started by asking students if they remembered the game "tingo, tingo, ¡tango!". Most of them replied: "¡Si!". So I wrote the words "Duck, duck, goose" on the board and explained them that this is the name in English. Some students laghed. Next, I told them the rules using both English and Spanish. "El que sea goose come to the front y coge un ping pong, debe decir el number y buscamos la frase que corresponde, read it and write it".</p>	<p>their excitement made them loud and so it was not possible to hear and understand what the others were saying. Also, there was confusion on how to play and where to pass the eraser.</p> <p>The teacher uses the technique that she always uses to catch students' attention again.</p> <p>There is no transition to lunch time, the class and the topic was closed abruptly. The teacher does not have an ending activity to wrap up and conclude the class.</p> <p>Students seem to obey to the threat of the list, they immediately sit down to show good behavior.</p>	<p>Teachers methodology (Technique).</p> <p>Teacher's methodology (Transition).</p>	<p>this that join them all in the class.</p> <p>Students need to learn how to follow instructions, games are good ways to improve this.</p> <p>Students should be exposed to games and active tasks to learn how to cope with them.</p>
---	--	---	---

Annex B

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

COLEGIO TECNICO DOMINGO FAUSTINO SARMIENTO
 PRUEBA DIAGNOSTICA DE HABILIDADES EN LENGUA INGLESA






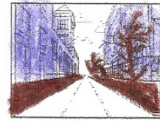
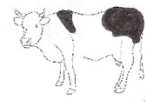


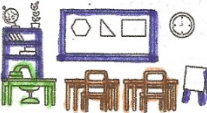
My name is

12
28

[Redacted name box]

Sección I – Listening. (10 points)

1. Escucha a la profe leer una serie de palabras, cuando la escuches, colorea la imagen que hace referencia a esta y escribe el nombre:

 apple ✓ 1	 stoy ✗	 tree ✓ 1
 cars ✓	 Mother ✓	 city ✓ 0.5
 claw ✓ 0.5	 flowers ✓	 river ✓ 0.5
 class room ✓ 0.5	7 pts.	

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Sección II – Use of language (10 points)

2. Lee el siguiente párrafo acerca de un árbol y completa los espacios usando la caja de palabras.

is	green	happy
are	yellow	tall
am	red	sad
they	purple	big

2pts.

The story of a tree

Near my house I see a red tree. It is green and happy. It has many flowers, they am red or am. I am very big when I see the tree standing they, but I feel very am if am cut it down.

Sección III – Reading (3 points)

3. Lee el siguiente párrafo y responde las preguntas encerradas en la caja de estrellas seleccionando una opción.

Apple Picking

I like to pick apples.

There are red apples and green apples.

I like red apples the best.

I pick ten apples.



1. What do I like to do?
a. run
b. jump
c. pick apples ✓

2. What colors are the apples?
a. red and blue
b. red and green ✓
c. green and yellow

3. How many apples did I pick?
a. seven apples
b. nine apples
c. ten apples ✓

3pts.

Sección IV – Writing (5 points)

4. Describe y colorea los siguientes pájaros en inglés:

Mira el ejemplo:



It is a Condor _____
It is big _____
It is long _____
It is black _____

Ahora tu:
Es un condor ✓
Esoto es grande
Es largo
Es negro



0.

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex C

INSTITUTION: IED Domingo Faustino Sarmiento	CYCLE: Morning COURSE: 402	OBSERVER: Lina Atehortua	
DATE: 17/10/19 PLACE: Classroom	HOUR 9:45 – 10:30	TOPIC: Application of Diagnostic Test.	
DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS	PROBLEM-SOLVING LEVEL
<p>I arrived to school at recess time, students were outside playing. So, I went to the classroom to wait for them to go back. The bell rang and they went inside, Teacher Cristina followed them. Students saw me and started apologizing for not bringing the English notebook. I told them that we did not have class that day, I went to do a short activity in English.</p> <p>Teacher Cristina asked them to sit down and put everything away, she told them I was going to give them a test and asked them to grab a pencil. I told them to leave colors as well.</p> <p>Once students were organized, I handed them the test and told them it was an individual work, they were not allowed to use dictionaries or ask to the teachers for specific answers, only for instructions if needed. When all of them had the tests, I started explaining the instructions starting with the first section and then moving to the next ones. To begin with, I told students to</p>	<p>The physical organization of the space interfere with students' individual work. They tend to work with peers and share each other's work.</p> <p>Students tend to avoid responding to</p>	<p>Physical space</p> <p>Students' cooperative work</p>	<p>Cooperative work should be focalized to promote real learning</p>

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>listen to the words I said, locate them, and write them on the space given below the corresponding image. As I pronounced each word, students worked individually, they looked for the image and wrote words; some stayed still looking to other places, some asked for translation and others checked their partners' answers.</p> <p>Then, I told them to turn the page and start working individually on the other sections. Students did so but started to call me to ask questions, I came over them but rejected answering questions that had to do with meaning, I only repeated the instruction as students manifested they did not understand what they had to do. I found many of them talking to each other and looking at their partners' sheet. I told them not to copy and explained them that this activity had no grade and therefore they could leave the space if they felt that they did not know the answers. Still, they copied some answers.</p> <p>When students started finishing, they call me to hand me their sheets, I started collecting them but noticed some students were still working on them. I approached to those and hurried them. Again, they asked me questions related to the meanings and for translations. I told them to leave them empty if they felt that they did not know. They ended up giving them to me and left the classroom for their physical education class.</p>	<p>the test if they do not understand, but most of them ask their peers' help but only to copy their answers.</p> <p>Students tend to ask for literal answers, translations and meanings to solve their problems of understanding. Also, students show a low ability in the understanding of instructions. Students are used to copy their answers without understanding them. For that reason, the analysis of students' development on the test reflects that some of them performed similarly which results in an interference on students' real responses. Students show their necessity for adult help. They exposed their frustration on not understanding and completing the tasks.</p>	<p>Students' understanding (Instructions)</p> <p>Students' understanding (Meaning)</p> <p>Students' understanding (Meaning)</p> <p>Students' dependency on adults.</p>	<p>and not mere accumulation of concepts.</p> <p>Students should be taught on how to listen, understand, and follow instructions in a way they could interiorize.</p> <p>Students should learn that understanding meanings is more important than filling sheets with answers.</p> <p>Students should be taught to be more independent and integrate problem-solving skills.</p>
--	--	--	--

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex D



COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.

Resolución de reconocimiento oficial N° 7527 de 1998 y 380 de 2007
PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL



PLAN ANUAL DE ASIGNATURA

Área:	HUMANIDADES	Asignatura:	Inglés	Docentes:		Año:	2019
Ciclo:	3	Impronta de ciclo:	Interacción Social y Construcción de Mundos Posibles		Grado:	5°	
Propósito de formación de Ciclo: Reconocerse como un ser capaz de transformar su realidad y que sus acciones puedan tener efectos negativos o positivos para él y/o la comunidad, procurando a través del autocontrol, organización y responsabilidad obtener beneficios para su comunidad							
Propósito de formación de Área: Propiciar ambientes de aprendizaje que permitan la comprensión y producción textual en forma creativa en inglés como segunda lengua, en las que se aborden emocional y culturalmente las diferentes situaciones comunicativas, con el fin de transformar la realidad.							
Propósito de Formación del Área en el Ciclo: Interactúa a partir de sus experiencias y formula interrogantes sobre su cotidianidad, construyendo textos sencillos							
Estándares básicos de Competencias del Área:		Comunicativa		Lingüística - Socio- lingüística		Pragmática	
Nombre del proyecto: MI AMIGO EL PLANETA				Áreas integradas: Ciencias Naturales y Educación Ambiental, Ciencias Sociales, Humanidades: Español, e. Inglés,			
Religión, Ética y Valores, Emprendimiento, Tecnología e informática, Educación Artística.							
PERIODO	EJES ESTRUCTURANTES DE LA DISCIPLINA	NÚCLEOS TEMÁTICOS DEL ÁREA	SABERES ESPECÍFICOS	APRENDIZAJES ESPERADOS Dimensiones Cognitiva, Físico-Creativa y Socioafectiva. (Enunciados en 1ª persona).			
I	Estructura y funciones lingüísticas	Saludos, presentación verb TO BE vocabulario temático. Números hasta 50 Pronombres	Presentación Pronombres My body	<ol style="list-style-type: none"> Entiendo la forma correcta de hacer, responder preguntas y empleo de manera coherente el vocabulario que voy aprendiendo, para crear oraciones y escritos sencillos y las realizo correctamente, comparto mis creaciones en forma lúdica, creativa y valoro las de mis compañeros. Algunas veces entiendo la forma correcta de hacer, responder preguntas, algunas veces empleo de manera coherente el vocabulario que voy aprendiendo, para crear oraciones y escritos sencillos y a veces las realizo, comparto mis creaciones en forma lúdica, creativa y valoro las de mis compañeros. Se me dificulta entender la forma correcta de hacer, responder preguntas, pocas veces empleo de manera coherente el vocabulario que voy aprendiendo, para crear oraciones y escritos sencillos, a veces las realizo, comparto mis creaciones en forma lúdica, creativa y valoro las de mis compañeros. 			
	Comprensión y producción textual	Diálogos sencillos, Descripciones Narraciones cortas Construcción de oraciones, reconocimiento de las partes de la oración.	Números hasta 50 Vocabulario repaso Vocabulario PROYECTO				
	Ética de la comunicación	Situaciones comunicativas reales, informar, solicitar.	Formulación de preguntas: W QUESTIONS				
	Culturas y contextos	Preferencias personales, auto descripción, de personajes, descripción de lugares y entornos.					

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex E

Teacher's Interview Transcription		#1
Date: October 16th 2019		
Interviewed: [REDACTED]		Interviewer: Lina Atehortua
Conventions: R: Researcher T: Teacher		
Interview Transcription	Coments	
<p>R. Nos encontramos en el Colegio Técnico Domingo Faustino Sarmiento, estoy con la profesora de inglés de 402, la profesora Irma Rincón y vamos a hacer unas preguntas con respecto a la clase y con respecto al tema de inglés en general.</p> <p>Profe, ¿cómo está?</p> <p>T. Eh, muy bien, muchísimas gracias.</p> <p>R. Bueno la primera pregunta es pues, danos tu nombre y tu edad.</p> <p>T. Ah bueno Lina mi nombre es Irma Rincón Galvis y mi edad es cincuenta y tres años.</p> <p>R. ¿Cuál es su formación profesional y área de conocimiento?</p> <p>T. Eh, yo soy Licenciada en educación primaria y tengo una especialización en edumática.</p> <p>R. ¿Cuánto tiempo lleva trabajando en la docencia?</p> <p>T. Aproximadamente treinta años.</p> <p>R. ¿Y en el colegio, como docente de inglés?</p> <p>T. Como docente calculo que más o menos unos dos años y medio a tres. Ah no como docente, como docente de llevo treinta, y como docente de inglés en el colegio llevo como dos años.</p> <p>R. ¿Y en general en el colegio?</p> <p>T. En el colegio llevo veinte tres años.</p> <p>R. ¿Considera importante que se enseñe inglés en el país?</p> <p>T. Eh, por supuesto, el inglés es la lengua global y le sirve a mucha gente que viaja por todo el mundo para comunicarse sin ningún problema. Además, que es una posibilidad más que permite vincularse más rápidamente a cualquier actividad laboral.</p> <p>R. Bueno, de su experiencia como profesora de inglés, ¿cuáles son las fortalezas y debilidades que enfrenta a la hora de enseñar?</p> <p>T. Eh, bueno para poder aprender inglés hay que estar constantemente practicándolo, cierto practicando esta</p>	<p>The teacher has preparation to educate children in the primary and elementary levels. However, she has no formal education in English Teaching Language.</p> <p>The teacher manifests the lack of exposition to the language that everybody has in the school.</p>	

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>lengua. Pero el problema aquí en el colegio es que son muy escasas las horas de la intensidad horaria, ¿no? Realmente a mi que me gusta tanto el inglés, me parece que tres horas es poco tiempo. Y, o sea por semana tres horas, y ver el inglés como si se tratara de una materia pues no me parece, ¿cierto? Más en el colegio hace que los jóvenes se gradúen como sin confianza y sin habilidades para que se puedan desenvolver de una manera más adecuada.</p> <p>R. Bueno, listo entonces para usted ¿qué debería cambiarse o implementarse en el colegio para mejorar las prácticas de enseñanza de la lengua inglesa?</p> <p>T. Como te decía, para mi es importante que se aumente el número de horas, ¿listo? Incrementar las horas de aprendizaje. Tener un propósito claro para la vida con lo que se hace en inglés, pienso que eso le daría confianza al estudiante y estaría mucho más motivado sabiendo para qué estudiar el inglés, ¿si? ¿qué quiere a su futuro con este aprendizaje? Eso me parece super importante. Y estar constantemente expuesto a la lengua, lo que pasa aquí es que quienes sabemos un poquito de inglés, sentimos temor de interactuar entre nosotras mismas. ¿No? siempre al hablar como que hay esa prevención y eso nos hace que no lo practiquemos ni siquiera entre nosotros los docentes. Claro que te aclaro que yo pues como no soy licenciada en inglés, he aprendido más es por gusto ¿no? Por gusto, he estado en cursos en la Distrital cualquier cantidad de cursos y así es que he aprendido, pero nada especializado.</p> <p>R. Bueno, la siguiente pregunta ya tiene que ver con la clase, su clase como tal, y quisiéramos saber ¿cómo desarrolla los contenidos de su clase de inglés y si utiliza la lengua inglesa para comunicarse en la clase?</p> <p>T. Pues mira aquí lo que me gusta de nuestro colegio es que hay un plan de estudios el cual cada vez es más integral ¿si? Se ha realizado en consenso con todos los docentes, y se toma la opinión de los niños también sobre lo que se debe aprender ¿cierto? Pero, realmente si la práctica como te digo entre todos es escasa, y pienso que es una gran falla. Pues otra forma de nosotros de pronto estar practicando nuestro inglés entonces como te contamos con las aulitas como la ludoteca donde podemos ver videítos en inglés,</p>	<p>The teacher recognizes the necessity of implementing more hours to practice English in order to increase motivation and meaningful learning experiences.</p> <p>The teacher recognizes the lack of preparation to teach English.</p>
--	---

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>películas, tenemos algunos libritos de cuenticos en inglés, y bueno eso de todas formas nos ayuda a perfeccionarlo.</p> <p>R. Y ¿cómo se desarrolla la metodología en la clase?</p> <p>T. Bueno, nosotros en realidad pues un método específico pues no lo tengo. Yo lo que hago es miro mucho internet y trato de ver lo que está más avanzado en metodología con el inglés. Entonces ya ve uno que definitivamente es a través del juego, que dentro del aula de clase tienes que estar variando las actividades porque el niño se cansa en una sola, trata uno de hacer el inglés fuera de la clase, en el patio, hay diferentes momentos en los que uno ya conoce a sus estudiantes y va viendo qué es lo que más conviene ¿no? Entonces es como esa metodología en especial.</p> <p>R. ¿Sigues algún modelo pedagógico en especial?</p> <p>T. Ah bueno, la verdad pues nosotros aquí tenemos un modelo que se llama el histórico cultural, es pues muy generalizado, permite como la integridad de tantos aspectos, y me parece que si es el que se acomoda a nuestra institución. Y además un modelo constructivista ¿cierto? Siempre estamos haciendo, siempre de acuerdo a lo que el estudiante requiere, siempre de acuerdo a las necesidades del estudiante es que planeamos lo que se hace.</p> <p>R. ¿cuáles son las metodologías y recursos que emplea en su clase?</p> <p>T. Bueno creo que ya te he dado respuesta en otra pregunta, mis metodologías pues son diversas, especialmente empleo internet para actualizarme en la forma como mejor debe enseñarse, uso como recurso la sala de ludoteca, películas, talleres, juegos, bueno y lo que si me parece que le falta a la institución es montar programas especializados en inglés en los pocos computadores con los que contamos. Pero si nos hace falta.</p> <p>R. ¿Cómo ve que es el comportamiento de los estudiantes de 402 en la clase, considera que se puede trabajar en grupo?</p> <p>T. Ah bueno el grupo si es un grupo, de tantos que he tenido en estos veintitrés años, se me hace que es un grupo que, si permite trabajar en pares, tríos, o en grupo en general, si me parece que es un grupo que lo permite.</p>	<p>The teacher manifests the use of other materials and rooms to reinforce her lessons.</p> <p>The teacher manifests the lack of a specific methodology to teach the English class. She mentions the additional materials and some strategies.</p>
---	--

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

<p>R. Ok, ¿qué dificultades encuentra en este grupo para el aprendizaje de inglés?</p> <p>T. Bueno, vemos que ellos se desmotivan muy fácilmente, vemos que hay cosas que los afecta, que si es un regaño del docente fuerte entonces ya el resto de la clase están muy decaídos, sin embargo, he ahí el valor del docente que está en volverlos a ubicar y mirar la manera inmediata de como los vuelve a ser felices como estaban al principio. Si, se dispersan especialmente cuando reciben algo muy fuerte.</p> <p>R. Por último me gustaría saber ¿qué proyectos se trabajan en el colegio?</p> <p>T. Bueno yo diría que todos los de ley, pero muy bien implementados. Hablamos de proyecto de democracia, de tiempo libre, el PRAE que es el de medio ambiente, y el de la comunicación, bueno se me escapa ahorita uno, pero los de ley especialmente pero bien trabajados basados en las inquietudes de los estudiantes, de los docentes, muy integral.</p> <p>R. Bueno ya, por último, ¿considera que el colegio si implementa el modelo pedagógico que propone?</p> <p>T. Si, si, ya te lo decía, el modelo histórico-cultural está siendo implementado, cada vez nos vamos perfeccionando más en el, cada vez nos sentimos más identificadas con él, y pienso que eso nos hace ser felices y a los niños también. Por encima del agotamiento y la escasez de ciertos recursos, pero contamos con, el Técnico Faustino Sarmiento lo consideramos como un colegio organizado, te cuento para que tu lo sepas, ocupamos en la prueba saber el número diez y ocho de 616 colegios, a nivel nacional estamos en el 693 de como 9 mil y más colegios. Entonces pienso que no es una mala ubicación, pienso que hemos hecho bastante, especialmente quienes llevamos tanto tiempo aquí en el colegio.</p> <p>R. Bueno profé muchas gracias eso era todo.</p> <p>T. Bueno muchas gracias a ti y a tus preguntas, muy amable.</p>	<p>The teacher mentions the pedagogical model purposed by the institution. Placing students' feelings and interests as the most important factor.</p> <p>The teacher mentions various resources that she implements in the classroom.</p> <p>Groupwork is relevant as it involves activities that these students can perform positively.</p> <p>The teacher takes into account students emotional domain to understand the difficulties that may be presented to work with them.</p>
---	--

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

	<p>Projects are based on students' interests and necessities. The most relevant is PRAE that holds an environmental awareness work.</p>
--	---

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex F



UNIVERSIDAD PEDAGOGICA NACIONAL
DEPARTAMENTO DE LENGUAS
COORDINACIÓN DE PRÁCTICA PEDAGÓGICA.

COLEGIO TECNICO DOMINGO FAUSTINO SARMIENTO
CUESTIONARIO DE CARACTERIZACIÓN DE ESTUDIANTES DEL CURSO 402.

Con el fin de conocerlos, saber un poco de su entorno y su vida escolar, les he diseñado el siguiente cuestionario:

Nombre

[Redacted name field]

Niña

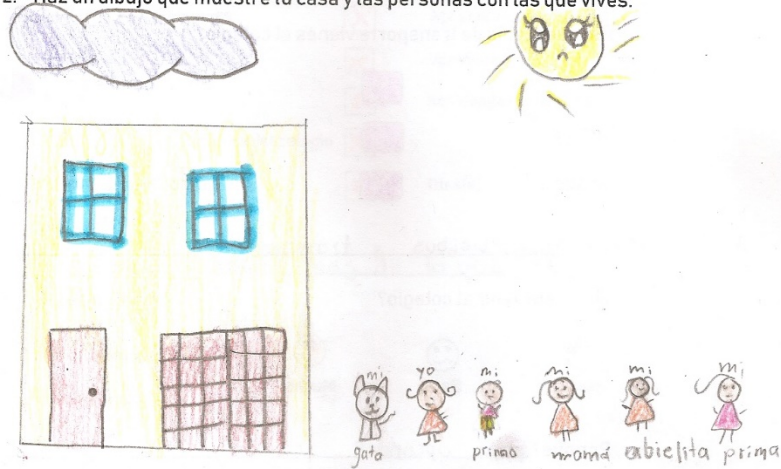
Niño

¿Cuántos años tienes?: 9

1. ¿Cuál es el nombre de tu barrio?

Santa rosa.

2. Haz un dibujo que muestre tu casa y las personas con las que vives.



DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH



UNIVERSIDAD PEDAGÓGICA NACIONAL
DEPARTAMENTO DE LENGUAS
COORDINACIÓN DE PRÁCTICA PEDAGÓGICA.

6. ¿Cuál es tu materia favorita? (Puedes marcar más de una opción).

- | | | | |
|--------------------|-------------------------------------|-------------------|-------------------------------------|
| Español | <input checked="" type="checkbox"/> | Inglés | <input checked="" type="checkbox"/> |
| Danzas | <input checked="" type="checkbox"/> | Ciencias Sociales | <input checked="" type="checkbox"/> |
| Educación Física | <input checked="" type="checkbox"/> | Matemáticas | <input checked="" type="checkbox"/> |
| Ciencias Naturales | <input checked="" type="checkbox"/> | | |

¿Por qué? por que me emocionan.

7. ¿Te gusta la clase de inglés?

- | | | |
|---|---|---|
|  |  |  |
| Nada | Poco | Mucho |

¿Por qué?

por que e aprendido mucho.

8. ¿Qué actividades te gustaría hacer en la clase de inglés? (Puedes marcar más de una opción).

- | | | | |
|--|-------------------------------------|------------------------|-------------------------------------|
| Leer libros con imágenes | <input checked="" type="checkbox"/> | Aprender canciones | <input checked="" type="checkbox"/> |
| Hacer guías | <input checked="" type="checkbox"/> | Ver videos | <input checked="" type="checkbox"/> |
| Jugar | <input checked="" type="checkbox"/> | Actividades artísticas | <input checked="" type="checkbox"/> |
| Salir a otros espacios fuera del colegio | <input checked="" type="checkbox"/> | | |
| Realizar proyectos | <input checked="" type="checkbox"/> | Otra(s) | <input checked="" type="checkbox"/> |

¿Cuáles?

si para aprender mas de lo que se.

9. ¿Qué prefieres?

- | | |
|---------------------|-------------------------------------|
| Trabajar en grupo | <input checked="" type="checkbox"/> |
| Trabajar individual | <input checked="" type="checkbox"/> |

¿Por qué?

para aprender

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH



UNIVERSIDAD PEDAGÓGICA NACIONAL
DEPARTAMENTO DE LENGUAS
COORDINACIÓN DE PRÁCTICA PEDAGÓGICA.

10. Cuando estás en la clase de inglés y realizas estas actividades tu:

Escuchar el inglés: 1. No entiendo 2. Entiendo un poco 4. Entiendo todo



Hablar en inglés: 1. No entiendo 2. Entiendo un poco 4. Entiendo todo



Escribir en inglés: 1. No entiendo 2. Entiendo un poco 4. Entiendo todo



Leer en inglés: 1. No entiendo 2. Entiendo un poco 4. Entiendo todo



Aprender palabras: 1. No entiendo 2. Entiendo un poco 4. Entiendo todo



11. ¿Utilizas el inglés por fuera de la clase y del colegio?

Nunca Un poco Siempre

En caso de usarlo poco o siempre, ¿dónde?

en casa

12. ¿cuáles de estos espacios te gustaría utilizar para aprender inglés?

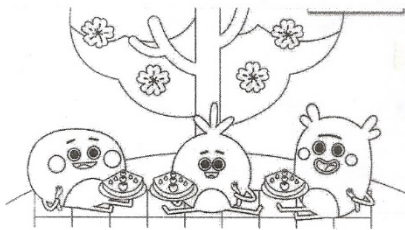
Aula de informática Ludoteca

Biblioteca Patio

Jardín Otro

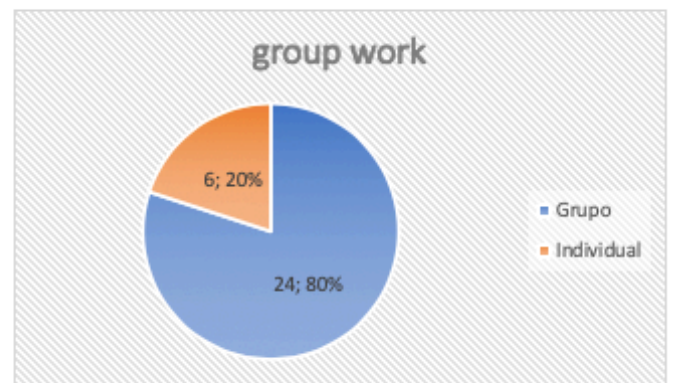
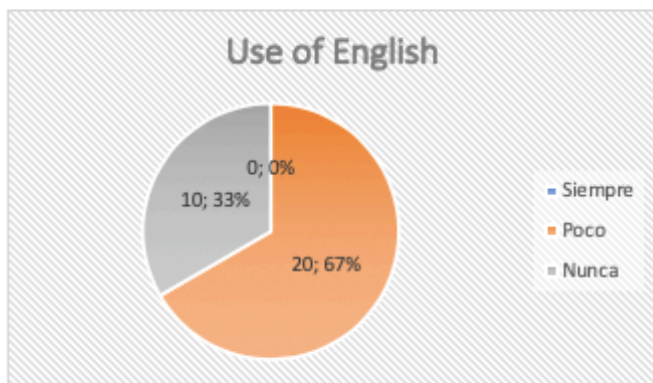
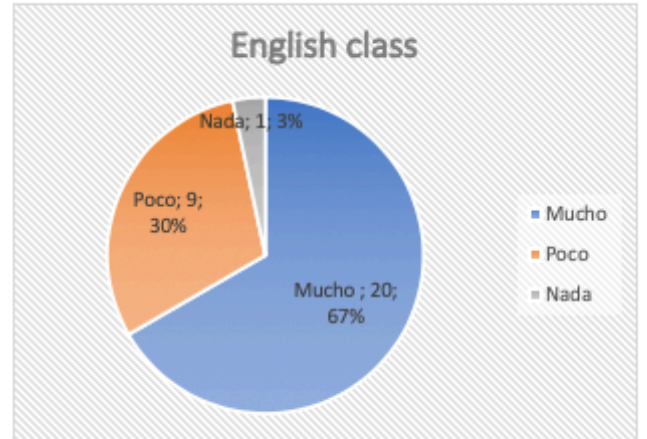
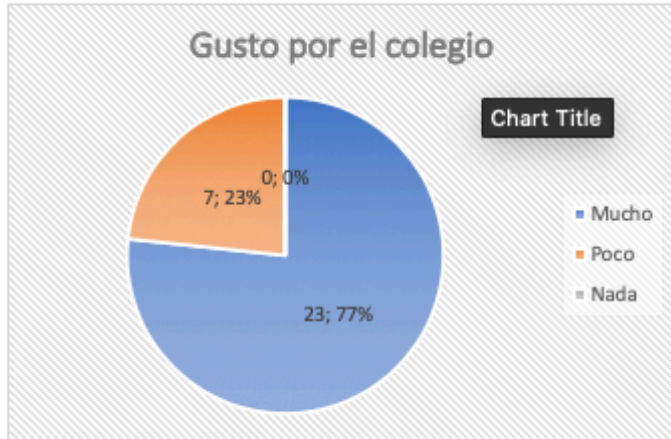
¿Cuál?

para obtener silencio



Thank you!

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH



Annex G



Bogotá, octubre 16 de 2019

Apreciados padres de familia, por medio de la presente me dirijo a ustedes con el fin de extender la invitación y solicitar su debida autorización para que su hijo (a) haga parte de las actividades que serán programadas para la intervención del proyecto de investigación en el aula que desarrollaré yo, Lina María Atehortua, estudiante de licenciatura en español e inglés, de la Universidad Pedagógica Nacional. El objetivo es establecer las problemáticas de aprendizaje que se presentan en la clase de inglés, dentro del curso al cual su hijo(a) pertenece. Consecuentemente, se planeará una intervención y propuesta de posible solución al problema hallado. Dicho proyecto será elaborado en un periodo de tiempo concerniente a un año y medio, por lo tanto, su hijo(a) participará en el proyecto durante lo que queda del año en curso, así como en la totalidad del próximo año académico.

A continuación, relaciono las características del proyecto en mención:

- Para llevar a cabo este proyecto se harán observaciones, acompañamientos, entrevistas, cuestionarios y evaluaciones, y sólo si usted autoriza, su hijo será fotografiado en caso de requerirlo.
- La información adquirida será utilizada únicamente para propósitos educativos y bajo ninguna circunstancia los datos obtenidos serán comercializados ni popularizados.
- Este trabajo estará enfocado al mejoramiento de su hijo desde los ámbitos académico, personal, social y humano.
- Una vez finalizado el proyecto, los resultados podrán ser compartidos con la institución para la verificación de los alcances obtenidos.

Recuerde que la participación de su hijo(a) en el proyecto es completamente voluntaria, y en caso de querer retirarse antes de su culminación, usted podrá hacerlo sin que esto lo perjudique en ninguna medida. De este modo:



Yo [redacted], mayor de edad, identificado con cédula de ciudadanía [redacted] Bogotá, con domicilio en la ciudad de Bogotá. Dirección [redacted] teléfono [redacted].
Autorizo la participación del estudiante [redacted] del curso AO2 en este proyecto, y en las actividades que sean programadas para su elaboración.

Firma [redacted]

Agradezco su atención y colaboración.



DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex H

 COLEGIO TECNICO DOMINGO FAUSTINO SARMIENTO I.E.D. Resolución de reconocimiento oficial N° 7527 de 1998 y 380 de 2007 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL PLAN ANUAL DE ASIGNATURA						
Área: HUMANIDADES	Asignatura:	INGLES	Docentes:		Año: 2020	
5º	Impronta de ciclo:	Interacción Social y Construcción de Mundos Posibles			Grado : QUINTO	
Propósito de formación de ciclo: Reconocerse como un ser capaz de transformar su realidad y que sus acciones puedan tener efectos negativos o positivos para él y/o la comunidad, procurando a través del autocontrol, organización y responsabilidad obtener beneficios para su comunidad.						
Propósito de formación de área: Propiciar ambientes de aprendizaje que permitan la comprensión y producción textual en forma creativa en inglés como segunda lengua, en las que se aborden emocional y culturalmente las diferentes situaciones comunicativas, con el fin de transformar la realidad.						
Propósito de formación de área en el ciclo: Interactúa a partir de sus experiencias y formula interrogantes sobre su cotidianidad, construyendo textos sencillos.						
Estándares básicos de competencia:		Lingüística	Socio-lingüística		Pragmática	
Nombre del proyecto: Salvemos Nuestro Planeta				Áreas que integra: Ciencias Naturales y Educación Ambiental, Ciencias Sociales		
PERIODO	EJES ESTRUCTURANTES DE LA DISCIPLINA	NÚCLEOS TEMÁTICOS DEL ÁREA	SABERES ESPECÍFICOS	APRENDIZAJES ESPERADOS		
I	Estructura y funciones lingüísticas	Saludos y presentación-Verbo TO BE - Vocabulario temático- números hasta 100- Pronombres.	Presentación Pronombres	COGNITIVO: Ejecuto procedimientos, establezco argumentos y propongo alternativas de solución a situaciones presentadas de acuerdo al proyecto “Salvemos Nuestro Planeta” y a los temas trabajados: Entiendo la forma correcta de hacer, responder preguntas y empleo de manera coherente el vocabulario que voy aprendiendo, para crear oraciones y escritos sencillos y las realizo correctamente, comparto mis creaciones en forma lúdica, creativa. FISICO-RECREATIVO: Construyo narraciones y realizo actividades creativas que enriquecen mi proyecto de vida, Desarrollo trabajos grupales que posibilitan reflexiones acerca de mi propia vida, la vida de los otros y de mi entorno. SOCIOAFECTIVO: Manifiesto actitudes de respeto, solidaridad, responsabilidad y de justicia y equidad en el desarrollo de las actividades propias del proyecto y los temas trabajados.		
	Comprensión y producción textual.	Diálogos sencillos- Narraciones- Descripciónes sencillas- Construcción de oraciones- Reconocimiento de las partes de la oración.	My body Números hasta 100			
	Ética de la comunicación.	Situaciones comunicativas reales- informar- solicitar.	Vocabulario repaso			
	Culturas y contextos.	Preferencias personales- Auto descripción de personajes- Descripción de lugares y entornos.	Vocabulario PROYECTO Formulación de preguntas: W QUESTIONS Escribo mensajes cortos sobre mi cotidianidad.			

DEVELOPING WRITING AS ASITUATED SOCIAL PRACTICE THROUGH PROJECT APPROACH

Annex I

	COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.		
	PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL		
	Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008389 NIT 860532555-9		
		GRADO/CURSO: 5º J.M. y J.T.	CICLO: III
DOCENTES:	Docentes Participantes: [Redacted]		
Fase de exploración	Nombre del proyecto: "Salvemos Nuestro Planeta"		
<p>¿Cómo participo con acciones, roles y prácticas colectivas del cuidado del medio ambiente del entorno (casa, colegio, barrio)?</p> <p>Situación Problema: El Medio Ambiente es muy importante porque de él obtenemos agua, comida, combustibles y materias primas que sirven para fabricar las cosas que utilizamos diariamente. Al abusar o hacer mal uso de los recursos naturales que se obtienen del medio ambiente, lo ponemos en peligro y lo agotamos.</p> <p>Algunas acciones para cuidar el medio ambiente en casa, en el colegio o en el barrio son: Aprovechar al máximo la luz del sol para evitar el consumo innecesario y excesivo de la energía eléctrica, no utilizar manguera para regar las plantas o lavar el auto, no dejar encendidos los artefactos eléctricos que no se utilicen, usar pilas, baterías o artículos que se recarguen solo con energía solar, utilizar preferiblemente el transporte público, caminar o andar en bicicleta ayuda a estar más</p>			
<p>Aprendizajes esperados:</p> <ol style="list-style-type: none"> 1. Identifica y explica algunos efectos favorables y desfavorables de la acción humana sobre el entorno natural (calentamiento global). 2. Participa en la toma de acuerdos para la realización de actividades colectivas que contribuyan a mejorar su entorno. 3. Comprende que forma parte de un entorno que necesita y debe cuidar. 4. Colabora con sus compañeros en la búsqueda e integración de la información. 5. Propone y participa en acciones para mejorar el cuidado de los espacios disponibles para la recreación y la convivencia. 6. Demuestra respeto y aprecio por el cuidado del medio ambiente. 7. Trabaja en equipo, mantiene buena convivencia y respeta las diferencias entre los compañeros. 8. Produce escritos: cuentos, rimas, adivinanzas, textos, folletos. 9. Se valora, se respeta y cuida su higiene personal. 10. Desarrolla el pensamiento lógico que le permite analizar y plantear alternativas de solución a situaciones problemas dadas. 			
<p>Competencias a tener en cuenta:</p> <ol style="list-style-type: none"> 1. Uso comprensivo del conocimiento científico. 2. Explicación de fenómenos. 3. Indagación. 4. Conocimiento e interacción con el mundo. 5. Aproximación al conocimiento científico. 6. Desarrollo de compromisos propios y sociales. 7. Planteamiento y solución de problemas. 8. Uso de las TIC. 9. Lingüística. 			
<p>Disciplinas con las que se puede integrar: Ciencias Sociales y Convivencia Ciudadana, Ética y Valores, Religión, Español, Informática y Tecnología, Inglés, Matemáticas, Ciencias Naturales, Emprendimiento, Artística y Educación Física.</p>			