

A road to the future, the life project and writing with 2nd grade students in Jardín
Piloto School



Universidad
del Cauca

Research Report

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Abstract

The research work: A road to the future, the life project and writing with second grade students in Jardín Piloto School had as main objective to interpret the learning that was achieved regarding writing in relation to the life project with students. The research had a Qualitative Approach and it was an Action Research type; activities were developed through class sessions focused on the objectives. The conceptual categories are: The life project, Communicative skills: writing in the initial stage and Communicative Approach. The results show the reaching of the objectives and are organized in categories of analysis such as: The writing experience, Life project as a meaningful strategy, School challenges, English in contexts.

Resumen

El trabajo de investigación: Un camino hacia el futuro, el proyecto de vida y la escritura con estudiantes de segundo grado en el Jardín Piloto tuvo como objetivo interpretar los aprendizajes alcanzados al respecto de la relación entre la escritura y el proyecto de vida con los estudiantes. Este trabajo tuvo un Enfoque Cualitativo y el tipo de Investigación Acción, las actividades fueron desarrolladas a través de sesiones de clase enfocadas en los objetivos. Las categorías conceptuales son: El proyecto de vida, Habilidades comunicativas: escritura en la etapa inicial, y el Enfoque Comunicativo. Los resultados muestran el alcance de los objetivos y están organizados en categorías de análisis como: La experiencia de la escritura, Proyecto de vida como estrategia significativa, Retos escolares e inglés en contexto.

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Introduction

It is important for us as future teachers to have experiences around research and practice, with this research process we could develop academic skills to face our present and future; with practice we opened our minds to new world that reality presents. With this experience we were able to do a close up to teaching and learning processes in English with little kids and also put our knowledge in practice. In this report we present the stages and basis to achieve our main goal.

In the first chapter we present the Research Problem where we describe the problem and establish a Research Question, the problem is exposed about some main topics as: English in classroom, strategies and materials and also the life project as an interesting topic to be worked with kids. In the second chapter we present the Objectives which were our route and the Justification that evidences the importance of the link we propose between English and Life Project and our research in general.

In the third chapter we present the Frames of Reference, the Context Framework expose where the research was developed; the Legal Framework establish some legal issues related to education; and the Conceptual Reference Framework contains first some background students, and second, the main conceptual categories that point to the interest topics.

In the fourth chapter the Methodology is explained in order to set the research Approach and Methodology and also the way that the strategies were developed in the classroom; finally, in Chapter 5 we present the Findings and Results that evidence the goal achievement, in this chapter we analyze the lived experience, the authors read and the conclusions.

Chapter 1. The Research Problem

1.1. Problem's Description

Jardín Infantil Piloto second grade is a group of students with many skills and some difficulties talking about academics and motivation; in this research we are going to focus on English teaching and learning process due to is an important area to develop and there is a potential to explore. We are going to describe the problem not just focused on students but in other people and processes: curriculum, didactics, family support and the children's background and current skills.

The curriculum orientation of the educational institution is established as Artistic and Playful according to the PEI, a characteristic that could be found in classroom processes; however, its organization is by subjects, a situation that has fragmented the transversal focus of artistic processes or projects; the twelve subjects oriented in the 2B grade are developed under certain dynamics that include the explanation corresponding to the topic in question (topic: axis), reinforced with the examples and exercises that the teacher has previously prepared. These exercises are generally photocopies in which students must complete fields, color, or draw according to what they have learned.

The twelve subjects are guided by the head teacher, who develops the English class for one hour, once a week. This area, according to the head teacher, is worked through photocopies, songs and videos, such materials are related to the topics corresponding to the area for each period; the time is limited and sometimes it is taken to perform other types of activities, thus, the group work that is intended to promote is not very effective and the tasks are not achieved to propose and provide feedback. In addition, in the library it was observed that there is no English material on which the teacher can rely on, there are no textbooks or reading books for teachers or students, only short stories, comics and drawing stories can be found on the shelves in Spanish; access to the library is exclusive to Transition students.

This dynamic generates that the teaching and learning processes are structured and repetitive, in all subjects, students are exposed to similar activities; the subject of English is no stranger to the process.

Accordingly, the students' schedule is distributed in classes Monday through Friday, from 7:00 am to 12:15 pm, with a break from 9:30 am to 9:45 am. It is mentioned that the break time is insufficient since students remain most of the time inside the classroom, this can negatively affect school performance, children may experience fatigue and difficulty concentrating in class. However, it is important that schools recognize the importance of providing adequate break times, as these spaces provide opportunities for students to develop social skills and allow students to have good physical and mental health.

The academic performance in this particular area, according to the evaluation processes, is considerably low, which is reflected in various ways, for example, in the exams that are conducted during each academic period, since the grades corresponding to English are the lowest compared to other areas, it is also evident through the implementation of a diagnostic activity that the students prior knowledge is below basic, which is why participation during this class is affected since they don't have the necessary knowledge and therefore don't dare to make interventions.

It is relevant to mention that the students studied transition under the virtual modality, it was a year of adaptation for his type of teaching and not for face-to-face classes; and the first grade was developed in a post-pandemic period, characterized by the reentry of the students to face-to-face classes; the second grade becomes the first cycle in which the students begin the regular dynamics of the face-to-face classes.

This whole process brought with it various difficulties in reading and writing, which generated problems in the achievement of most of the Basic Competency Standards (2002), according to which it is stated that during the first cycle of schooling (1st to 3rd grade) students should appropriate simple words such as greetings in English, numbers from 1 to 10, among other basic topics and in particular the development of communication skills, when performing the diagnostic activities, failures are evidenced with respect to these minimum requirements in all skills.

Regarding reading in English, students have the ability to read images, but no graphs; regarding writing, most of them easily transcribe words or short phrases and a few relate images to words. Regarding listening, students listen to song or commands and generally understand them if they are accompanied by movements and gestures, understanding more that the background meaning presented to them; and, regarding speaking, it can be mentioned that students are not very proactive; however, if they are asked to repeat or memorize, they do so.

From the processes of teaching and learning English, language is assumed as a whole; in this research, writing is a skill that will be studied in depth since it allows identifying the impact of the pedagogical strategy: A road to the future, in the students.

Going deeper into writing, there is an imaginary that students don't yet write in Spanish, therefore it is impossible for them to do so in English; however, the idea of codification is being addressed there, it is assumed that writing can be evidenced in drawings, through the relationship between writing and image, writing from symbols and hopefully, as the process progresses, students can write with alphabetic code words and short sentences with meaning.

As already mentioned, there are several shortcomings in the area of English and it is necessary to identify the factors that generate them so that, in this way, an effective solution can be found. In this order of ideas, these shortcomings can be attributed to the fact that the schedule is assigned to other subjects and therefore the time is not enough for the students to be able to interact sufficiently with the language.

Another factor that is relevant to mention is the lack of resources, since the English materials that can be found in the institution are null, which in many occasions generates that during the only hour of English that they see in the week, it is used for activities such as coloring or for skimming topics of other subjects.

As is well known, parental support plays a fundamental role in students' learning, but such support is scarce. It is clear that at home there is no process that reinforces English, and therefore it is not helping children to explore their skills in this area.

Lack of parental interest can affect communication between family and school, making it difficult to identify and resolve problems related to education and social relationships that students develop. In addition, lack of parental support in the completion of homework can lead to poor academic performance and behavioral problems, since parents are the most influential people for their children, and it is up to them to create a supportive environment that fosters a love of learning. Thus, the active involvement of parents in their children's school life is essential to create a pleasant educational environment and support the full development of the students.

Regarding to the Life Project there were a few activities related to this topic, but there was not an organized project or process focused on students to know themselves and their context and dreams which are part of a life project. In our Praxis we analyze that Life Project was a great opportunity to link students' context and learning English.

In conclusion, although it is true that there are several deficiencies in the area, it is also true that students have great potential and there is openness on the part of the head teacher, which gives room the project “A road to the future”; an idea that emerged and was consolidated from our Praxis, understanding that it is important that students know themselves and the environment that surrounds them, assuming English as a dynamic axis and the strategy as a tool that helps to promote an adequate learning process of English.

1.2. Problem question

What learning is achieved regarding writing in relation to the life project, with the 2B grade students in Jardim Piloto School?

Chapter 2. Objectives and Justification

2.1. Objectives

2.1.1. General objective

To interpret the learning achieved regarding writing in relation to the life project, with the 2B grade students in Jardín Piloto School.

2.1.2. Specific objectives

- To motivate students to write through topics related to their own lives.
- To stimulate spaces in which students understand the importance of knowing themselves and others.
- To interact in the classroom as teachers in service to understand daily dynamics and contribute to teaching and learning processes as researchers.

2.2. Justification

Childhood is the appropriate stage to feed it information and linguistic stimuli. For López and Rodríguez (2017) "the learning of other languages becomes a growing trend, marking the evident importance of promoting bilingual education from an early age" (p. 2). That is why, during early childhood, the boy or girl has a high potential which deserves to be adequately stimulated so that they have greater chances of success at the beginning of their school life and in general.

Teaching a language at this early stage brings multiple benefits to preschoolers. For example, according to Quidelf, del Valle, Arévalo, Ñancuqueo, and Ortiz (2014), "those students who formally begin exposure to the English language at an earlier age achieve better learning, understanding, and motivation with it" (p. 53), this in comparison with those subjects who start learning a language at a later age.

Classroom actions regarding the area of English are approached from the following competencies: Linguistics, Pragmatics and Sociolinguistics (MEN, 2006, p.12); these skills are made practical from the four communication skills: Reading and Writing, Listening and

Speaking; these four skills are inseparable; however, each one of them has its particular characteristics, therefore, they can be strengthened from different perspectives.

English becomes a basic and important area in children's education because it gives skills to live in a global world, opens academic opportunities, it also improves cognitive skills through using codes, words expressions that could be or not part of their daily lives. A person who learns English also understand other cultures because is exposed to information in different parts of the world; and it could be the first step to learn other languages.

Thus, the interest of this research lies in writing, since it is necessary to complement this skill in a stage like the one students are experiencing, where they face academic writing processes also along the lines of Spanish; It is the appropriate moment to make writing visible, not as a series of grammatical rules, but as a possibility of expression, communication and interaction, breaking with the mechanistic practice of copying and grammar to turn to writing as an exercise that students do not perceive as fearful or mandatory.

Due to this, the school life project is considered as a tool that will allow the child to guide his personal goals in the future, which will have value and meaning throughout their development. At the same time, it provides guidance so that the student can learn to recognize where they come from, that is, their family, their neighborhood, their city and, additionally, they could identify the environment that surrounds them, that is, their past and present. All this is extremely important, because it facilitates the process of self-knowledge by answering questions such as who I am, what I am like, what are my abilities and limitations, etc. and allow to make a connection with English skills.

In this way, by addressing the teaching and learning of English from the life project, a contextualized class is created, since familiar themes are addressed for the students and therefore the classes are energized, since these are contents that interest to the children and therefore their attention will be directed to the class. It is there where transversality plays a fundamental role, since in order to achieve all of the aforementioned it is necessary to establish a relation between the thematic areas that must be seen. For example, Natural Sciences can be linked to Ethics and Values to teach about the importance of protecting animals and taking care of nature, in the same way English can be addressed through the Life Project so that students learn to count to 10 in English, to say "Mother, father, grandmother, grandfather", to identify domestic animals in English, among many other topics.

By using the life project for teaching and learning English at school, the classroom will become a dynamic space in which children will be motivated and interested in the different topics covered. Since these, being related to their context, promote practical learning through transversality.

In this section, the concepts that are the basis of this research are introduced, with the purpose of presenting various positions that provide knowledge and clarity on the subject. The concepts are distributed in the following categories: Communicative approach, Writing in English and Life project.

Chapter 3. Frames of Reference.

3.1. Context framework

To have a vision of the context; a characterization is presented below from the aspects: Educational, Family, Biopsychosocial, Sociocultural and Infrastructure.

Figure 1

Jardín Piloto School



Educational aspect:

Jardín Piloto School is part of Técnico Industrial Educational Institution. Piloto is an official and mixed institution which offers Kinder and Primary education. It is located in the city of Popayán, in the neighborhood: Colombia Primera Etapa. This Institution offers education to 490 students; 31 of them are part of the second grade B.

Piloto school offers the morning and afternoon sessions; Grade 2B develops its activities in the morning session, these activities are in charge of a head teacher, who completed her primary and high school studies in the “normalista” modality, also completed a bachelor degree in Basic Primary Education and finally a Major in Education.

It is important to point that the educational service offered to students is based on the pedagogical and curricular guidelines of the Ministry of National Education, with the support of the educational academic community, whose purpose is to support the foundation and planning process of the main education areas defined by the General Law of Education in its article 23. The Institutional Educational Project that guides Piloto school is the same of Industrial Technical Institution; however, it can be mentioned that the headquarters is focused

on a playful-artistic approach, proposing the articulation of artistic and corporal expressions in training actions.

The students' schedule is distributed in classes from Monday to Friday, from 7:00 am to 12:15 pm, with a break from 9:30 am to 9:45 am. Class hours are distributed as follows: 1 hour for week for the areas of English, Religion, Social studies, Systems, Reading and Writing, Arts; 2 hours for Physical Education, Ethics and 5 hours for Spanish and Natural Sciences; and 5 for mathematics.

For a total of 12 subjects, which are evaluated over 4 periods during the school year that takes place in 40 weeks. The evaluation is of a quantitative and qualitative nature; generally written exams are developed that are evaluated and graded numerically; on the other hand, the teacher carries out an observation follow-up in the qualitative aspect, reviewing the advances or setbacks of the students.

According to the PEI (2020), in line with the pedagogical model, three methods are privileged: learning by doing, group work and homework as a complement to what is explained in class (p. 62); thus, in the 2B classroom, students carry out practice activities that allow them to approach knowledge through individual work, but favoring individual teamwork, and the teacher proposes tasks that are useful for recapitulation at home.

These twelve subjects are guided by the head teacher, who develops the English class for one hour, once a week. This area, according to the observation, is worked through photocopies, songs and videos, said materials are related to the topics corresponding to the area for each period; time is limited and sometimes it is taken to carry out other types of activities, so the group work that is intended to be promoted is not very effective and the tasks cannot be proposed and given feedback.

In the library it was observed that there is no type of English material on which the teacher can rely, there are no textbooks or reading books for teachers or students, you can only find short stories, comics and drawing stories among the shelves in Spanish; access to the library is exclusive to Transition students.

The Institution develops pedagogical projects that respond to the guidelines of the Ministry of National Education, as a particular project of the headquarters it can be noted that a reinforcement activity called "Task Workshop" is developed in which students attend in the

afternoon session for the reinforcement and improvement of the subjects in which they present some difficulty; it is a project that supports regular learning processes; however, it does not constitute a transversal or interdisciplinary exercise.

In addition, the institution has a musical band made up of the upper grades belonging to the afternoon session, which carry out their rehearsals in the morning session; there are no places for grade 2 students, only students from the afternoon session enter.

Finally, it can be mentioned that the Institution is oriented from the following principles:

Mission

The Industrial Technical Educational Institution of Popayán, of an official and mixed nature, permanently committed to social development, through critical, reflective, responsible and creative education, aimed at students of all strata in preschool education levels, basic and medium technique. It trains people of integrity capable of entering higher education and the productive sector, strengthening skills, abilities, academic and labor competencies, through the knowledge, adoption and production of technology that contribute to the social and economic progress of the country. (PEI, 2020, p.10)

Vision

The industrial technical educational institution of Popayán will be a leader in technical training for the solution of local, regional and national needs through the articulation with training chains and strategic alliances with public and private entities. (PEI, 2020, p.10)

Family aspect:

The accompaniment by parents in the school training process is of vital importance for students; it is the home where rules and values are established and strengthened, and what has been worked on at school, is reinforced. The following types of families can be recognized: Nuclear, Single-parent, Composite and to a low extent Extended family. It is observed that in many cases the people who are in charge of taking and picking up the students at the end of the day are: grandparents, uncles, brothers, and only in some specific cases does the mother or father of the family come.

Despite the fact that all students have adults in charge; in the second grade B there are cases where the absence of some parents is evident in various activities such as delivery of academic reports, celebrations and especially in the academic accompaniment at home in the development of tasks and review of topics; this due to various circumstances such as their work occupations and internal family problems.

It is pertinent to mention that the Técnico Industrial educational institution has a Parents Association, which is made up of all the parents or responsible adults of the students and the Jardín Piloto Campus has a parents' council made up of two representatives of each classroom, for a total of 18 members, whose job is to attend the meetings that the coordinator calls periodically and to be present in the planning and development of activities, parties and celebrations of important days in the year.

Biopsychosocial aspect:

The second grade B is made up of students whose ages range from 7 to 9 years. According to Papalia (2013), this age range corresponds to middle childhood (p.26), which is characterized by greater development at the motor level. During this stage, children can perform jumps of a meter and a half without momentum, throw a small ball 21 meters, among other activities. In turn, the preference of boys to participate in games that require more physical activity is evident, unlike girls who prefer games that involve verbal expression, it is here where rough play has a greater scope.

The description corresponds to 2B students, they are very active boys and girls, they like movement; they form friendships and work groups according to their personalities and preferences regarding the game; despite sharing spaces with their like-minded colleagues, they sometimes disrespect each other by using rude words or expressions that are not appropriate.

In general, due to different reasons, such as managing the group, they tend to speak aloud, not respecting the turn of the word, they are inclined to follow the guidelines of the activities that they like or that attract their attention, but they omit the instructions. about activities that they find difficult or do not like.

Their attention lasts approximately half an hour sitting in concentration, after that time they want movement, noise, physical activity, games, interaction. In the period of early childhood, according to Papalia (2013), children between the ages of 3 and 11, within their cognitive development, manage to reduce egocentrism and begin to think logically, but

concretely. (p.26) In turn, memory and language skills increase; cognitive advances allow children to benefit from formal schooling.

Faced with the psychosocial development of children between the ages of 3 and 11, it is found that self-concept becomes more complex and influences self-esteem. Similarly, core regulation reflects the gradual shift of control from parent to child. In addition, classmates acquire a central importance in the mentioned development; As previously stated, this condition is latent among 2B students.

Infrastructure aspect:

In terms of infrastructure, the institution has 11 rooms, which are divided between transition (a, b, c, d, e), first (a, b, c) and second (a, b, c); these rooms are shared with the students of the afternoon session, from grades: third, fourth and fifth.

The school has a library called "The magical world of knowledge"; which is assumed as a reading corner, which can only be used by Kinder garden children. There is a classroom for teachers, sanitary units for both students and teachers and administrators, a store for students, a restaurant that provides free snack service for all students; The institution has a multifunctional field and games, a computer room, offices for teachers and directors, and a school garden (in restoration state).

Regarding connectivity, the headquarters has 13 tv, 13 loudspeakers / school radio, 30 computers, of which only 24 works correctly.

The School Food Plan is equipped with a kitchen, a dining room where there are long wooden tables and chairs, messages alluding to hand washing, respect and the proper use of food. The school store offers some prepared and packaged products.

Finally, it is important to mention that there is not a space or nursing staff; School only has a first aid kit located on the first floor, near the main entrance; emergencies are handled by each tenured teacher and in cases that require it, a call is made to parents or guardians.

3.2. Legal framework

In this section we present some of the main rules and regulations for teaching a foreign language in primary school, we focus on Education and English. These regulations and guideline helped us to understand the basic and relevant topics and strategies to work

with our students, and to design relevant activities to achieve our goals in the same path as Ministerio de Educación Nacional demands too.

In Constitución Política de Colombia is exposed the right of Education:

Article 67. “La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura.

La educación formará al colombiano en el respeto a los derechos humanos, a la paz y a la democracia; y en la práctica del trabajo y la recreación, para el mejoramiento cultural, científico, tecnológico y para la protección del ambiente.

El Estado, la sociedad y la familia son responsables de la educación, que será obligatoria entre los cinco y los quince años de edad y que comprenderá como mínimo, un año de preescolar y nueve de educación básica.

La educación será gratuita en las instituciones del Estado, sin perjuicio del cobro de derechos académicos a quienes puedan sufragarlos.

Corresponde al Estado regular y ejercer la suprema inspección y vigilancia de la educación con el fin de velar por su calidad, por el cumplimiento de sus fines y por la mejor formación moral, intelectual y física de los educandos; garantizar el adecuado cubrimiento del servicio y asegurar a los menores las condiciones necesarias para su acceso y permanencia en el sistema educativo.

La Nación y las entidades territoriales participarán en la dirección, financiación y administración de los servicios educativos estatales, en los términos que señalen la Constitución y la ley” (p. 1)

Also, in Ley General de Educación Article 23 there are the mandatory education areas (1994):

“Para el logro de los objetivos de la educación básica se establecen áreas obligatorias y fundamentales del conocimiento y de la formación que necesariamente se tendrán que ofrecer de acuerdo con el currículo y el Proyecto Educativo Institucional. Los grupos de áreas obligatorias y fundamentales que comprenderán un mínimo del 80% del plan de estudios, son los siguientes: 1. Ciencias naturales y educación ambiental. 2. Ciencias sociales, historia, geografía, constitución política y democracia. 3. Educación artística. 4. Educación ética y en valores humanos. 5. Educación física, recreación y deportes. 6. Educación religiosa. 7. Humanidades, lengua castellana e idiomas extranjeros. 8. Matemáticas. 9. Tecnología e informática. (p. 8)

In Basic Standards of Foreign Language, there are exposed the goals from First to Third grade, they are organized in: General Standards, Specific standards, and Achievement indicators.

Basic standards in second grade point that student could achieve five abilities: Reading, Listening, Writing, Monologues and Conversation. The interest in this research is Writing, in that ability, students in second grade are developing the next:

Figure 2

Abilities to develop in writing

Escritura	
• Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.	I
• Escribo el nombre de lugares y elementos que reconozco en una ilustración.	I
• Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refieren a mi familia, mis amigos o mi colegio.	I
• Escribo información personal en formatos sencillos.	I, 2
• Escribo mensajes de invitación y felicitación usando formatos sencillos.	I, 2
• Demuestro conocimiento de las estructuras básicas del inglés.	I

Note: This chart is part of English Language Standards from MEN.

According to the Basic Learning Rights students in second grade have the right to:

- Express simple ideas about topics studied, using words and phrases
- Understand the sequence of a short, simple story about familiar themes, and retell it using illustrations and familiar words.
- Exchange personal information such as your name, age and origin with classmates and teachers, using simple phrases, following models provided by the teacher.
- Mention cultural aspects of their environment, using familiar vocabulary and expressions.

3.3. Conceptual Reference Framework

3.3.1 Background

Next, we present three of the most significant studies regarding the research topic; from the national, international and regional fields that address the teaching of English through a Life Project.

International Background

Ramirez, C. In 2020 published his research called Teaching English through the history of Mexico. This proposal arises from the need to provide both students and teachers with enough tools for teaching and learning that encourage the use of English, being this contextualized. Through the use of activities and 25 strategies, it seeks to make use of various elements to enhance and promote the learning of English in primary level students.

The activities were developed with elementary school students, with the main objective of attending to and understanding the links established by the network of relationships that exist between learning a foreign language and the principles of interculturality. The findings show how it is possible to learn English and historical competences, in this case of a country (Mexico), whose achievements are a core part of the design of each strategy; history becomes a key element for learning, just as live history can be.

Retaking this research, we can say that is appropriate for this investigative exercise because it addresses the teaching and learning of English through a process of mainstreaming between the area of English and the subject of History. Resulting in meaningful and contextualized learning for students. History, in the case of this research, is assumed from an

individual perspective and how social traits have influenced it; in our case the perspective is Life Projects and its relation with English skills.

Another study is about Institución Bilingüe Campus Monterrey. Which aims to determine what teaching strategies the teacher promotes in his students in primary school to develop the skill of oral production or speaking of English with the purpose of them mastering this second language. In the present study, the strategies divided into three large areas were described. First, those that help to investigate prior knowledge were described; then those that promote understanding through the organization of information; and the third and last are the group strategies. At the end, some methodologies were briefly described that contribute to the development of skills (Pimienta, 2012).

The results of the research showed the analysis of five strategies that the teacher uses and that positively impact the students, they are brainstorming, questions, SQH (know, want, learn), debate, forum, and the workshop. (English language teaching strategies using oral production, 2015)

The aforementioned strategies are in line with the present research to the extent that the teaching of English together with the life project uses some strategies which allow students to make use of their prior knowledge, their critical thinking, their way of communicating, and teamwork. All of this, in order to provide students with tools that allow them to develop skills throughout learning English. In addition to, achieving the ability to make decisions, exercise a leadership attitude in the classroom, assume different roles, create your own individual and social identity, understand others and respect them, etc.

National Background

Jaraba, D., & Arrieta, A. in 2012 carried out the research project called Etnoenglish: braiding words, stories and life projects of the Zenú people. This project arises from the need to implement new and contextualized pedagogical practices, due to the fact that the students of the San Antonio Abad Indigenous Educational Institution presented great difficulties in learning a foreign language.

To carry out this study, they began by identifying the problem, which corresponded mainly to the lack of interest on the part of the students to learn a foreign language, this was reflected in the constant absence to classes, in the fact that they do not master the tasks and in the little oral participation during classes, which had a significant impact on grades and, in

general, on their communication skills in both Spanish and English, which led teachers to ask various questions about the reason for this situation, finding that in Colombia the current educational system does not take language or culture into account, which, logically, generates a culture shock and therefore, students consider this learning as insignificant. Having a broader view of the situation, they reflected that it was vital to integrate representative aspects of the community to arouse the interest of the students and thus be able to carry out the process satisfactorily.

This study is relevant for the present investigative exercise because it provides tools to correctly approach a new language, in such a way that the process is pleasant and close to the students, so that they can achieve significant learning. In conclusion, any teaching and learning process must be contextualized with the culture, language, customs and beliefs of the individuals involved.

Another study is Linguistic Integration in English Teaching in Colombia Through Project-Based Learning by Yeiny Alejandra Aldana Pérez in 2018, developed with fourth grade students of a public educational institution in Colombia. The aim of this research is to analyze the deficiencies of the integration of the four language skills: reading, writing, speaking and listening, in educational processes from a critical perspective and through Project-Based Learning.

The research was based on directing observation for the collection of information on the problems presented in the teaching of English as a foreign language, in addition, an analysis was made of the teaching mechanisms used by the teachers of the institution, to give a way to the implementation of teaching strategies based on projects, based on the real environment of the students to facilitate their interaction with learning. This process allowed to integrate the four language skills and showed a remarkable improvement in the academic process of the students.

This study is relevant to the present research because the acquisition of the four skills is essential in the students learning process it is through the strengthening of it that it is given the necessary basis to acquire a new language, through the use of didactic teaching strategies that codify and consolidate pedagogical learning by emphasizing interaction with the context

and everyday situations, life projects addresses the individual and collective work around a specific topic that is common to all students and around language.

Local background

Gomez, Y., Salazar, S., Tenorio, L. (2017). They carried out the project "Meanings that fourth and fifth grade students have as a life project in the school environment", in a joint work with students between the ages of nine and twelve, from the San Gabriel Educational Center, headquarters El Real, municipality of Cajibío, Cauca. Through this project, they sought to address and understand the meanings that students had built in the school environment regarding their life projects. Using field diaries, interviews, activities and dialogues, it was possible to identify the importance of promoting life projects within the institution and likewise the articulation with parents, in order to motivate the student to set dreams and goals.

The proposal was developed in the form of workshops that included the participation of parents, managing to establish the importance of the school-family team to establish dreams and solid goals with the students; the authors conclude on the importance of raising awareness about the educational process in the construction of life projects, since the value that education deserves is enhanced in a context where the community reflects contributions that help to highlight it as a synonym of progress, specifically in the quality of life.

It is relevant to address this project since it raises the importance of promoting the relationship between the school and parents on the construction of a life project that enhances the skills and attitudes of children and in turn allows them to visualize their future as integral people who contribute to society; life projects could be a strategy to improve and develop English skills through read situations, listen stories, write and tell experiences and in general communicate the past, the present and the future.

Another study is "Educational workshops as a methodological strategy for teaching writing about everyday context topics in English as a foreign language for boys and girls in basic education." This pedagogical project was carried out by María Angélica Zambrano Sánchez, Gustavo Adolfo Chilito Guauña, Cindy Yisel Meneses Buitrón, Sandra Patricia Bolaños Martínez in 2012 and was developed at the José Eusebio Caro Educational Institution, where the need of expanding students' opportunities was recognized by learning a foreign language. To achieve this, a writing process began in English on topics from the daily

context of each student, for example family, food, environment characteristics, among other topics. The idea was to give each student the possibility of writing based on their own reality, without fear of making mistakes or being judged.

The purpose of this project was to contribute to the production of writings in English from educational workshops, so that four thematic categories were established: teaching, everyday context, educational workshops and writing where the relationship between teacher and student was focused on a constant dialogue and interaction; in addition, the sculpture had a fundamental role in the learning of English understood as a process that is constantly under construction and that takes into account the experiences and interests of the students.

This study is relevant to the present research project because it addresses the teaching and learning of English through the production of texts whose themes are directly related to the students' experiences, which directly arouses their interest, generates meaningful learning, favors writing process, strengthens individual and group work, generates camaraderie and good skills for working inside and outside the classroom.

3.3.2. Conceptual categories

3.3.2.1. Communicative Approach

There is a great diversity of methodologies for teaching and learning English, but on this occasion, it is pertinent to guide the teaching and learning practices from the communicative approach or TLC, since it is an approach that focuses the teaching of a second or foreign language in social context, everyday life and the performance of meaningful tasks in the classroom. In addition, this approach aims for students to develop and acquire the four communicative skills as a whole.

The four communicative skills from a whole language in a real way, without fear of making mistakes, without worries and around topics that are part of their daily lives; Brown (2007) defines CTL as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p.378). Authenticity relates to those issues of everyday, real life; and interaction is a function of student-student and teacher-student.

When we talk about student-based activities based on tasks, we are referring to topics that students deal with in their daily communication, this is how the Communicative Approach is oriented to a collective exercise, where the individual is important, but team production, collective communication, is vital; thus, any activity proposed from this approach must be student-centered.

This change has had a huge impact on classroom materials, course books, teaching techniques and the teacher's role in the classroom, and still influences English language teaching and learning up to this day. Some books and materials are designed just for individual work, platforms, workbooks are used for each student, however these materials now involve more and more activities to be developed in groups or encourage teamwork through projects in class or communicative interactions.

In the same context, the teacher is the one who designs and guides such activities; Brown (2007) mentions that "the teacher's role is that of facilitator and guide, not that of an omniscient bestower of knowledge. Therefore, students are encouraged to construct meaning through genuine linguistic interaction with others" (p.43). The teacher responds to several responsibilities within the classroom, since through the planning of his classes he must favor teaching according to the objectives and needs of the students, generate a learning environment and obtain an effective and positive teacher- student communication, encouraging participation and group work.

That is, the teacher acts as a facilitator in the learning process. Whose work entails some responsibilities such as helping students to improve their communicative competence by providing a variety of practical activities. Although the ultimate goal is genuine communication, the teacher must create spaces for activities and exercises that guarantee that students practice the language in a more genuine way, focusing on the importance of communicating meaning. Likewise, it is significant for the teacher to establish the communicative context of a lesson, manage students and create opportunities for communication, maintain student motivation, foster a welcoming and safe environment. Being able to monitor learning, allowing constructive feedback to be generated in the classroom. (Galindo, 2017, p.9)

Teachers have the competence to teach and must master the language as well, but they are not the ones to dominate the classroom, they are facilitators, motivators, they have to analyze context and with that analysis they prepare and develop classes, encourage students

to learn according to their abilities, likes, dislikes and needs, they do not force teaching and learning processes, they mediate between students, contexts and learning goals.

In the same way, the role of the learner is the most important in this approach, because it is the one to whom education is directed; Brown (2007) states that “Students have the opportunity to focus on their own learning process by understanding their own learning styles and by developing appropriate strategies for autonomous learning” (p.43); students must have the willingness to learn and be engaged in their learning as active, autonomous, curious, reflective and critical thinkers.

In turn, Jack (2001) states that in the communicative approach, it is important that students have the ability to infer from what they read, see or hear, as well as be able to produce speeches that have the intention of communicating something effectively, appropriate and consistent. (p. 8) In this way, the student becomes a negotiator among himself, in a group and in the learning process; participate in the activities proposed in the classroom; contributes to the learning of himself and his peers; he develops autonomous work and corrects errors detected by the teacher, himself or his classmates, achieving interaction with those around him. (Galindo, 2017, p.10)

So, based on the child's autonomy, he will act according to his own convictions, use the knowledge he has about the environment that surrounds him and make his own decisions independently. In turn, you will know what actions are appropriate for yourself and others.

It is also of vital importance that the students develop their empathy, the ability to work in groups and strengthen their ability to self-assess and build on their shortcomings in the classroom, thus creating a positive school environment where the student feels self-confidence.

The classroom becomes a micro- world space where the context in which students might interact in English, a safe space in which making mistakes is an opportunity to learn and to “rehearse” for the world outside, Brown (2007) mentions that “students in a communicative classroom have to use language productively in unrehearsed context outside the classroom. Therefore, classroom tasks should equip students with the skills necessary for communication in those contexts” (p. 43). Thus, an English class in the classroom recreates the world, but the world is where students will put into play what they have learned in the classroom.

Likewise, it is important to highlight the characteristics of the materials in Communicative Approach, which help to promote communicative skills and become a support for teaching. Such as, the textbook, all types of didactic and real materials

(magazines, audios, videos, newspapers, books, tourist brochures and even everyday objects) which allow proposing the projects and tasks that the students will have to solve using English as their language. (Avila, 2015, p.8)

The life project, which is one of our bases, represents the opportunity of designing and using relevant material, allows organizing all the students' creations, such as drawings, written productions and other activities resolved throughout this research. Therefore, this tool allows children to have their own portfolio of material, in which they use their creativity and imagination to develop different activities in learning English around writing skills.

On the other hand, the evaluation that is developed in the classroom is based on the use of contextualized language, the interpretation, production and deduction of information from oral and written texts; adequate development of communication skills according to Hedge (2011, p.10). That is, the evaluation of students covers both correctness and fluency. The evaluation is not limited to the product, but covers the entire process; It is about determining when or in what sense it is appropriate to modify some aspect of the instructional process.

3.3.2.2 Communicative skills: Writing in the initial stage

It is known that communicative skills are those that allow a person to communicate correctly with another person. Communicative skills are: Writing, Reading, Listening and Speaking, and in this case, for development of the research it has been determined to work with Writing, since it is an essential skill in everyday life, and it is indispensable for a variety of purposes.

Regarding writing, Harmer (2004) states that “it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put writing reports together, how to reply to advertisements- and increasingly, how to write using electronic media” (p.79). In the writing process, form and substance are important, form with respect to the handling of English rules and guidelines, and with respect to form, that those words that are written have meaning and purpose.

The writing in the initial stage in students' lives represents a challenge, but it is essential that students have constant feedback on their writing so that they can improve and

encourage their development progressively from the beginning. However, it is necessary to promote their interest in writing in the language they are learning, using topics that are appropriate for them and that they like. In this way, students will be motivated to write and will be able to improve their writing skills as they progress in their learning. Harmer (2004) mentions that:

“Like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interests and level. We can get beginners to write simple poems, but we probably won't give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have - or can get- enough language to complete the task. Such students can write a simple story but they are not equipped to create a complex narrative. It's all a question of what language the students have at their command and what can be achieved with this language”. (p.80).

Interest and motivation are decisive factors for a foreign language teaching and learning; thus, tasks must be adapted to dynamic, stimulating, interactive and practical processes for learning, tasks that awaken in the students the curiosity and love for learning the new language; it requires great commitment and hard work on the part of the teacher to maintain the initial enthusiasm based on tastes and preferences. In addition, it is necessary to adjust the teaching approach to successfully perform the phase of guiding knowledge depending on the child's level, ensuring that the child advances at his or her own pace and successfully reaches the established goals.

Therefore, when developing classroom activities, opportunities should be provided to practice in real context, which are stimulating and significant in their training, it is also necessary to take into account the capabilities and prior knowledge that students have regarding the language to be learned, in order to detect whether they are able to construct short sentences, based vocabulary, and thus, promote continued progress in the mastery of this language.

The role of the teacher in writing is fundamental even when talking about corrections, because it must be taken into account that receiving a written work

covered in red ink, underlining and errors can affect the student and make him think that his skills in the language are scarce. It is important to promote skills, starting from the identification of errors, in a gentle way and aiming to correct them significantly so that the student reaches standards such as producing short and simple texts.

Finally, it is important to point out that there is a common question: If students do not know how to write in Spanish, how are they going to read in English? The answer is not simple, but it is necessary to clarify two aspects; the first one is that students do not need to translate from Spanish to English, so, it is not mandatory to write in Spanish; second, writing goes beyond the alphabetic code, students can write with symbols, pictures, or in some cases they mix Spanish and English or let some gaps that explain in an oral way.

Our purpose in working writing is that students lose the fear to the sheet in white and potentially students start creating their own texts; correct their own mistakes; and enjoy the act of printing their ideas on the paper.

3.3.2.3. The life projects

The life project is a very important tool in the student's training, since through its development the child experiences a stage of self-knowledge which contributes considerably to their personal growth and at the same time helps them establish long-term goals and objectives, providing the possibility of a clear look at what you want to achieve in the future; that is why its incorporation into this project is essential. According to D'Angelo (2003):

“The Life Project is the structure that expresses the person's openness towards mastering the future, in its essential directions and in the critical areas that require vital decisions. In this way, the configuration, content and direction of the Life Project, by its nature, origin and destination are linked to the social situation of the individual, both in its current expression and in the anticipated perspective of future events, open to definition. of their place and tasks in a certain society” (p.3).

It is necessary to highlight the important role played by the social situation of the person, because it can greatly influence the execution of their life project, either through

social support, barriers or resources, from which they can obtain benefits, social, economic and educational, or on the opposite way, to affect their development; however, although the social situation influences the achievement of the life project, it does not prevent the obstacles that arise from being overcome, and it does not imply stopping the pursuit and achievement of the established objectives.

On the other hand, Decombel, Fonseca and Ormaza (2020) mentions that a Life project are plans and or dreams in a future that people establish⁹ about what to do with their lives in the present thinking about the future. (p. 12), they also point out that Life projects are focused on recognizing peoples own competences and interests; so that, usually this project changes with the time.

It is essential that the student has a good ability to adapt and learn continuously in a world that is constantly changing. Likewise, it is a priority that in their adaptation process a growth mentality is cultivated, which is open, flexible, prepared to strengthen the various abilities and capacities, and a mind willing to leave the comfort zone to face the different challenges that they occur throughout life.

A life project related to writing is an essential element in students learning process, it encourages them to discover and consider their own objectives, goals, aspirations and long-term plans that are intended to be carried out through the use of writing. Also, it produces motivation in children by working from their personal interests and desires for their life, providing them with constant growth and evolution, and greatly develops their ability to write, expanding their vocabulary and reaching an understanding of different topics; this exercise can be articulated to all the subjects that are developed in the classroom.

The exercise can seem like quite a daunting task for the age of children; however, developing their own life project can be very positive, since it encourages children's creativity by inviting them to think outside the box, since they can set clear objectives that motivate them and motivates them to develop skills and necessary knowledge.

It is essential to point out that the life project is a category that is developed from primary education to higher education, as proposed by Meléndez (2016,) who suggests that this is built from childhood and is consolidated in adolescence, which is when it begins to be linked to the professional project, that is, with the choice of a career. This is where the importance of drawing up a life project that allows students to define goals, values, interests

and personal motivations from an early age, as well as the search for the means and resources to achieve them.

Most of the time, Life project are represented in books or folders where students write their information, skills, biography and plans, but this is not mandatory today, we can see different ways to write Life projects, people can use digital resources to do it or express their road in life through poetry or music.

Although there are different ways to record the information, there are some important parts to build a record about life project; according to Mateu-Mollá:

1. What is my reality in this moment? Despite that the people generally thinks that the Life Project is only about the future, but this is about the present too. It's very important that the students can consider their presents and realities, because from that they should consider their options to build the future.
2. What are my needs? It's very important that child can identify their own needs, without confusing this with wishes. The most basic needs are physiological and the security, so is necessary to avoid illusory goals because this takes a lot of time.
3. What are my objectives? It's necessary that the child can define a goal, in that way he can develop the steps or think about the tools that need to find the form to take a way to achieve their purposes.
4. What are my values? the values are the concepts that influence in the form that we act and its important remember that we cannot ignore them.
5. What can I do? If every student remembers this information, is easy that they can make a good life plan. Then, if they know that their plans are valuable, they can persist and fight.

These questions guided our intervention when working with life project. Each class activity was related to one or more than one question in order to understand that the dynamic is not about just writing future dreams, on the opposite, people who establishes their project must be able to know who they are, where they live, what are their values and problems, who are the people around them, and with that in mind people can consolidate their plans.

Chapter 4. Methodology

4.1. Qualitative approach

According to the purposes and characteristics of the research, it will be approached from the Qualitative Approach, which uses data collection without numerical measurement to discover or refine research questions in the interpretation process.

Among its most relevant characteristics are that the researcher poses a problem, but does not follow a rigid process; used to discover and refine research questions; it is based more on an inductive process (explore and describe, to then generate theoretical perspectives), that is, it goes from the particular to the general; hypotheses are not tested, these are generated during the process and are refined as more data is collected or as a result of the study; Data collection consists of obtaining the perspectives and points of view of the participants (their emotions, experiences, meanings and other subjective aspects). (Hernández, Fernández and Baptista 2006, p. 17)

The researcher asks general and open questions, collects data expressed through written, verbal and non-verbal, as well as visual language; the qualitative researcher uses techniques to collect data such as unstructured observation, open interviews, document review, group discussion, evaluation of personal experiences or recording of life histories.

That is why, Qualitative Research allows the researcher to observe ordinary events and daily activities as they happen in their natural environments, get directly involved with the people studied and their personal experiences, follow a holistic and individual perspective, use various research techniques and social skills in a flexible way, according to the requirements of the situation, among other skills.

4.2. Method or Pedagogical- Action Research Type

The methodology that is assumed in the research, in line with the qualitative approach, is Action Research; according to Kemmis and MacTaggart (1988) this method is focused on promoting education change; and it is characterized by:

- It is built from y for practice.
- Pretends to improve practice through its transformation and understanding it at the same time.
- It needs the participation of the participants in their own improvement.

- Demands an action group where participants work around together in the whole process.
- Implies the critical analysis of situations.
- Is a spiral of cycles of: Planning, Action, Observation and Reflection.

This method invites us as teacher in service to reflect on our own practices, to think about all participants as a group that grows together, and to open our mind to a different possibility of facing problems, and specially the change we want to guide in classroom with kids.

Because this research is developed in an educational field, we followed three phases related to the ones that Bernardo Restrepo points out in Pedagogical Action Research. Restrepo (2003) says that teaching performance in the classroom must improve, unifying the teaching, curricular development and evaluation processes. (p.5) so that, from the PRA teachers transcend, also as a researcher of his own teaching practice, to improve his training, his performance in the classroom, school and community.

Restrepo (2003) points out three important phases, which have subsisted in some way in the various action-research models:

Deconstruction, phase 1. Getting into the context

According to Restrepo (2003, p. 91) deconstruction is the moment where the research teacher raises his pedagogical practice through the implementation and execution of an action plan. It is here where the construction of the research problem is done by each teacher, based on a reflection on their pedagogical practice and the difficulties that it presents, some information gathering techniques are also used to capture data and turn it into information. .

Reconstruction. Working with participants

When reconstructing the practice, pedagogical knowledge is produced, new for the teacher. This entire process consists of moving from a rather unconscious practical knowledge to a practical knowledge that, as Schon says, is a process of reflection in action or reflective conversation with the problematic situation (Schon 1983, in Restrepo (2003)).

Validation or evaluation. Closing the process

In this final phase we can verify the development of the practice in an effective way, taking deconstruction and reconstruction as a frame of reference. After observing their results, the notes from the field diary are analyzed and the success of the transformation and discussion of results is judged.

4.3. Information gathering techniques and instruments

In the present qualitative research, the importance of managing information gathering techniques and instruments that lead to the development and monitoring of the problem posed is understood, providing data that contributes to the process of analyzing the information generated in the research.

Observation:

Observation according to Hernandez, Fernández & Baptista (2006) “It is not mere contemplation...; It implies going deeply into social situations and maintaining an active role, as well as permanent reflection. Be attentive to details, happenings, events and interactions.” (p.399). Thanks to the immersion in the Industrial Educational Institution, we could observe the daily life of students: their interactions with each other, their conversations, habits, interests, etc.

Direct observation allows day-to-day analysis of what happens in the classroom while the researchers interact with students through online pedagogical exercises on the research topic; direct observation allows immersion in the context in such a way that the data is obtained from first hand and there is no barrier in the interaction with the students since it is done in the most natural way possible.

Pedagogical diary:

It is the Instrument that enriches and evidences the process of training and supervision of the teaching or student experience, enabling constant reflection, self-evaluation, peer-evaluation and hetero-evaluation. In which all the experiences and reflections on the pedagogical intervention inside and outside the classroom are recorded frequently and carefully. For the elaboration of this, the Descriptive, Interpretive-Reflexive and Intervention levels are taken into account.

Descriptive Level: At this level the date, grade, area, theme, objective, development of the class and methodology must appear.

Interpretive - Reflective Level: It is a small writing that accounts for the significance of the session and the theory that supports it to confront and discuss it.

Intervention Level: Point out critical aspects that require analysis and intervention.

(Hernández, Fernández, Baptista, 2014, p. 41)

4.4. Methodological design phases. Pedagogical strategies

4.4.1. Deconstruction. Getting into the context

In this phase we got into the classroom and school context, this phase started in our Praxis I and II, we developed different activities with two main purposes: to know better our students in their complexity and to analyze their English level, their skills and difficulties.

In this phase we also interacted with the teachers and live school life.

Chart 1.

Summary of activities developed in the phase: Getting into the context

Activity	Objective	Activities summary
Session 1	To identify students' prior knowledge and weaknesses in the area of English, according to the lead teacher.	We went to the institution to ask the teacher about the strengths and weaknesses of the students in the area of English and to observe the development in a class.
Session 2	To identify students' knowledge on topics corresponding to their grade.	A series of questions were asked orally about topics such as the parts of the room, animals, and family.
Session 3	To identify the topics that attract students' attention	We did a "brainstorming" activity, about the topics or words that they would like to learn during classes.
Session 4	To identify the level of active participation	We did an activity in which the students were presented with some images corresponding to various topics, they responded about what they knew about the topic.
Session 5	To analyze the writing level of the students	We asked the students to write a letter to the person they love the most.

Session 6	To know your vocabulary level	We asked the students to write on a sheet of paper as many English words as possible that they know.
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4.4.2. Reconstruction. Working with participants

In this phase we designed and applied the strategies based on life project and Communicative approach to improve students writing skills. In this phase, we also explored different activities to interact with students as teachers in service and we developed our skills in English too as well as researchers.

Chart 2.

Summary of activities developed in the phase: Working with participants

Activity	Objective	Activities summary
Session 1	To recognize the importance of being part of a group. To take care of me and the others.	The students completed data about themselves and their preferences on a photocopy. Then, they wrote and learned vocabulary about de school and its objects.
Session 2	Enrich the vocabulary corresponding to my family. To identify the people around me, recognizing their importance and participation in my life.	To start, the children listened to a story about their family. Then, they painted a drawing of a family tree with the palm of their hand and together they pasted a piece of adhesive paper on which they wrote a member of their family. Finally, there was a review of the family vocabulary learned and a discussion about the activity.
Session 3	To develop a sensitive approach to nature and life to the differentiation of wild and domestic animals.	The students were given a mask corresponding to the animals worked in class, which they painted and decorated. They also wrote the names of the animals and we talked together about caring for wildlife.

Session 4	To be aware about the importance of caring for pets in daily life.	<p>They began with a review of wild animals. Then, they were taught the picture and sound of domestic animals with their name in English.</p> <p>They wrote a letter to their pets with a short sentence and its correct structure in English. Finally, a mime game was played.</p>
Session 5	To motivate children to think about their future life projects and identify their dreams and interests.	<p>The researchers dressed up as policemen and doctor, explained their professions and how they contribute to society.</p> <p>In the development of the game, a lottery of professions was played, the students mentioned each profession when they won. At the end, the children wrote and drew the profession they wanted to practice.</p>
Session 6	To rise the habit of keeping clean the bedroom to promote a healthy environment.	<p>The session was developed based on an activity in which the children had to imagine that they were in a very messy room, so there were toys, bags and clothes on the floor. The idea was for the students to play the game of dance and freeze while organizing the objects in their place.</p>
Session 7	<p>To identify the fruits: apple, orange, banana, grapes and pear, as well as their color.</p> <p>To recognize the nutritional and healthy benefits of consuming fruits for the body.</p>	<p>For the development of this session the children were asked their favorite fruit and why, and the answers they gave, for example Sweet fresh and delicious, were written on the board. Afterwards, a round table discussion was held to talk about the benefits of</p>

consuming fruits and vegetables.

Session 8	Identify the different elements that make up the living room of the house.	<p>We started with the “paseo” game and the children mentioned an object in the classroom to take with them.</p> <p>Then, a child was chosen by means of the “tingo tango” to join the drawing with the corresponding word in English on the board, and they finished with its writing and pronunciation.</p>
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Session 9	To address the importance of recognizing that all types of families are valid and respectable.	Some of the types of families that exist were explained. Then, in the development, ice cream sticks were handed out for each child to draw his or her family and decorate it, and finally write which family he or she belongs to in a short sentence in English.
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Session 10	<p>To recognize the parts of the human body in English</p> <p>To know the importance of respect and take care our body</p>	<p>We begin with a review of the parts that make up the human body. After, the importance of taking proper care of them was discussed. For example, wash your hands with soap and water, keep us hydrated.</p>
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4.4.3 Phase 3. Evaluation. Closing

In this phase we developed different activities to close the process. It is important to point out that the evaluation was a constant process through the whole research, but in this phase, we specifically closed with co evaluation actions to listen to our students’ perceptions about our work, we organized the information and also evaluated ourselves.

Chart 3.

Summary of activities developed in the phase: Closing.

Activity	Objective	Activity summary
Session 1	To identify the students' abilities	In this session, an activity was carried out to recognize the abilities and skills of each student. Also, a written activity was done to identify aspects about who they are, what makes them happy and the people around them.
Session 2	To talk about the learning achieved during the year.	For the last session, group work was done to talk about the aspects that they liked and the things that they did not like, about what we can improve as teachers and about the learning they obtained during the process.
Session 3	To compile the learning that the students achieved throughout the sessions and what they liked about them.	For the last session, an activity was carried out to identify how they felt during the process, what learning they acquired, what aspects they think can be improved and after the entire process what ideas they have about their future.

Chapter 5. Findings and results

5.1 Analysis' categories

In order to organize the finding and results, and as a final evaluation stage in our research process, we categorized the information in these 4 categories, they expose the reality we found based on the project impact, the concepts we followed and our interpretation about the experience.

5.1.1. The writing experiences

Writing in English is essential for children because it contributes to language development by expanding their vocabulary, understanding grammar, and expressing ideas clearly from an early age. Also, it allows them to participate in activities in the area in a more active and practical way; because they express their ideas, share experiences and learn. In the case of second grade students, writing gradually evolved, thanks to the activities developed throughout the sessions, in which an evolution in their writing ability was evident.

In the first sessions, some of the students did not write the order of the letters correctly, they did not complete the sentence, they mixed words in English and Spanish, it was difficult for them to remember the meaning of some words, and some were not very interested in developing the tasks. As is the case of student Ignacio Ramirez, who at the beginning did not show much interest or motivation to carry out the proposed activities.

However, over the course of the sessions, Ignacio Ramirez had a series of changes that allowed him to improve both at the level of writing, and also in its participation and motivation and interest in the topics developed.

Figure 3

Student Ignacio Ramirez, improved production

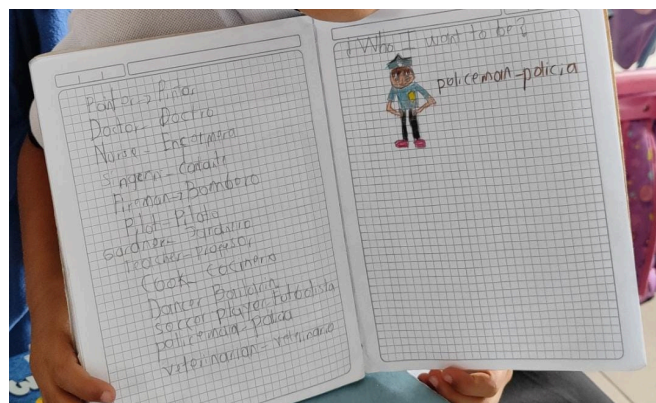


Figure 4

Student Ignacio Ramirez, improved production



Source: Natalia Ortiz

As we can see in the picture, students sometimes mixed Spanish and English, that was part of the progress they made, they tried to fill the gaps they had in vocabulary with words in their own language, this is an attitude that exposes some strategies in the need to communicate and is very common from a Communicative Approach.

The students were provided with different resources to write in a variety of contents, and the improvement in that skill was observed and analyzed. For example, writing a letter, matching words with the image corresponding to their meaning, theatrical performances, among others. However, it should be noticed that this progress was also related to the inclusion of topics related to children's interests, their contexts and the themes of their life project.

Thus, it was evident that the students were able to express their creativity through writing in English, through the creation of short sentences that allowed them to express a variety of ideas and emotions in their textual productions. In the same way, they acquired the ability to identify and correct their own simple spelling and grammar errors in their English writing independently and in groups. For this reason, the activities mentioned above were key elements for students to write basic vocabulary words in English, words commonly used in

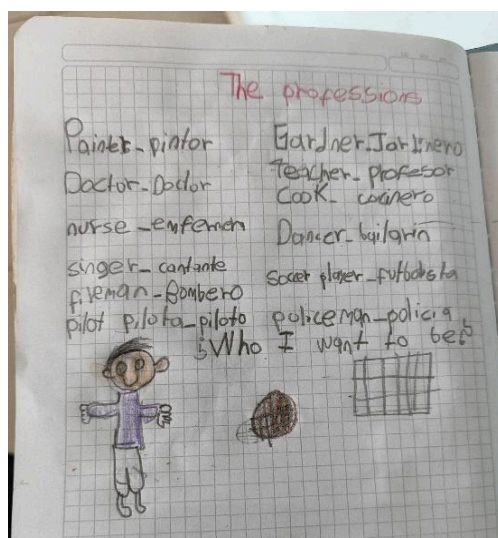
their daily life and in the classroom, and simple sentences that communicate a complete and coherent idea.

It is relevant to mention that the positive evolution that a large number of students had was thanks to the support of the family. A vital factor for academic performance, as mentioned by Hall (2020) she discusses that academic success is more likely to be achieved when children's families work together with teachers to set goals that are based on student behavior (p.2). As was done in this Project, families were involved in some tasks or they had to tell students some stories about their lives.

While it is true that students spend around five hours a day in the classroom, it is also true that the learning process that takes place there should ideally continue at home, with active support from parents. family, so that the student is always in a safe and constant learning environment.

One interesting session that shows the students' improvement was session five, the topic was “The professions” and the activities were about a “lottery of professions”, the students were very excited and they participated in all the process. At the beginning of the session the students stated that they knew the correct way to write the words but that was not true. They wrote the words in the way that they listened to it but after the activities, the students began to write the words in the right way.

Figure 5
Student Ignacio written production



Source: Diana Vela

With the text that the picture shows we want to highlight two topics: Aesthetics and Translation.

About the Aesthetics it was common that students used red and gray (pencil) to write; they were constantly asking what color they had to use; with the exercises, students opened their creativity and started using different colors and pictures to explain their writing. It was common to see some pictures that helped students to write

And in the other hand, most of the time students translated the texts to Spanish, that was really interesting and difficult to change. It is possible that this translation exercise be the evidence of previous teaching and learning strategies or families' practices.

In the whole process we took into account the Basic Standards for English (MEN) because we were in a real context that demanded to work around them; the teacher constantly reminded us the need to develop the topics in the syllabus, to respond to the MEN guidelines; in this area we can say that students were close to the goals required; at the end of the process and according to the Standards in second grade, they achieved:

- To copy and transcribe familiar words for them.
- To write the places and elements they recognized in a picture.
- To recognize basic structures in English.

Other important learning about writing was:

- They understood that English is not the same as Spanish, they made mistakes, but they were aware that each language has its own rules.
- They used pictures to help them to write.
- They used Spanish to fill in the gaps if they did not have the correct word.
- They saw teachers as the source of knowledge and help.
- Little by little they produced words by themselves and not just completed sentences.

5.1.2. Life Project as a meaningful strategy

Regarding the life project, the intention was to address topics in the area of English where students could explore what their qualities are and how they could enhance them, what defects they had to correct or improve and their consequences in the short, medium and long term. During the development of the proposed activities, for example, Pedro did not show, at the beginning of classes, much enthusiasm or had much clarity about what things he wanted for his life, and expressed it with phrases such as "I had not even thought about that", but as

he began to show interest in developing the proposed activities, his perspective changed and although it took him longer than the other students to think about a possible career, study or who were his closest friends, he finally began to express “Yes, I have a friend” and that “Maybe he wanted to be a police officer or something like that.” If we take into account that at the beginning Pedro was very shy and finally managed to express himself more fluently, it is pertinent to consider that the proposed activities did have a positive influence, so he was able to establish some short and medium-term goals and also make some adjustments regarding to his self-aware personality.

It is relevant to mention that the life project, in addition to being fundamental for students to set objectives, goals and reasons to live their lives to the fullest, also provides them with tools to overcome the problems that may arise, as is the case of student Alejandro who after witnessing the death of his father went through a long period of difficulties in which he repeated first and second grade. As a consequence, his academic performance was significantly affected, which was reflected in low grades, a dispersed attitude during all classes, and his perception that life was sad, as he expressed repeatedly with “I feel very sad.” This situation changed little by little thanks to all the work that was done, the projections about his future and correctly addressing the issues that caused him distress, such as friends, his grades or having repeated those grades.

For all of the above, it is important that from the classroom teachers can play an active role in this process. Since it is in schools where students become aware of who they are and where they want to go, that is why with educator’s guide, boys and girls can begin from an early age to create a plan that reflects their mission and vision of life, which makes the life project a great tool for students to visualize these aspirations from different points of view.

Another case that is pertinent to address is about the student Daniel. In the beginning of the process, he had a lot of energy and for that reason his attention was dispersed because he chose playing or speaking with his friends but he did not want to follow the instructions. So, as a future teacher, we had the challenge of giving direction to that energy. In a group work with his parents, who began to accompany the process from home, using simple tools to find the way to keep the student's attention. This is very important, as Hall (2020) mentions: “When families are engaged using simple, accessible methods, this allows them to see their students’ growth and family engagement increases.” (p. 11). So, we recognized the

importance of the family to take a break to read the written productions and if it was possible, they could do feedback as a wonderful motivation to the children.

Figure 6

Student Daniel, written production

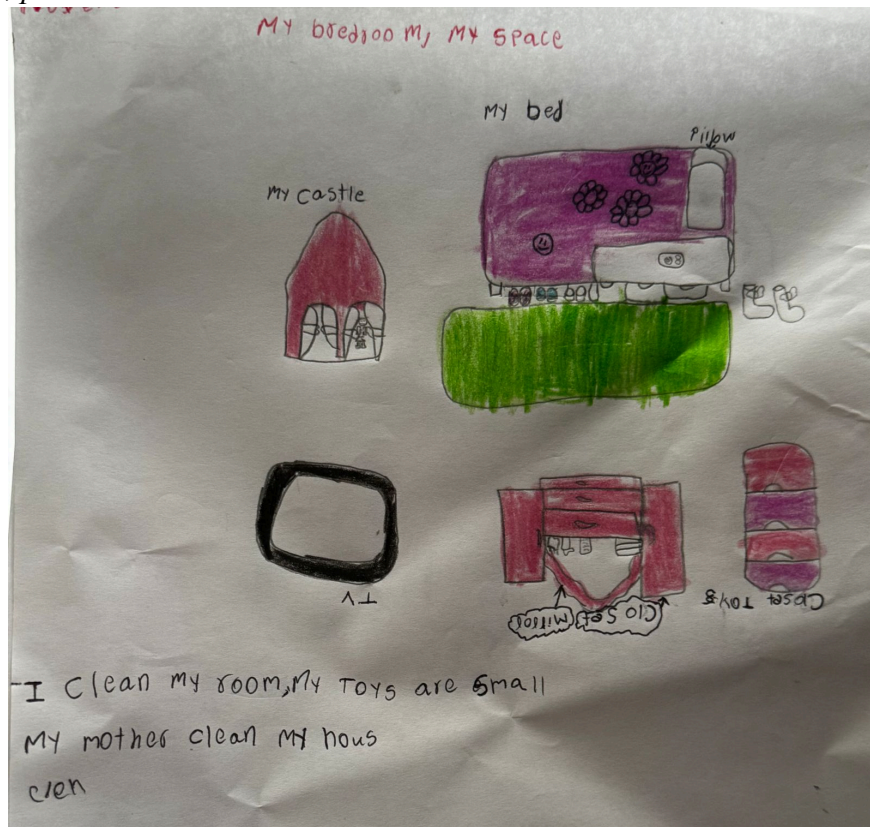


Source: Diana Vela

In this research we joint writing skill with the life project as a powerful way to motivate students to write in English. To do that we designed activities around Mateu- Mollá proposal questions to do Life project, in the next pictures we present some relevant experiences about each question that the author proposes:

The first question is: What is my reality in this moment? To address this question, students did activities to identify very important aspects, such as their name, their family, know your roots and the context in which they live. Pictures 7,8 and 9 show a work about family, its personal space and how they represent it.

Figure 7
 Student Sara, production about a clean room



Source: Diana Vela

Figure 8
 Student Camila, production about family



Source: Diana Vela

Figure 9
Students' production about family

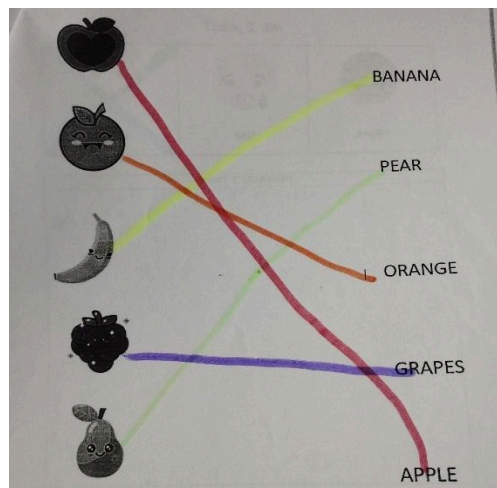


Source: Natalia Ortiz

Figure 9 shows the result of a group activity, in this case, students designed a tree representing their Genealogical tree, all of them printed their hands saying the name of their parents, we talked about the roots as our parents, the branches as our other relatives and the flowers and leaves as ourselves. The reflection was about the important role of our relatives in our lives.

The second question was: What are my needs? The activities were related to the importance of having healthy habits to take care of our body, for example, eating fruits and drinking water. We talked about food and did activities about it, like the one in the next picture.

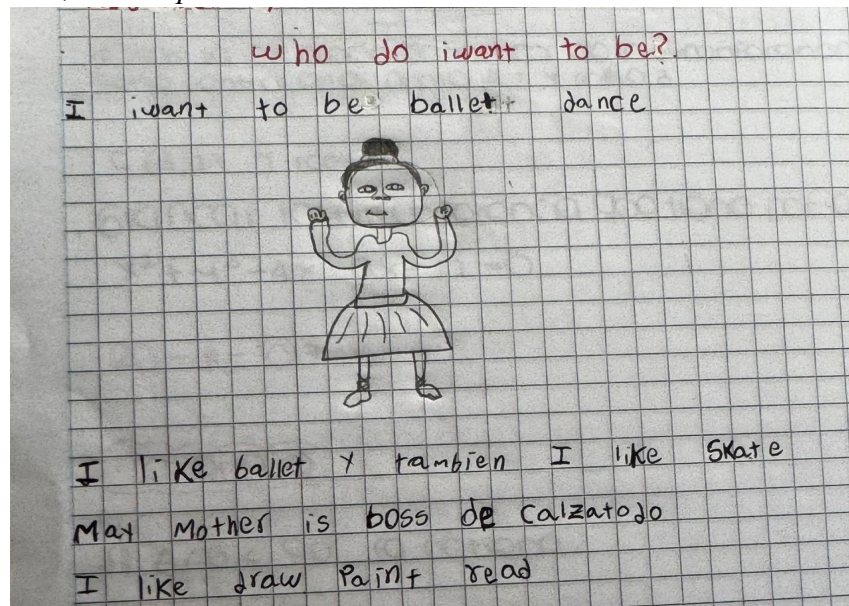
Figure 10
Student Sara, production



Source: Natalia Ortiz

The third question was: What are my objectives? We did activities to project about professions, what they would like to pursue when they are adults. In picture 11 Gina expressed her desire to be a ballet dancer, wrote in Spanish and English and also drew and wrote about her interests.

Figure 11
Student Gina, written production

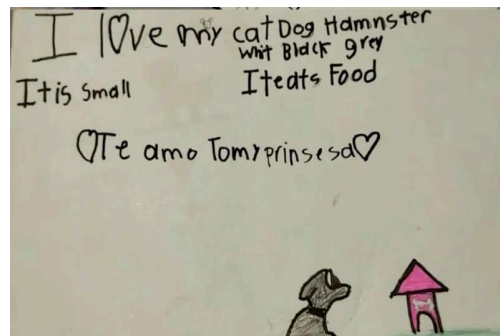


Source: Karen Tombé

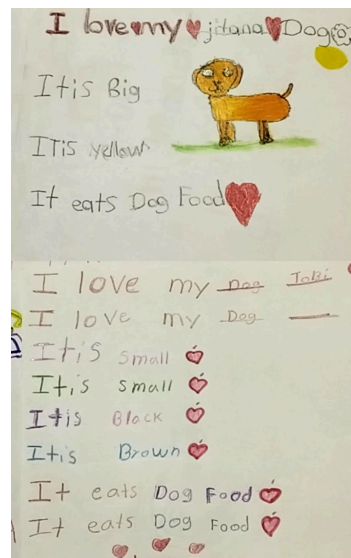
The last question was: What are my values? In this activity, students identified what values they had and the importance of these in their relationships with those around them (people, animals, etc.)

Pictures 12 and 13 show activities related to values, picture 12 is about how did students perceived themselves, they drew a picture about them and wrote some good characteristics they had.

Picture 13 shows the description that a student did about her pet. They really felt their pets as part of their family and were very motivated to do activities with that topic, by doing the description we aimed them to be responsible, careful and committed with animals.

Figure 12*Student Maira, written production*

Source: Diana Vela

Figure 12*Student Cris, written production*

Source: Natalia Ortiz

In summary, the life project works as a compass to guide students towards a promising future, it teaches them to dream, plan and work with determination to achieve their goals, which is why it is a powerful tool that positively impacts their comprehensive development. Although they may seem small, these types of projects significantly impact the lives of students, as is the case of student Pedro Alejandro, and that is why it is so important to address this valuable tool so that many other students can improve their performance academic, as well as aspects of his personal life.

5.1.3. School challenges

Teachers in the field of teaching always face a number of unique challenges due to the specific characteristics and needs of children. In this case, some of these challenges were, first, establishing and maintaining a positive and disciplined learning environment. This involves learning to manage student behavior, maintaining children's attention and interest, and participation throughout the sessions.

Secondly, the importance of designing activities and creating fun, stimulating and interesting resources for students. Since, the objective of leaving behind the use of traditional methodologies where the teacher is the main subject in the teaching and learning process, and more so in the area of English, has always been taken into account. So, the planning of the sessions was designed so that the children had active and meaningful learning working from their interests, stimulating their creativity and imagination, and being able to participate in a different learning style than their teacher had been working with.

On the other hand, another aspect that should be highlighted is the importance that is given to the English area by the school and parents; many times, this class is replaced for other activities or areas, causing the time necessary for teaching different topics to be reduced and children not relating and contextualizing themselves in the most appropriate way with the English language.

Another challenge that we faced as researchers and teachers was the access to valuable educational resources, such as books, audiovisual material, teaching resources, bilingual dictionaries, games and recreational activities, etc. Since the teaching by their teacher was based on copies downloaded from the Internet, which did not allow the children to develop in an enriching learning environment in which they were motivated and interested in acquiring the necessary English skills.

The lack of material and facing a different way to teach English invited us to be creative and try to be a guide to students. Bruner (1976) proposes a teaching approach in which the teacher acts as a guide for children and a facilitator of their learning. In his vision, the school not only transmits information, but creates an environment where students are active in constructing their own knowledge. That is to say, the role of the teacher is one who implements the distance between what a student can do independently and what he or she can achieve with help.

Those strategies provide that temporary help or support so that students can complete challenging tasks, build understanding and skills, and eventually be able to perform those tasks independently. This can be done in a variety of ways, such as providing cues, asking guiding questions, modeling strategies, providing specific feedback, and providing additional resources as needed.

The goal is to promote active and autonomous learning, while providing the necessary support for students to progress to higher levels of competence and understanding. So, the teacher is the one who adapts his teaching according to the individual needs of the students and moves away as they develop skills and understanding. With meaningful experiences, teachers help students explore, discover and relate new information to their previous knowledge. In this way, school becomes a space where students not only acquire knowledge, but also develop skills to understand and apply learning in a meaningful way in their daily lives.

Because of this, another challenge witnessed in the second grade was the children's prior knowledge. Which were noted to be a bit lacking regarding vocabulary, pronunciation and writing in different topics addressed. It is worth mentioning that this knowledge enables the understanding and assimilation of new topics worked on in class, also influencing the active participation of students. In this way, it was necessary to identify the knowledge that needed to be reinforced and provide additional activities to correct that learning.

On the other hand, a challenge as teachers was that the teacher in charge asked that a grade to be obtained throughout the sessions. An aspect that was not pleasant, since the objective of the sessions was more focused on obtaining a qualitative and not quantitative qualification, achieving feedback on what was observed in the classroom. Since it is more important to see the process and progress of children motivated by their learning and not by a grade; a relevant aspect for the current teacher.

5.1.4. English in contexts

The environment in which children grow up plays a fundamental role in their lives because the family is the first space where children develop their well-being, their comprehensive, socio-emotional and cognitive development throughout their lives. Growing up in a good home means having security, stability and a solid foundation to generate adequate emotional and social growth, since it is essential for children to build healthy

relationships, so that they learn to know or recognize and express their emotions in various situations that may arise. occur during the day, in itself, to strengthen us as people to be able to face life's challenges.

The aforementioned is related to the concept of emotional intelligence, defined by Goleman (1998), as "the ability to recognize our own feelings and those of others, to motivate ourselves and to appropriately manage relationships" (p. 8). The first interaction that the child has with the world will be the result of a specific family functioning, since it is the family that contributes primarily to the acquisition of social and child-specific skills, which will later be necessary for the child to function as a child. a social being, aware of his or her actions and emotions, obtaining learning that expands the management of emotional responses in specific circumstances.

However, when a child grows up in a home that is characterized by the presence of conflict, a lack of emotional and educational support, and living with an unstable family, it can have a negative impact on the child's Zone of Proximal Development. children. Vygotsky (1978, p.86) defined the ZPD as: the distance between the actual level of development – determined by independent problem solving – and the potential – determined by problem solving under the guidance of an adult or in collaboration with peers or more experts.

Thus, in the process of developing this research work, taking into account the definition of the ZPD, it is evident that the majority of students do not have adequate support at home from their parents; most of the children commented "I have to take care of my siblings and I can't do my homework", "my parents say they should teach me at school", or in the particular case of student , Juan who mentioned: "my grandfather died in front of my eyes, that leaves me traumatized", he is a child who in previous years had manifested various social and emotional problems; He attended second grade twice at the request of his mother, who is predisposed to his behavior on many occasions.

However, at the end of the year, the student presented a completely different behavior, then he was a much more active child, responsible with the tasks assigned in class, participatory, collaborative and highlighting the nobility that characterizes him. Lately his comments in class were "I love you more thank you", he understood the activities, he finished before the others, he improved his writing, he wanted to advance on the points very quickly and he was thinking about his future.

On the other hand, the student Daniel was a very reserved child, he did not have the support of any of his parents because his mother took care of his younger siblings, so he often did not attend the institution, in addition to having little communication with him, which could end in disintegration, as proposed by Zuazo-Olaya (2013):

Communication between parents and sons or daughters, as well as between father and mother, is very important, since it is through it that we only find out what our loved ones are feeling or going through in order to help them and show them that the family is an emotional support. for each of its members (p. 41)

It is evident that the presence of conflicts can affect and limit their learning capacity and their social relationships, since the family is the first space where intimate and personal issues can be discussed, where everyone can tell different situations and find the best solutions. In addition to transmitting ideas, values, emotions, projects that have a great impact on personal maturation.

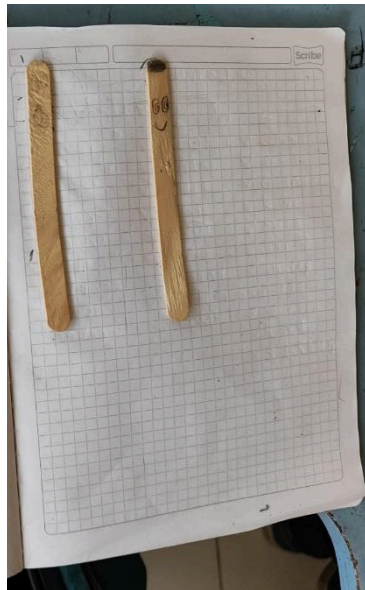
In the English classes we tried to have effective communication, to motivate, understand and accompany him in the development of the activities, although at first it did not work, but, after the support and accompaniment of the teachers following what was mentioned by Brown (2007) " The role of the teacher is that of facilitator and guide, not that of an omniscient giver of knowledge (p.43). The student also showed improvements in his learning process after working on the life project he improved in the social and emotional aspect with the other children, he stopped his abrupt behavior with his classmates and was attentive in the activities, he produced his texts and followed instructions, finally we sadly saw that he did not represent his family in an activity (Figure 14). In this activity we asked them show their families through wooden sticks, he just asked two sticks and represent himself alone; while other students represented their families and also their pets as part of their lives.

Figure 13
Student Daniel, writing



Source: Diana Vela

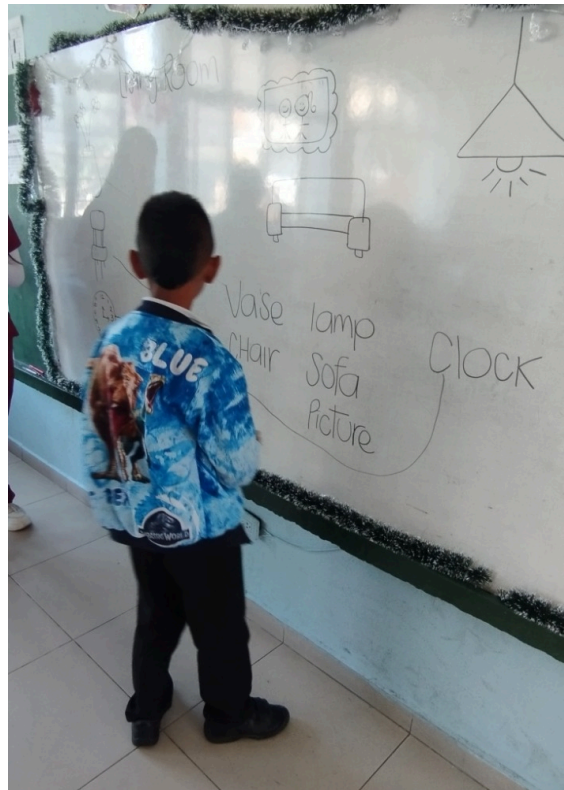
Figure 14
Student Daniel, representation of family



Source: Karen Tombé

Figure 15

Student Daniel López, participated in class



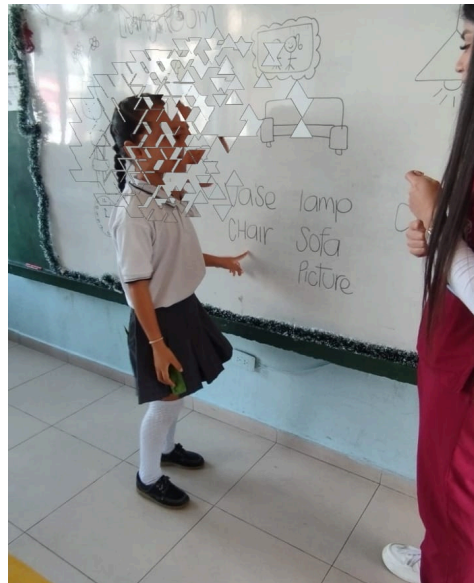
Source: Diana Vela

In this picture we can see Daniel participating in class, this was important because he did not do it at first, and then, he did it with confidence. And as we mentioned he was not so motivated by any topic even when we talked about family, for us it was very satisfying the motivation that he began to gain.

Finally, we want to talk about Noemi Sanchez she was a very charismatic, collaborative, creative, and attentive girl, but a little “chatty”, even so, she always showed willingness in all activities and frequently in the classes where we worked with professions or people who influenced our lives, she commented: “I want to be a dancer like my mother”, and “My mother taught me this or that”. For this reason, we deduced that her mother is a figure to follow her, she provided adequate scaffolding, where she provided emotional support, and provided the necessary resources for her personal, emotional, cognitive, and social development. In the next picture we can see Noemi participating, it was very common for her to do it.

Figure 16

Student Noemi Sanchez, participating in class



Source: Diana Vela

One of our purposes was to improve students' motivation to write, that they feel comfortable doing it, one of the activities was to participate on the board; at the beginning, there were just two students who participated, but then there were more students doing it. We noticed that they felt more comfortable because of two possibilities: the first one was the opportunity to make mistakes and be corrected with patience; the second was to write and talk about their context.

When students made mistakes, we tried to correct them with patience, most of the time they wrote in Spanish and English it seems that that was a constant practice in previous classes; we really tried to stop that practice, but we had a hard time doing it; even at the end of our process with them, they tended to write English and then a translation. On the other hand it was motivating for them to talk about their houses, they likes, the music and television programs they liked, the problem was that they talked about all that topics in Spanish, so we tried to encourage them to represent some words in English.

In the next picture we show a production by Noemi, it is interesting to see that she writes in English and also writes in Spanish "La reina" this is how she feels at home, she also used brightly colors and represent her home as a castle.

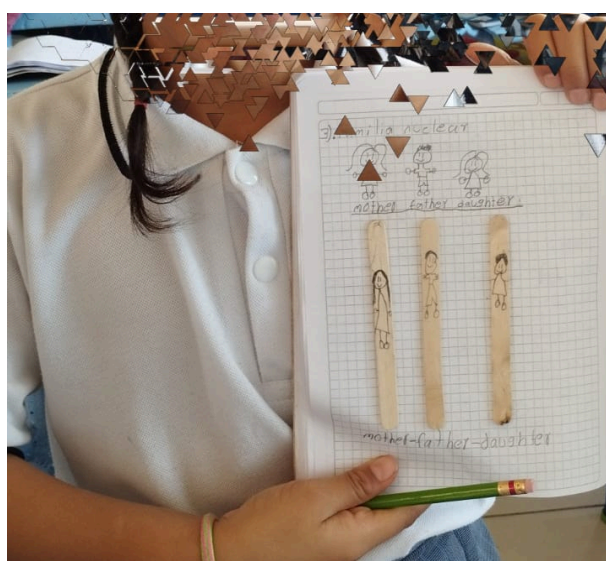
Figure 17
 Student Noemi Sanchez, production in class



Source: Karen Tombé

She represented her bedroom as a whole house and showed a really close relationship with her family, this confirmed us students need to be motivated through contextualized topics and that it is really important for them to have their family's support.

Figure 18
 Student Noemi Sanchez, exercises in class



Source: Diana Vela

Finally, it is necessary to highlight the significant influence of offering children a home where they grow up without conflicts or problems, a space in which they are allowed to have good communication, solve problems together and share personal achievements. Likewise, it is essential to build positive bonds between parents and children, create solid bases to acquire long-term well-being, bases that allow them to grow in optimal conditions, live harmoniously, have a good educational level and thus, little by little, they can choose the correct decisions towards his life project. Likewise, mutual support, a loving home and carrying out activities that contribute to the development of the personality, potential, skills and abilities of the little ones are vital. Children should have the opportunity to strengthen their person holistically to become stable and socially competent adults.

Conclusions

Teaching English and doing research was a challenge for us as teachers in service because we are still developing our language and research skill too. We needed a lot of preparation and responsibility to do our activities. Sometimes we can feel insecure about our knowledge, the important is to be committed with our goal and to learn everything we can at university, autonomously, and from students at school.

It is relevant to do researches from our Praxis, this could be research from or for education, independently of the focus, it is necessary to write about our experiences and to go beyond with investigation, to work around topics to interpret the reality and to systematize real classroom experience, the academic exercise promotes the importance of teaching and learning processes.

Learning and teaching English in our context must go beyond translation, English becomes an opportunity to know better our students, as in this case with life project we got closer to them and understood their lives, this gives us an opportunity to improve our own practices as teachers. English provides interaction strategies in class and the possibility for students to know themselves and their classmates.

Real life in school is quite different to the one that we study at university, with this research we realized that most of the time we do not relate theory and practice, but step by step we develop the skills to see the connection between them and other skills to guide students in classroom and to respond to our own classes at university.

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