

Implementing creative writing through short stories to strengthen the writing skill in the students of Bethlemitas

Brighton High School

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Acceptance Note

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Practicum Committee Signature

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## TABLE OF CONTENT

<b>GENERAL PRESENTATION</b>	<b>5</b>
Introduction .....	6
Justification .....	7
Objectives.....	8
General objective .....	8
Specific objective.....	8
<b>INSTITUTIONAL OBSERVATION</b>	<b>9</b>
Introduction .....	9
Location of the School .....	10
Educative Authorities.....	11
Specific objectives of the institution .....	12
“Proyecto Educativo Institucional” (PEI) .....	13
Weaknesses.....	14
Opportunities .....	14
Fortitudes .....	14
Vision.....	15
Mission.....	15
Principles and founders of the institution .....	15

Summary of relevant aspects of the coexistence manual.....	17
School's academic calendar.....	19
Supervisor' schedule .....	19
Pedagogical aspects .....	20
<b>CHAPTER I: PEDAGOGICAL COMPONENT</b>	<b>21</b>
Introduction .....	21
Justification .....	23
State of the problem .....	24
Research Question.....	25
Sub-questions.....	25
Objectives.....	26
General objective .....	26
Specific objectives .....	26
Theoretical framework .....	26
Writing production.....	27
Reading skill .....	28
Task base learning.....	28
Short story .....	29
Literature review .....	30
Methodology .....	32

Data analysis process .....	33
Ethical considerations .....	35
Planning principles .....	36
The methodology implemented.....	37
Written production from a communicative approach .....	37
Task based learning as alternative method.....	38
Lessons plans for developing the project .....	39
Plan 1 .....	39
Plan 2 .....	41
Results .....	45
Improvement of vocabulary through reading and writing activities .....	45
Error analysis in written productions .....	46
Conclusions and discussion.....	47
<b>CHAPTER II: RESEARCH COMPONENT</b>	<b>48</b>
Introduction .....	48
Justification .....	49
Statement of the problem .....	49
Research questions .....	50
General objectives .....	51

Specific objectives .....	51
Theoretical framework .....	52
The teaching profession .....	54
Reflection .....	55
Methodology .....	55
Instruments .....	56
Research chronogram .....	57



**Table of figures**

Figure 1: Bethlemitas Brighton High School

Figure 2 : TBL Cycle

**Table of tables**

Table 1. School Authorities .....	8
Table 2. School Calendar .....	16
Table 3. Institutional activities .....	16
Table 4. Pre- service teacher school .....	17
Table 5. Pedagogical methology chronogram .....	36

**Annexes**

Annex 1. Planning 1 .....	71
Annex 2. Planning 2 .....	72
Annex 3. Writing productions: Short stories .....	73
Annex 4. Socialization of the second stories .....	80
Annex 5. Evento Talent show .....	81

## GENERAL PRESENTATION

The pedagogical project which was entitled “*Implementing creative writing through short stories to strengthen the writing skill in the students of Bethlemitas Brighton High School*” will be developed during ten weeks with the purpose of completing the final stage in my academic training as a teacher. In order to carry out this project, it is necessary to establish the steps that we followed to bring the project off; taking into account the level of the students, the strategies which contributed to gather the data collection, expecting the advantage and disadvantage that could emerge within the course of this research process. Additionally, this project searched to analyze the impacts that it had in the social, educational and professional fields not only based on my function as pre-service teacher, but also from the students and professors which were involved at the very beginning of this project.

However, it is important to provide the established guidelines, displayed in the chronogram as follow. Firstly, it was essential to summarize the methodological, theoretical and conceptual foundations which will allow to know how the project was developed, what concepts and authors were taken into account. In fact, the main objective of the current project is the development of the creative writing skill in eleventh grade students at the Bethlemitas Brighton high school, a public institution; through the creation of short stories, the students had the opportunity to improve the writing production as well as to acquire new vocabulary but also to promote imagination. In the same way, right before begin the project, the writing production will be improved from the reading comprehension skills, they will have to analyze reading some stories to take them as model to follow to rise grammar structure in the target language for writing the owns.

## **Introduction**

The process of learning a foreign language is quite extensive, it requires full-time, interest, persistence and a continuous interaction which include to work, to travel, cultural exchange and linguistic interests. Therefore, being a bilingual learner offers the possibility of having more than one option in the labor field. The acquisition of a second language means to be able to communicate accurately, overcoming wide social and work borders, rising knowledge and experiences in broadcasting, hotels, tourism, airports, travel agencies, jewelries and more acquiring so English for specific purposes understanding. Playing a decisive role in the development of the country. Bilingual students have much more opportunities and are likely to be have enviable life style.

Taking into consideration the Colombian context as a point of reference, the National Ministry of Education (MEN) has established the importance of the high quality English teaching, requiring to increase the academic language skills. In fact, since 2004 the government has implemented “El Programa Nacional de Bilinguismo” (PNB), based on having bilingual students in English as well as Spanish (MEN, 2004). Furthermore, the vision of the PNB is to reach the commands of English as a foreign language considering that it is mandatory and requires the implementation of strategies for respective development of the communicative competences in the most spoken language in the whole world.

Currently, the PNB is part of the curriculum, in which the Common European Framework for Language (CEFL) is used as a source of reference. It takes into account what students are doing with the new English acquisition, being seen as a process which involves the four communicative skills. Likewise, educators and students should recognize that the teaching/learning process in a foreign language requires a constant interaction which

demands wide knowledge and the simultaneous implementation of the communicative skills. Without scoping out of the topic and focused on writing-reading simultaneously, one of the most used communicative skills in the whole world, as the manner to express or to communicate ideas, thoughts and feelings through gadgets. It is important to prior how important is the reading comprehension and its role in the written production. Writing skills can be performed just through reading, this last one is vital to increase knowledge, working attention and memory as well. But also on language processes such as rising vocabulary and interpretation.

Writing production requires clear meaning and intention to gain understanding and joy by readers. Writing promotes understanding, motivation, creativity and criteria. It helps to consolidate the lack of vocabulary and the lack of structure in complex sentences. Not only contributes to make good compositions in a paper, it is based on alive imagination coordinated with coherence and cohesion.

Stories play a vital role as a learning tool in this. The notion of creative writing recreates positive thinking, essential for students at knowing and using different writing styles. Perfect strategy for helping students to achieve their goals. Definitely, short stories encompass students motivation. In addition, compositions could be easy if it is implementing with different strategies and methods for writing accurately.

### **Justification**

The improvement of students writing is the main objective in this project during this process as teacher. The contribution of a concrete methodology and use of different strategies proposed in the present research helped to carry out the objectives. Indeed, the current project aims at being an indispensable instrument to solve a specific need in the educational context,

to overcome scholar's writing needs. Moreover, it is a great opportunity to strengthen the reading and writing skills in the student community in the acquisition of English as a second language.

Learners will have to be in a constant interaction with the purpose of accomplishing a common goal based on the improvement basically in the writing skill, but it must be developed along with the reading comprehension. Thus, with short stories, the students will have several benefices such as learning grammar and vocabulary, expressing ideas and opinions, creating their own style and with authentic writing. In particular, the Bethlemitas Brighton High School will be the setting in which the stories will be created. Furthermore, this type of writing will be created by tenth and eleventh grade students taking the commitment of writing and creating stories in different genres such as fiction, comedy, fantasy, horror among others and learners will let their imagination run wild.

Therefore, students will be integrated in a pedagogical project with the aim of reinforcing their English skills, and showing their productions to their classmates, teachers, administrative members and parents. The contribution that will give this type of writing will include the development of cognitive skills in where the process of well planning and designed styles.

The implementation of creative writing in the learning of a second language has multiple benefits as well as to motivate students to create and to use their imagination inside the classroom producing a narrative story.

## **Objectives**

### **General objective**

- ✓ To develop students' writing competence at Bethlemitas Brighton High School through the use of short stories.

### **Specific objectives**

- ✓ To accomplish the writing production objectives required by the national ministry of education acquiring grammar understanding in the target language.
- ✓ To promote creative writing through the implementation of different writing strategies applying coherence and cohesion simultaneously.
- ✓ To employ the different writing styles of stories to stimulate student's imagination, rising vocabulary, delighting meaning and rising understanding in the English learning.

## **INSTITUTIONAL OBSERVATION**

### **Introduction**

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

Pamplona is also recognized as the Ciudad Mitrada, La Ciudad de la Neblina, Ciudad Fundadora de Ciudades o Pamplonilla la loca and without a doubt, it is the pedagogical development; granting it the name of the student city. In addition, education is the

fundamental basis of the municipal economy, highlighting the University of Pamplona which allows a sociocultural exchange; backed by public school education centers such as San José Provincial High School, Normal Superior College, San Francisco de Asís School, among others; and the private sphere like Cambridge High School.

### **Location of the School**

Figure 1. Bethlemitas Brighton High School



The Educational Institution Bethlemitas Brighton is located in the Department “Norte de Santander”, in the south-east of the city, in the street 1 N° 5-90, Brighton Neighborhood. A virtuous priest, lover of the poor, especially for children, with a warmed heart, desires to do charity for humanity and practicing the doctrine Evangelical "Fortunate Poor of spirit Because of them will be The Kingdom of the skies. " He and The Episcopal Secretary Dr. Numa Julián Calderon decided to create the foundation of the " Asylum Sacred Family Brighton.”

Jesus' Sacred Heart inspired Numa to provide a land belonging to The Bethlemitas's house and it was taken as point of reference to celebrate the Priestly jubilee of the master Obispo in Pamplona Doctor Ignacio Antonio Parra and he wanted as a present in his

weddings to offer the foundation of an Asylum for poor and left girls which would be directed by this community of religious.

On April 13 in 1896, they founded in Pamplona, the first Bethlemitas and the 17<sup>th</sup> of the same month it was established and taken under his care, the Institution with the name of "ASYLUM OF THE SACRED FAMILY, BRIGHTON ". The asylum started with 20 orphans, who had to learn the domestic services without forgetting the religious and intellectual instruction. The first Bethlemitas that worked in this institution, lived a period of poverty and privations, but in spite of the difficulties, they continued until the arrival of the religious Magdalena Restrepo, who transformed it and obtained a great number of benefactors who offered her valuable help.

On April 17, it was the inauguration of the Asylum with the assistance of the prelate of Merida and The Clergy of the city. It began under the name of the Sacred Family by the special devotion of the Father Numa to Nazareth's family. The first religious was the Mother Concepción Rubiano. Some years later, the modality of the work changed, obtaining of the government, the foundation of the Sacred School Family in the same Facilities of the Home with the primary, later it was growing up to achieving the Secondary. As educative institution, at present, it possesses the approval of the Secretariat of Education as " Educational institution Bethlemitas Brighton " with orientation of the SEINE, in the Technical Average ( 10 ° and 11 ° grade), additionally, it possesses a number of 1.059 students from Transition to Eleven and an excellent teachers group.

### **Educative Authorities**

Table 1. School Authorities

<b>CHARGE NAME</b>
--------------------



Principal authorities:

Nun: Flor Elba Torres  
Academic Coordinator: Maria Socorro Jauregui

The activity of the institution is in charge of 874 families. The development of the Institution is based on the employment Informal, construction, transport, security guards, teaching and other specialized services; in that way, the culture is constructed from different social paradigms which affect in the institutional life. It possesses 1 rector, 2 academic coordinators, 3 executives, 3 administrative officers, 1 psychologist and 47 teachers, who realize their work with dedication and a high level of property towards the Institution, allowing to reach the achievements.

### **Specific objectives of the institution**

- To strengthen the Pastoral Human Development regarded from the personal integrality to achieve a harmonious development in one of each human dimensions (physical, communicative, sociopolitical, cognitive, esthetic, affective, spiritual and ethical) in order to train committed people with their own personal development and the renewal and change of the society based on the values of the gospel.
- To strengthen the quality management system to guarantee the ongoing improvement of the educational service filling the expectations of the educational community.
- To boost the institutional educational vision throughout a pedagogical model that allows the students to achieve a significance learning taking into account dimensions, processes, performances and competences.
- To determine the patterns to do a rational use of human, physical and economical resources to the welfare of the educational community.

- To establish standards of adoption and the implementation of a holistic pedagogical model as the collaborative one as well as the follow-up and evaluation of the impact of that model.
- To create an institutional improvement plan as a tool that allows the quality of education based on the students' educational needs and expectations.
- To boost the institutional educational vision throughout a pedagogical model that allows the students to achieve a significance learning taking into account dimensions, processes, performances and competences.
- To determine the patterns to do a rational use of human, physical and economical resources to the welfare of the educational community.
- To establish standards of adoption and the implementation of a holistic pedagogical model as the collaborative one as well as the follow-up and evaluation of the impact of that model.
- To create an institutional improvement plan as a tool that allows the quality of education based on the students' educational needs and expectations.

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

The Institution is well recognized in the city of Pamplona and it has a good local, regional and national by its good academic levels but also by the results in the external national academic test. The homes are economically characterized for:

- ✓ They are homes of parents, who work informally, about 60 % are employees, and around 40 % are independent.
- ✓ About the stratification of the homes, 46,6 % belong to the level I being the lowest.

The second representative percentage is the level II with 36,8 %.

- ✓ Most of the parents are owners of their houses, approximately 75 % and 25 % are hired.
- ✓ 80 % of the parents finished their secondary and close to 35 % got their university degree, and about 20 % have a technical or technological degree.

The characterization of the institution includes:

### **Weaknesses**

- ✓ There is a lack of institutional horizon by the whole educational community.
- ✓ The holistic model for the whole Educational Community demonstrates the need of training to the teachers and educational community in the policies of incorporation.
- ✓ Do not exist clear criteria of evaluation and promotion for the population of incorporation.
- ✓ There are not enough spaces of recreation in the Headquarters of secondary and the lack of laboratories for physics, chemistry and biology.
- ✓ To project major participation concerns to sports and playful institutional activities.

### **Opportunities**

- ✓ The I.E.B.B is directed by the sisters Belemnites who enrich the education with their charisma and spirituality bequeathed of the founding saints.
- ✓ The secretary of education supports the projects in the institution I.E.B.B. demonstrating its active and positive participation.
- ✓ The constant work of the Archdiocese in the institution allowing the pastoral educational to the students.
- ✓ To Support and to train the state police in the project of infancy and adolescence.

- ✓ The M.E.N supports the education across the gratuity and free education in the general system of participation

### **Fortitudes**

- ✓ It exists an institutional clear and definite horizon. In 60 % the family parents are compromised by the process of education learning.
- ✓ Sense of property on the point of the educational community.
- ✓ It possesses manual of conviviality in which the protocols are contemplated for the solution of the different situations that they could present in the institution.
- ✓ Follow-up to the continue process of learning and behavior.
- ✓ Agreements with institutions like the University, SENA, and municipal institutions for the strengthening of the educational processes.

### **Vision**

The Educational Institution Bethlemitas Brighton will be recognized in the society as an entity of projection towards the leadership in the educational innovation, research, pedagogic and technical of character inclusive, consolidated in its integral process in academic formation of highly qualified students.

### **Mission**

We are an Educational Institution that in the light of the philosophy Bethlemita searches participation, update and Service in the evangelization. We contribute in the formation Integral, offering education Inclusive, based in Ethical and scientific principles as well as technical. investigative, participative and environmental process. We possess the force of God and the legacy of the Saints Founders, the policies of Conditions and the commitment of educational community.

## **Principles and foundations of the education Bethlemitas**

The past few years have brought some challenges to overcome such as technological, scientific, social and cultural advances; reason why Bethlemitas Brighton School presents the following principles:

- ✓ The Bethlemita education is based on the Christian anthropology that conceives the person like “a unique being and unrepeatability”. With conscience which has been created to image and God's resemblance. Free, responsible, autonomous and like being “in relation”.
- ✓ The holy trinity reveals the community dimension of the human being. Equal persons in the diversity who construct unit. This principle is the base of Bethlemitas institutions brotherhood.
- ✓ The mystery of Bethlehem and the cross-covered by Saint Peter of San José of Betancur and the Blessed Mother Encarnación Rosal, compromise the educational community to be the presence of God. God love and mercy.
- ✓ Mary “Star of evangelization” encourages the task of evangelizing in Bethlemitas institutions. 5. The update and improvement are strategies that favor the excellence in the integral formation and the life quality of the educational Bethlemita community.
- ✓ The formation is essential in Human-Christian values inspired by the Gospel and by the teaching of the Church, to lead the person, family, and society's transformation.
- ✓ Bethlemita education aims at the students’ comprehensive formation through a dynamic and coherent process that develops the students’ potentialities personally, socially and environmentally.

- ✓ Academic formation implies responsibility, knowledge appropriateness, conceptual rigor, as well as interaction between theory and practice. All those elements are boosted from the curriculum development in order to succeed academically.
- ✓ Citizen education is based on respect and love for the neighbor and in the knowledge of the law. It compromises each member of the educational community in the formation of honest, fair, peace-builders and caring human being with local, national and global identity. (p. 10-13).

### **Summary of relevant aspects of the coexistence manual**

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

It searches to propitiate and to support suitable interpersonal relations among the different divisions of the institution, across the respect for the human rights and the fulfillment of the institutional duties, assuring the integral formation and the well-being of the whole community, the democratic participation, the conciliation, the mediation and the negotiation as mechanisms of overcoming of the inevitable own problematic in its educational processes.

The function of the Manual is to regulate school coexistence, based on the principles, values and social precepts. When all the institutions establish it in practice, contribute to training in an environment of healthy coexistence based on values of a democratic component

of freedom, equality, justice, pluralism and peace, within a legal and participatory framework.

The Manual of the Educational Institution Bethlemitas Brighton, expresses the ideal of a community which tends for a harmonic conviviality of all the actors involved in the educational process. The criteria of a peaceful coexistence is considered to be indispensable together with some requirements for life in community; the constant evaluation is needed to individual level, in groups and institutionally. It is required the personal commitment and the respect of all and for the change, aspect which is achieved contributing a dose of good will.

The Educational Institution like any community has its procedure and own criteria that regulate life in each one of its members, inviting them to the practice of the co-responsibility and solidarity, to the acceptance and experience of the coherent commitments with the Educational Institutional Project (PEI), in which students and family parents acquire from the moment that there sign the commitment of matriculation or renovation. To gesticulate disciplinary must be orientated towards the culture of the conciliation, where it is lived and it is promoted the healthy coexistence, the democracy, the justice and the peace, looking for the transcendental dimension of the man. Having this model counts for the integral education, it is important that the Institution in its Manual of Coexistence contemplates the needs of its different aspects of human beings, establishing clearly certain clarity concepts, foundations and procedures that allow to coexist. this way to communicate us represent a balanced and healthy form, involving all, each and every of the members of the Educational Community.

There are seven basic learnings for the social coexistence:

- To learn to look after oneself.
- To learn not to attack other one
- To learn to communicate

- To learn to interact
- To learn to work in group
- To learn to take care of the environment
- To learn to value the social knowledge

The Educational Institution is based in the beginning of the national system of school coexistence which described in the article 5 of the law 1620 in 2013.

- Participation
- Co-responsibility
- Autonomy
- Diversity
- Integrity

### **School's academic calendar**

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

Table 2. School Calendar

	Beginning	Ending
<b>First period</b>	January 22 <sup>nd</sup>	March 30 <sup>th</sup>
<b>Second period</b>	April 2 <sup>nd</sup>	June 8 <sup>th</sup>
<b>Third period</b>	June 12 <sup>th</sup>	September 14 <sup>th</sup>
<b>Fourth period</b>	September 17 <sup>th</sup>	November 29 <sup>th</sup>

Table 3. institutional activities



SCHOOL CALENDAR		
Period	Month	Activities
Third Period	September	Visita Madre general; reunión representantes; actividad lúdica en la primaria; actividad lúdica en la secundaria; consejo directivo; presentación pruebas Supérate,
	October	visita del Santo Padre; citación preventiva; Santo Rosario; proyecto Bethlemitas por la paz; presentación, talent show, pruebas de intensidad.
	November	Prueba de calidad cuarto periodo.

### Supervisor' schedule

Table 4. Pre-service teacher Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00am – 7:15am	REFLECTION				
7:15am – 8:10am		10°2			
8:10am – 9:05am		10°2			
9:05am –10:00am		11°1		10°1	10°1
10:00am-10:30am	BREAK				
10:30am-11:25am	11°2	10°1		10°1	11°1
11:25am-12:15pm	11°2	11°2		10°2	11°1
12:15pm-13:00pm				10°2	

### Pedagogical aspects

During the observation stage, aspects such as the teacher's methodology to develop the class, students' material for the classes, teacher-students interaction, students' participation, students' behavior and attitudes during the class were observed. As part of this observation stage, it was perceived that students will always have to work with a book called "leaners 10<sup>th</sup>" which must be used during the classes by the teacher and the students.

Furthermore, as part of the planning process for the classes, the supervisor presented three models of planning that must be carried out by the teachers. The first one is the lesson plan for each class; in this planning, the teacher must establish the objectives for the class and the topics to be worked. The second one refers to the planning of the classes per units, which means per each academic period; in this planning the teacher must explain the topics and objectives that must be developed during the period. After, the teacher presented the topics of the year, this planning presents all the topics and units that must be developed during the whole academic year.

Finally, the supervisor explained to the pre-service teacher what must be done when a student misbehaves during a class. The process to be followed consists of making a notation in the behavioral book of each course. This book is revised by the teacher in charge of the course and he/she does what he/she thinks it is better according to the rule book of the institution.

## **CHAPTER I: PEDAGOGICAL COMPONENT**

### **Introduction**

The impact of teaching stories to learners is a useful manner of enriching the learners' vocabulary, cultural knowledge and self-development of the language. Short stories provide opportunities for the students to express their own imagination and emotions. Therefore, short stories, as a genre of literature which can be used as a means to improve students' writing production. In this way, teaching short stories give and introduce students to have a good command of the important elements which are essential when we write a story. Moreover, short stories also develop students' imaginative thinking, they could create fictional characters and imaginative stories.

Writing stories is one of the basic narrative writing that have to be learnt and developed among learners and inside the classroom. Teaching stories in general promotes language skills and language use, since fiction develops students' imagination and it contribute to improving students' abilities in writing stories that is a type of narrative writing. This study attempts to explore the significance of teaching short stories for developing English as a second language at Bethlemitas Brighton High school.

It is well-known that one of the most essential skills is writing. English writing must be commanded by the students given that they are the ones who can control this skill. There are many benefits of writing short stories. First, it helps students to develop their imaginative thinking, they will acquire more vocabulary and they have more participation in reading comprehension exercises.

According to Bruner (2007), narrative stories are strongly important in the cultural and educational field, and in our lives as claimed the educational psychologist. For that reason, writing is an essential part of our lives, in addition, it helps students to bridge their cultural gaps.

During the observational week, we could deduce that the students have some problems with writing skill. Although, they can translate short paragraphs, they cannot write a good paragraph This can be attributed to different learning factors or teaching methods. To overcome these difficulties, it is necessary to search for other tools that can enhance to write. What we have to do is to use different methods of teaching and strategies which help to improve writing skill. Therefore, the researcher attempts to correlate teaching of short stories with reading comprehension. It is also relevant to find out the implicit relationships that exist between writing stories and reading stories and the contribution of these skills in the English

process acquisition. The aim behind is to improve writing skill in general, more specifically, narrative writing. Working in students writing skills will bring to successful academic.

In the same way, it is necessary to emphasize the communicative role, associated to the creation of stories. It requires a lot of cognitive skills in which should be includes the development of characters, the use of grammar, the sequence of the facts, but all this must be written in a short space. Keeping motivated to reader is one of the most important aspects but also to the writer given that motivation is the key to write a fantastic story. In addition, writing frequently short stories can enrich not only writing production but also vocabulary and grammar.

### **Justification**

The idea of creating the current project comes from the necessity of improving the writing skill. Taking into account the use of a story, the project will be conducted in a public school, to be precise at Bethlemitas Brighton High School. It is necessary to mention that the institution is well known in the municipal and regional level because it has an excellent educational level and for the values which are instilled to students.

During two weeks of non-participatory classroom observations, it was perceived that the students did not have an appropriate English level. For this reason, the pre-service teacher played a fundamental role in the process given that we had the responsibility of doing some continuous activities with the students for developing an excellent pedagogical project. However, it will be necessary to spend more time with some students who do not have a good level and who are in disadvantage with other students with better level.

Writing is not only a cognitive ability which we have to demand in the classroom; it is as well, an ability where we find out certain objectives that would give a satisfactory product that at the same time, it fulfills all the requirements of the writing activities proposed in the

classroom. Olive and Castro (2008) claimed that writing is the result of a cognitive process that also requires a lot of goals in order to supply the student necessities. The contribution given by these authors demonstrates that writing is a constant process in which we have to plan and to structure a set of cognitive skills in order to improve writing production.

Despite of the fact that writing production presents certain difficulties related to cognitive processes of learning, the implementation of creative writing in English has the intention of providing another perspective of writing not only as ability to develop and use in the classroom but also to reach a goal which regarding this project, writing a story. Certainly, Morley (2007) suggests that the use of story is a potential resource that can be applied in order to improve the cognitive structure of writing into a creative ability. It means that the narrative structure of the stories can be used as a learning strategy to encourage creativity in learners in the classroom. For this reason, it is necessary to know how to use writing, taking into account the cognitive and creative perspective. According to Caldera (2003), it is important to highlight that writing has been one of the most difficult language skill to develop in the schools because of it is taught like a methodological component for the development of exercises based on transcription of sentences or paragraphs. This means that writing is a skill which is taught throughout traditional teaching methods which are always carried out in the classroom.

In Colombian educational context, English as foreign language has been considered as one of the most relevant subjects. Most of schools have one hour of English at week what does that in a few time it is not possible to advance in the topics nor develop all the required skills during the learning of a second language. By other hand, the lack of effective teaching strategies and making writing process little interesting for learners.

With the aim to change the students' perspective towards English language, especially in the writing production and to accomplish cognitive goals and to advance in the grammar structure of the language, we will use this classroom project in this phase of pre-service teacher in which we will implement some activities based on learning in order to make the writing a dynamic process.

### **State of the problem**

This research will be conducted in 10<sup>th</sup> and 11<sup>th</sup> grades students at Bethlemitas Brighton with the purpose of improving the the writing skill through short stories. Likewise, to analyze the causes and probable consequences in teaching and learning processes in the courses, and the implication for the whole academic community. The application of the observation method will be fundamental to collect and delimit the problem, and determine how the teacher-student interaction and student-student interaction is developed during the English classroom, what strategy should be implemented, and the potential participants.

As pre-service teacher, we noticed during the classroom observation that students do not have the vocabulary required to express their ideas. In the first observation conducted in a group of tenth grade, the interaction between students and teacher was not prevalent, because students were afraid of making mistakes, and the learners constantly talked about independent factors. Hopefully, this study will help teachers to better clarify the potential ways to engage students to participate in an English foreign classroom. On the other hand, the students can benefit from this study due to the fact they will learn how work together. Besides, this will help future pre-service teachers to have a broad idea with regard these common factors for learning a foreign language.

It is important to highlight that Bethlemitas Brighton's students had worked in translation of tales since they started their secondary school. They have a good acquisition of vocabulary, but they cannot do a good construction of sentences and have some problems with the use of grammar. Taking this important aspect, we decided to contribute with the writing of short stories and in this way, helping them to improve these factors which affect their learning process.

### **Research Question**

- ✓ How can short stories' creation strengthen students' writing skills?

### **Sub-questions**

- ✓ What is the effectiveness of using writing activities in developing EFL skills?
- ✓ In which way, the uses of short stories reinforce students' knowledge?

### **Objectives**

#### **General objective**

- ✓ To develop students' writing competence at Bethlemitas Brighton High School through the use of short stories.

#### **Specific objectives**

- ✓ To enhance writing production in order to create short stories.
- ✓ To grow students' interest in the Target language through creative writing activities.

### **Theoretical framework**

In this theoretical framework, it is essential to define key concepts, and some of the issues that emerged in this project which are related to writing production and creative writing.

Writing will be developed as a efficacy skill that is based on the cognitive processes inherent to everyone. The authors that we considered for this part were Erard (2008) and Olson (2009), who proposed writing theories as a social and cultural instrument that involves pre-knowledge in students, which make easy interpretation in different structures that concerns to syllables and signs. Writing is related to the another concept that is close to this project which is creative writing.

Due to the fact, this pedagogical component aims to develop students' competences incorporating the real context as a principal phenomenon; it is mandatory to establish some general terms for a better understanding of the project itself. For this project, we consider the following terms:

### **Writing production**

Written production is conceived as a skill that materializes the verbal communication that contributes to the increase and thus to the development of the linguistic zone, and it also allows the complementation and the acquisition of new words, expressions or sentences that can be learned by repetition. On the other hand, a continuous works where expressiveness is one of the most advantageous elements of this practice. According to L'Initiative francophone pour la formation à distance des maitreso (IFADEM), literary activities concern reception and production, the latter concept is divided into three major activities: production in the restricted sense directs towards any activity by allowing the transmission of an oral or written text to be continuous; interaction emphasizes in exchange; and finally mediation where an actor reformulates an oral or written text to make it more accessible.



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

### **Reading skill**

Reading is a receptive language process Goodman (1969). It is a psycholinguistic process which it starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader. There is thus an essential interaction between language and thought in reading. Also Ríos & Valcárcel, (2005) point out that reading is a receptive language process in which the reader recognizes and decodes any kinds of symbols. This process ends when the reader gives sense and meaning to the decoded written language and transfers the information understood into his experience and thought.

Correspondingly, it is necessary to emphasize that, according to Hermina, reading competence is divided into two very important aspects: “Surface and Deep Approaches to Reading. A surface approach is the tacit recognition of information confined in the text.

Learners taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text” (2009, p.2).

### **Creative writing**

Creative writing pretends to change the perspective of writing as a cognitive skill that is used in the classroom. In academic purposes means that creative writing is focused on inventing and creating stories where we can use different resources which help students to create a story; this is the reason why Morley (2007) affirmed that creative writing gives the option of choosing the genre such as fiction, comedy, fantasy among others. These were considered as dynamic resources for the structuration of a narrative story. The main objective is to motivate the student to have a vision of reality through fantasy; it means that the use of literary resources in the classroom such as stories, fables, and tales will be efficacy elements that support the students to create their own writing production. From the author’s perspective, the use of fictional stories in the classroom give an inspiring environment that invites students to create stories; additionally, it is a need to do a rapport which guarantees the learning process with an air that encourages learners to writing short stories as the main tool.

### **Task base learning**

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

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

### **Short story**

According to Hansen (2016), a short story is related to effects which conveyed in episodes or scenes. The structure of a story is usually encouraged by the setting, the narrative form and the omission of a long summary. sometimes, in a short story, the characteristics of the characters are not described in detail. Despite its limited scope, a short story is often judged by its capability to develop a complex and interesting idea or topic of its central subject and with its main characters.

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

- Instruct students in the use of writing stories to create characters and develop their imagination throughout writing activities.
- Refer to the writing styles and genre of stories.
- Talk with your students about the story: follow one story for several as a guide for them.
- Use common short stories for stimulating them to write.
- Acquaint students with the use of stories so that writing becomes a part of their learning process.
- Provide a safe, predictable environment where students can develop their writing production.
- Short stories can be used as an integral part for the improvement of the second language in the writing skill.

### **Literature review**

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

For some researchers, the very poor results reflect the little coverage provided by the Colombian government towards learning English in public institutions, since these do not have the same resources or pedagogical tools of private institutions. With regard to what the director of Englishtown, Francisco Elizondo (2012) mentioned who states that one of the

main reasons for which Colombia occupies the last positions, is the low quality of public schools, and the little literacy that exists in the country. Experts add that the few existing bilingual schools in Colombia and public institutions do not find a way to implement a curriculum or methodology emphasized in the teaching of English, with a view to motivate and accustom students to read, speak and write in English.

On the other hand, Bouchard and Kadi (2014) argue that teaching and learning about FLE practices is not just a process of educational development; but also, a category which provokes the knowledge of the methodologies at work in the production of the written text. It represents the adaptation or adoption of a system that allows the orientation of the project towards the linguistic fields with a global meaning with the aim of incorporating all the skills to work. It must be said that there is the exploration of a methodology that takes into account the causes, the processes, the consequences, the problem and the possible solutions.

In literary genres, we found short stories, these are a useful tool which that help to enhance students to write. Due to short stories are shorter than other genres such as the argumentative essay, in addition, the stories have some elements that are very useful to develop students writing production. According to Baldick (2008), a short story is *«a fictional prose tale of no specified length, but too short to be published as a volume on its own. A short story will normally concentrate on a single event with only one or two characters, more economically than a novel's sustained exploration of social background»* (page: 307).

Short story is the most important element which could be used as motivational source in narrative writing, both as a model and as subject matter. From this point of view, Oster (1989) claimed that literature gives students a lot of opportunities to write and learn in different fields. Although, short story can be used as a strategy to learn students' writing

skill, it usually happens when students' writing is similar or not relevant to work in their art of imitation, where they have to force their own style based on a specific theme, content, or organization. Similarly, short stories can be used as a subject matter when students' take into account interpretation or analysis, but also, when students are motivated by the reading of short stories.

Likewise, Villamizar la Rotta (2016) found that combining reading and writing competences can be developed in a better way. It was easier for the students to have the examples given in the reading comprehension activities to write their own pieces after. They seemed to work in a more fluent way. Understand a reading was a motivating activity that triggers the writing competence in them. Even if the students were not completely aware of the use of a strategy or a systematic set of steps, they found this activity more organized than others performed before.

## **Methodology**

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

This study adopts narrative research method. Different genres in the narrative literature will use to answer the research questions. Students first will answer to a questionnaire to know what narrative genre they would want to write and in that way, teaching the steps for writing a short story. Before writing, they will have to read three short stories, it does not matter the author nor genre literary, and make a summary of each one.

## **Population**

The population of this study consisted of students from 10<sup>th</sup> and 11<sup>th</sup> grade of Bethlemitas Brighton High School in Pamplona, Colombia. These courses had 4 hours of English classes per week in 10<sup>th</sup> and 3 hours per week in 11<sup>th</sup>. However, the sample will be composed of a group of 10<sup>th</sup> grade who will be the participants in this study.

### **Instruments**

In order to develop this action research and collect the data, three different instruments were used: journals which also were part of the Research component and students' written productions; These instruments provided the sufficient data to know how the implementation of writing workshops could have improved students' writing skills.

#### ***Journals***

The reflection exercise allowed pre-service teachers to express about their work through narratives of their experience as a way of making sense to teachers' everyday lives. These narratives served as journals that the teacher kept in order to write perceptions of the pedagogical component during four weeks in which the writing workshops were implemented.

#### ***Students writing productions***

Students' work can be considered as one of the richest sources of data since it not only provided a valid representation of students' written productions, but also it served to keep a record of their writing process during the writing workshops. Additionally, students' written productions were used to analyze some aspects such as: pragmatic, lexical and other important elements. The collection of students' written productions were done three times during the practicum process.

### **Interviews**

According to McNamara (1999) « *interviews are particularly useful for getting the story behind a participant's experience* »; in other words, interviews allow researchers to explore the ideas of the interviewee about the phenomenon of interest. In this case, interviews were useful in order to understand and to know the students' perspectives regarding the use of writing workshops to develop their writing skills. These interviews were implemented at middle and final stages of this study so that it was perceived if students' opinions change during the process.

### **Type of research**

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

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

### ***Error analysis in written productions***



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

Table 5. Pedagogical methodology chronogram

<i>Weeks</i>	<b>10°01th</b>
<i>Instruments</i>	
<b>Reading and analyzing narratives short stories</b>	24-28 September
<b>Students' Written Productions</b>	8-12 October First story  29-October 2-November Second story

### **Data analysis process**

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

In the first place, class observations, which open up as one of the most useful and frequent tools in data collection, because it is a perennial process during the development of the

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

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

In contrast, the interviews which were applied in that group demonstrated a more specific point of view, and based on the students' perceptions. Where each one of them argues, evaluates and criticizes the processes carried out. In addition, it is a tool that allows supporting the learning process, since it leads to a deeper exploration and exploration from the main axes for this project.

On the other hand, Creswell (2012 p.94) considers the implementation of descriptive and contrast questions will be meaningful; the first ones are related to comprehend the participants' role on the issue, for instance the informants will be those who have special knowledge. According to Creswell, these kinds of questions offer a description or analysis, in

which the participants have the chance of sharing their perspectives in their own words. The second type of questions is used to compare the potential responses given by the informants, for instance, in those kind of questions is attempted to get or obtain two or more answers replied by the person concerned with the contrast question.

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

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

Furthermore, Corder distinguishes between errors and mistakes, or, in other words, systematic errors of competence and systematic errors of performance. Therefore, the great

contribution of EA to the field of applied linguistics is the new conception about error, its acceptance, and the increase of its status.

### **Ethical considerations**

Throughout the development of this study, some aspects have been taken into consideration, such as: confidentiality, participants' anonymity, in other words, it was not shown students identity in order to avoid anyone's judgment. Before starting the preservice teacher time, it was delivered to students a consent in order to participate in this project. it was explained the objectives and how the project will be carried out.

### **Planning Principles**

The written production was a fundamental pillar in the current project, where the adoption of short stories was established as a tool for the improvement and reinforcement of English as a foreign language from a communicative and narrative angle, through the creation of fictional, fantasy, realistic or romantic stories, the students increase their vocabulary, grammar, reading comprehension and writing production through b1 level texts.

Nonetheless, it was verified a strong incongruence between the methodology to be used and the methodology implemented by the educational institution Bethlemitas Brighton. The institution was based on a traditional education emphasized in the grammar-translation method; preventing the practitioner from developing activities related to the formulation of texts during English classes.

For that reason, the Task Based Learning opened a system to fulfill the pedagogical and formative purposes of the project. Likewise, the lessons plans were proposed as key elements to provide a concordance between the topics worked in class and the assimilated activities within the project. In other words, the units within the curriculum contribute in some aspects to the development of writing production. According to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra- class homework.

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

### **The methodology implemented**

Learning a foreign language is seen as a reciprocal activity where there is a constant interaction between friends, colleagues or people who are in the same environment. However, the implications that the project has in the educational context must be ended, and explicitly in the influences that contribute to the development of both the teacher profile and the learner profile. The first seen as a facilitator, who is responsible for guiding the student in the learning process; For its part, the second is committed to contributing to the development of activities, generating a pleasant atmosphere, and put into practice the knowledge acquired.

With the intention of fulfilling the objectives established for the pedagogical component, the adoption of the communicative approach, the method of learning by tasks, and the adaptation of the structure of a story was essential.

### **Written production from a communicative approach**

Firstly, it should be noted that the primary objective of the creation of a short story is the improvement of written production based on the creation of stories. From the communicative approach students have the opportunity to increase their imagination in the transfer non-verbally. On this occasion, the students expressed themselves through the materialization of the word, that is, through writing. From a narrative point, the realization of short texts highlights the improvement of production skills; however, this starts from the application of activities and examples such as the analysis of stories which are analyzed in order to determine the setting, the characters and their qualities, the central theme, the grammatical structure and the use of vocabulary.

Secondly, a space dedicated to the creation of short stories is opened, having as axis the examples given by the teacher in practice, in this point the communicative approach has greater notability, since the learners can develop their imagination, putting in dexterity the previously acquired knowledge, and also make a review and reinforcement of pragmatic, grammatical and conceptual skills. Similarly, the Communicative Approach places emphasis on developing the communicative competence, viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses“(Brumfit and Johnson 2015). Through the communicative teaching, learners are encouraged to consider language y in terms of its structures (grammar and vocabulary). By giving opportunities to use the language for real communicative purposes, the teacher helps them to develop strategies

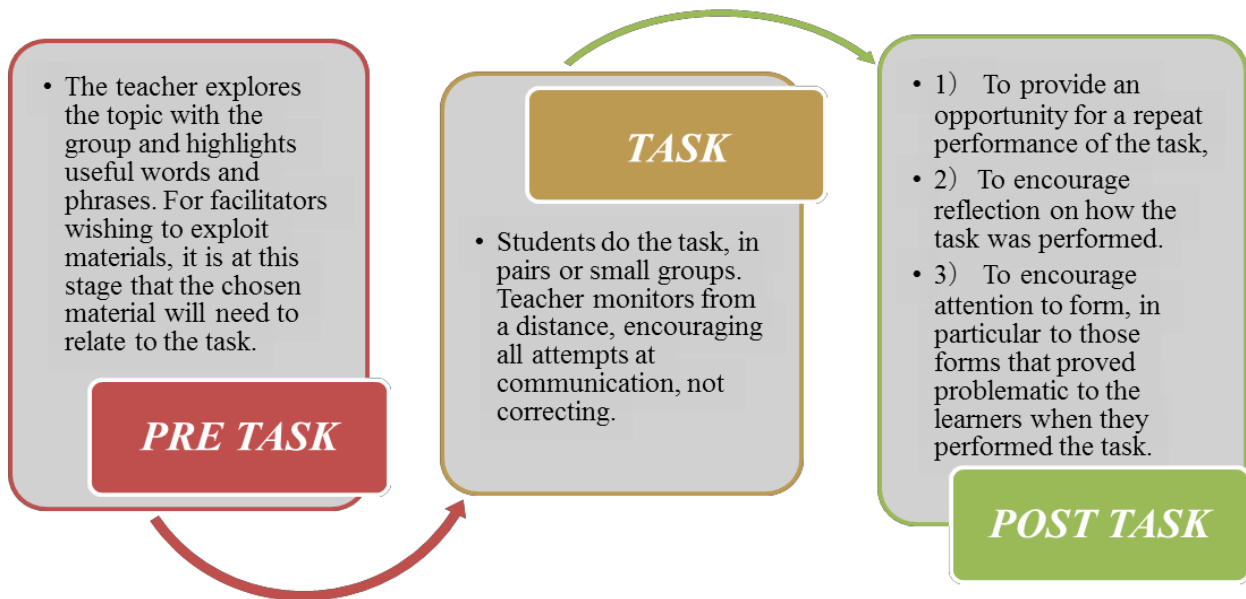
related to the structures of a language and to the communicative functions which they can perform.

### **Task based learning as alternative method**

Task based learning (TBL) is a fundamental alternative for putting into practice the knowledge obtained during the academic and linguistic progression. Moreover, TBL allows examining, verifying and discovering with a didactic method what learners have learnt. Additionally, The short stories is a pedagogical project that was born because of the necessity of improving one of the productive competences, in other words writing production. To conduct this project is necessary to take into account the students' level in order to accomplish the main objective. To be more precise, it is indispensable to implement instruments and strategies that allow the author and the participants achieve the goals stated. On the other hand, it involves a cooperative learning where the the students of the Bethlemitas Brighton will be the most benefited, considering a reciprocal work between the author and participants. Nonetheless, some learners have not developed their communicative abilities; the author will have to be a support or a guide for orienting the students' performance.

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

Figure 2. TBL cycle



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

## Planning 1

*Topic :* Reported Speech

- 1. Pre task:** The first stage gives the guidelines to introduce the topic, and the potential activities to work, also this in connection with the opening and the warming of the class.

The practitioner used a short story entitled "the monkey's paw", which was to be read by the students in order to have a notion on the subject to work.

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

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

- 1.1.2 During Reading Stage:** students answered some questions such as:



**1.1.2.1** What is the main character or characters?

**1.1.2.2** Where is the story developed?

**1.1.2.3** How to start the story ?

**1.1.2.4** What is the problem in the story?

**1.1.2.5** How is the end of the story?

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

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

**2. Task cycle:** The second stage is related to the activities of evaluation and production according to the planning executed by the teacher in practice. It should be emphasized that the production activities at the Bethlemitas Brighton institution were not part of the teaching method which is based on a grammar - translation method interposing, which is why the students created short sentences, since according to directive orders both Oral production such as writing implies a longer period than other competences, in general terms the time is not enough to make the opening, the warm-up, the explanation of the topic, and the evaluation activities.

**3. Post-task:** Finally, the third stage is linked to the writing of a short story according to the theme taught in class, this activity will be developed at home by the students, who will have to carry out the productions in groups, using tools such as dictionaries but not online translators. It is necessary to highlight the fact that students are not allowed to take internet stories, since in the first place it would be plagiarism denying copyright, and secondly because students would not put into practice their knowledge. As a result, the students could create, with the vocabulary and grammar acquired, short

stories of fiction, reality, social troubles, romance among others.

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

## **Planning 2**

*Topic* : Adjectives ending in –ed and –ing

1. **Pre task:** The practitioner used a love story named *the beauty and the beast* , which should be read by the students in order to have a notion about the subject to work.
2. **Reading process:** During this first stage, the execution of a reading process was essential in order to assume a more assertive thought about the main theme of the text.
  - 1.1.1 **The pre-reading stage:** the students did a general first reading
  - 1.1.2 **During Reading Stage:** students answered some question as:
    - 1.1.2.1 What is the topic?
    - 1.1.2.2 Who are the characters?
    - 1.1.2.3 What is the setting?
    - 1.1.2.4 What do you think about the story?
    - 1.1.2.5 What happen in the story?
3. **Post-reading Stage:** instructions are given to start with written production
4. **Task cycle:** The parameters are established for the creation of your own story, where the theme and the characters can be chosen freely.
5. **Post-task:** Finally, the third stage is linked to the writing of a short story according to the topic seen in class, this activity will be developed at home by the students, who will

have to do the productions in groups.

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

### **Narrative structure for writing a short story**

The short story has in common with poetry and some novels. This idea appears from the short story's style as a small piece of written art; it has an artistic part in its content. There are several structural forms for writing a short story, but it does not exist a specific rule for creating stories, we could mention as a rule that there is a sequence by scenes.

### **Chronological Part**

A lot of short stories are told in a chronological order, starting with the earliest events of the story, then continuing in linear facts until the end of the tale. In this part, the story needs to connect the characters, the setting and the actions in order to give coherence to the story.

### **The narrative Structure**

The narrative structure for the stories is when you start the story in one moment of time, telling the events of the story and then end it, with the aim of being coherent with the actions in the story. This technique is often used with narrators who are looking back on a story that happened in the distant past, and want to provide to the reader or to be aware that the narrator is who speaks.

### **Different perspectives**

For using perspective alterations to tell a story from more than one character's point of

view, it might be more common for the readers, you can use this technique in short stories. These alterations allow the reader to take into account the waited effect at the end of the story.

### **Elements and characteristics of a short story**

A short story tend to be less complex than novels. Sometimes, a short story is focused on one problematic, it just has a single plot , one setting, it has not a great number of characters, and it takes a short time to develop the story. In longer forms of fiction, stories tend to have several elements of dramatic events: the exposition in the introduction of setting, actions and characters; the complication of the events of the story where rise the problem or crisis; the climax of the point most relevant related to the conflict and the point of the story ; the resolution when the problem has a solution and sometimes, it has a moral message at the end.

### **Length of the story**

Differentiating a short story from a long story is not easy. A common definition for a short story is that this should have one sitting. The maximum length for a story is approximately 7,500 words. In terms of short story of fiction is no longer than 20,000 words and no shorter than 1,000.

### **The structure of a short story**

- ✓ Create a narrative guide: show the main character in action, dialogue, or reaction.
- ✓ Introduce the main characters.
- ✓ Introduce the setting: time, place and relationships of the main characters.

- ✓ Introduce and develop the problem.
- ✓ Develop the plot and problem toward a climax
- ✓ Develop a change in the main character.
- ✓ Find a resolution

### **Content standard**

Many individual schools, districts and states have established content standards for their programs. For that reason was essential to categorize the written production through the standards suggested by basic learning standards, bearing in mind factors such as: Determine text organization and content, correct spelling, punctuation, grammar and stylistic errors. The lessons in this guide address many language arts and social studies standards. The boxes in the column indicate which topics may be used to address each standard.

### **Results**

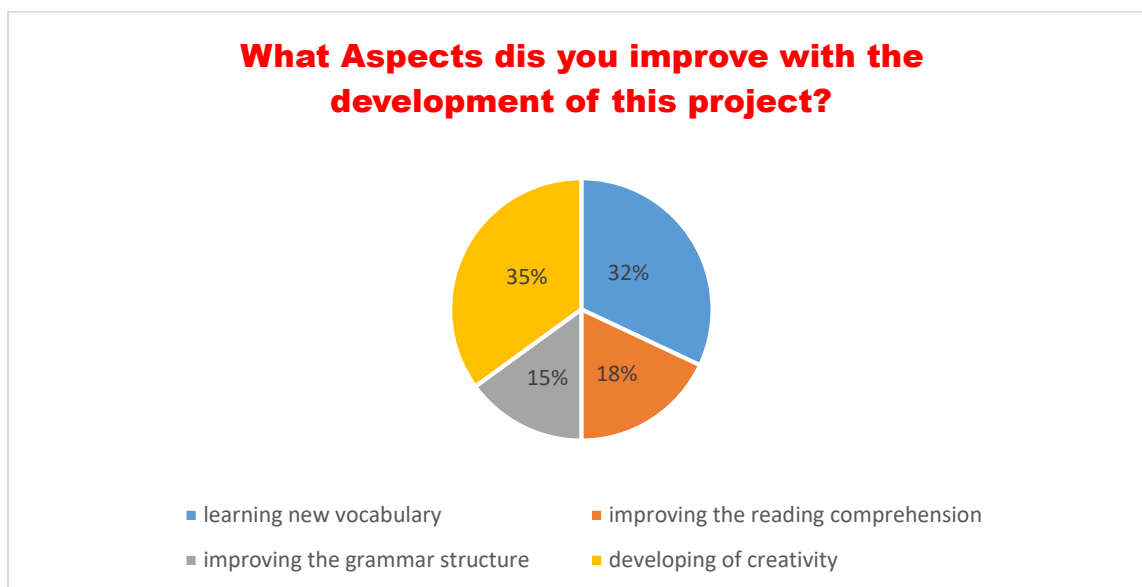
The findings will be shown in the light of two categories that were established as first, Improvement of vocabulary through reading and writing activities and second, Error analysis in written productions.

### **Improvement of vocabulary through reading and writing activities**

One of the participants' common opinions was that from the writing and reading activities new vocabulary is obtained, tasks related to the identification of unknown terms, and also the

assimilation of them allowed the students to expand their vocabulary. Figure 1 shows the results taken during the questionnaires applied by the practitioner:

**Figure 2.** Information taken from the implemented interviews



It is necessary to clarify that the interviews offered the opportunity to describe the process, skills, and role of the participants, in other words open questions for descriptive purposes. One of the most relevant aspects was the fact that the development of the creativity was the most mentioned, being the second and third place the learning of new vocabulary and the reading comprehension respectively, these two being part of the specific objectives.

### **Error analysis in written productions**

#### ***Most common errors***

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

**Table 6.** error analysis identified in the participants in their written productions

Description and correction of errors		
<i>Error classification and description</i>	<i>Identification of error</i>	<i>Correction of error</i>
<b>Omission of the subject</b>	<ul style="list-style-type: none"> <li>✓ she lived in a small town, worked in a little garden.</li> <li>✓ they gave way to pass a video game because had to die in a few days</li> </ul>	<ul style="list-style-type: none"> <li>✓ she lived in a small town, <b>where / and she</b> worked in a little garden.</li> <li>✓ they gave way to pass a video game because <b>they</b> would die in a few days</li> </ul>
<b>Verb-incorrect use of tenses.</b>	<ul style="list-style-type: none"> <li>✓ Mila is worked in a library when she had twenty years old.</li> <li>✓ you said that he will travel with her.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mila <b>worked</b> in a library when she <b>was</b> twenty years old.</li> <li>✓ you said that he <b>would</b> travel with her.</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>✓ This present will bring <b>happy</b> for her</li> </ul>	<ul style="list-style-type: none"> <li>✓ This present will bring <b>happiness</b> for her</li> </ul>
<b>Grammar Structures</b>	<ul style="list-style-type: none"> <li>✓ Her <u><b>hobby favorite</b></u> is listening to music, walking and cooking.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Her <u><b>favorite hobby</b></u> is listening to music, walking and cooking.</li> </ul>
<b>Mother tongue interference</b>	<ul style="list-style-type: none"> <li>✓ they were the liders in the group.</li> <li>✓ where you would have to</li> </ul>	<ul style="list-style-type: none"> <li>✓ they were the <b>leaders</b> in the group.</li> </ul>

	fight with the mounsters.	✓ where you would have to fight with the <b>monsters</b> .
<b>Wrong translation from Spanish to English</b>	✓ she had the face more beautiful.	✓ she had the most beautiful face.
<b>Wrong possessive adjective</b>	✓ but her took a notebook to write everything.	✓ and <b>she</b> took a notebook to write everything.
<b>Spelling</b>	✓ Moly is a excellent producer and <b>singuer</b>	✓ Moly is an excellent producer and <b>singer</b>

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

### Conclusions and discussion

The main purpose of this research was to reinforce reading and writing skills through the implementation of creation of short stories to improve their English learning process. A sort of activities proposed by two main authors Brown (reading skill) and Harmer (writing skill) were implemented in order to accomplish the main goal of this pedagogical proposal. Also,



many difficulties arose during the process, such as the lack of previous knowledge of some of the students in the classroom, the predisposition towards reading and writing activities.

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

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

## **CHAPTER II: RESEARCH COMPONENT**

### **Introduction**

In the setting of the PLEX background, pedagogical practices of the pre-services teachers are designed as one of the main focal points of interest and update to study and to document for improving the teaching-learning processes, for the education qualification. Although there is a manifesto of interest in the necessity of understanding and transforming the pedagogical practices, as well as the significant part of the local studies emphasized more on the learning issues than the teaching problems. It has been considered useful to formulate a project in which the reflective approach is established about the practicum to objectify knowledge, behaviors, and attitudes that leads the educational work; as well as an exteriorization exercise of the pre-service teacher own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

### **Justification**

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

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

### **Statement of the problem**

The educational institutions assume the core statements of the subjects' constitutions, the institutional life without questioning; they are impressions, stable and unchangeable features that develop some part of the educational culture and identity. When the events are carried out without major disturbance, the teachers risk of establishing themselves in a logical intervention that does not allow conducting the pedagogical evaluation and the school cultural renovation. A practicum without reflection does not provide the emergency of problematic situations because the realities are ignored and non-perceived. Viewed this way, the pedagogical practicum is assumed from some reproductive codes furnished to the teachers in one traditional "know-how", of one cultural replication obstructing the emergence of prone practices which generate those thinking and knowledge transformations that deal with social needs.

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

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

### **Research questions**

- ✓ How does reflection contribute to the transformation of pedagogical processes during the practicum?

- ✓ How does reflective practice influence the pre-service teachers' critic spirit and allow the analysis of their pedagogical performance?

### **General objectives**

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

### **Specific objectives**

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

### **Theoretical framework**

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

### ***The teaching profession***

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

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

### **Reflection**

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

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

Reflecting is carried out starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa et Molina (2010) reflecting about the experiences which implies "a sort of reflective dialogue with the situation, where the language would

promote the access to the individual's experiences, which would permit to extract a new structuring of the situation”

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

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

### **Reflective practicum**

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

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

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

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

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

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

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

### **Pedagogical practice**

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

- ✓ Academic practicum: It is oriented to prepare teachers for being able to reflect about the courses they teach, in order to transform them in understanding structures for students.

- ✓ Efficiency social practice: It is about of getting an effective teaching through the application of didactic technics that are deduced of general principles in the pedagogical investigation. In this case, reflecting consist on a strategic decision: “selecting between the range of available technics what the more effective is”.
- ✓ Of development: teaching is based on the interests and student development, at the same time, it considers the development of teacher as teacher and as individual.
- ✓ Social reconstruction: Reflecting objective is social, economic, and political context, that promote real democratic relations in the classroom, as well as equal and fair in social field.
- ✓ Generic: Programs related reflection in the generic way, but without specifying the claims of the programs, neither the curriculum about what it needs to be reflected nor the strategies to foment the reflective learning.
- ✓ Reflecting trigger: According to Schulman (1987), these triggers are the teacher’ cognitive foundations about the classroom life; they are essentials because they constitute the element of the reflective thinking which brings the own thoughts during the process of taking decisions in the cla Critical element of the reflective thinking: It is related to “the morals and ethics aspects of compassion and social justice” in accordance with Sparks-Langer and Colton (1991:39). The interest concerning to social justice and ethics in educations.

These authors established some sorting categories of the thoughts:

- Content knowledge
- General pedagogic knowledge.
- Curriculum knowledge (materials, programs, etc.)
- Teacher and own professional configuration knowledge.
- Students’ characteristic knowledge.



- Educational context knowledge.
- Fundamental knowledge: philosophical, historic, axiological aspects.

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

## **Methodology**

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

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

## **Instruments**

### ***Reflective workshops***

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

his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment.

***Narrative***

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life.

***Classes' registers***

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

**Research chronogram**

		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
		WEEKS				WEEKS				WEEKS				WEEKS			
<i>ACTIVIDADES</i>		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>I</b>	<b>Formulación proyecto</b>																
<b>II</b>	<b>Socialización</b>																
<b>III</b>	<b>Implementación</b>																
<b>IV</b>	<b>Aplicación de instrumentos</b>																

<b>V</b>	<b>Talleres</b>																		
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### **Results**

The component is applied from a reflexive point, where the practitioner has the capacity to make a critical evaluation of the process, the methodology, and the pedagogical, professional and formative skills taken by the teacher. From narrative reflections, the practitioner will understand and analyze the shortcomings, strengths, and conceptions to be improved in order to lead an integral process focused on meeting the needs of the students.

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

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

## **CHAPTER III: OUTREACH COMPONENT**

### **Introduction**

Learning English as foreign language in Colombia has become a right for the kids in most school in which the Colombian government has established a principal purpose of teaching

English to the basic primary in pursuance of giving children the opportunity to participate in cultural exchanges which allows them to have a great personal and social development.

In terms of improving the learning of English as foreign language the Ministerio de la Educación Nacional launched a bilingual politic which principal objective is: “to have capable citizens in English communication, with international standards to be inserted in universal communication process of the country, in the global economic and cultural opening”. Thus, MEN has been implementing a great variety of strategies in the different educational levels with a view to accomplish this goal, a clear example of this is the creation of the English quality standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description, and training plans. These programs have been developing in all the country and it has integrated the work done for educational secretaries, public and private universities, and language centers, however the obtained results until now have not been very encouraging because many of the educational institutions have not yet been impacted for the program itself.

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

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

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

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

### **Justification**

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

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

The project development promotes a higher degree and mutual way to both educational institutions and the children community in Pamplona, as well as the Foreign Language

Department and students who carry out the integral practicum. These benefits turn out to be the possibility that children have in primary schools the appropriate contact with the foreign language and at the same time with training process of the students who are finishing their studies in order to understand the needs and educational realities of the institutional environment, so that they will be able of co-help, intervening in the process, to impact the improvement of such needs.

## **Objectives**

### **General objective**

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

### **Specific objectives**

- To familiarize the kid of primary school of Pamplona whit English fundamental knowledge.
- To involve Foreign Language Department students in the English teaching process in primary schools of Pamplona.
- To articulate the Foreign Language Department students training with the programs of social projection that offers the social interaction office of the University of Pamplona.

### **Outreach Component timetable.**

<b>PRE-SERVICE TEACHER SCHEDULE</b>					
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:00am – 7:15am</b>					<b>REFLECTION</b>

7:15am – 8:10am			5°2	4°1	4°1
8:10am – 9:05am				5°2	
9:05am – 10:00am					
10:00am – 10:30am	<b>BREAK</b>				
10:30am – 11:25am					
11:25am – 12:15pm					
12:15pm – 13:00pm					

### Outreach component subproject

At the same time, the educational institution has an important seat, which leads to an inclusive education, and which welcomes without any discrimination. As well, one of the purposes of the institution is to adopt a model based on being aware the students about the importance of recycling and taking care the environment, to satisfy the needs for an education committed to cognitive and pedagogical development, establishing strategies emphasizing the integral education.

**Table 7.** Outreach component chronogram

Date	Lesson	Vocabulary	Activities	Materials
Week 1 (4 hours)	Nice to meet you!	Greetings	<ul style="list-style-type: none"> <li>• Video about the greeting.</li> <li>• Introduce her/himself playing “hot, hot potato”</li> <li>• Match the expressions</li> </ul>	Video TV Ball Flashcards Pieces of papers

			and the greeting with their respective picture.	
Week 2 (4 hours)	I am a student	Professions	<ul style="list-style-type: none"> <li>• A bingo and a video to teach the professions.</li> </ul>	<p>Cartoons</p> <p>Piece of papers</p> <p>Video and T.V</p> <p>Worksheets</p>
Week 3 (4 hours)	We are a family	The family	<ul style="list-style-type: none"> <li>• Song about the members of the family.</li> <li>• Explain the members of the family through flashcards.</li> </ul>	<p>Song and T.V</p>
Week 4 (4 hours)	I love eating	The fruits	<ul style="list-style-type: none"> <li>• Use Realia method to teach the fruits.</li> <li>• The Little worm (with fruits)</li> <li>• Cut and paste</li> </ul>	<p>Realia method</p> <p>The little worm</p> <p>Worksheets</p> <p>Sheets</p>



			the fruits and say how many fruits there are.	
Week 5 (4 hours)	My favorite color	Colors	<ul style="list-style-type: none"> <li>• Song and online game to learn the colors.</li> <li>• Turn the color roulette.</li> <li>• Paint the objects according with the color stated.</li> </ul>	<p>Song, internet and T.V</p> <p>Roulette with the colors</p> <p>Worksheets</p>
Week 6 (4 hours)	What are you wearing ?	Clothes	<ul style="list-style-type: none"> <li>• Match the pictures with their respective names.</li> <li>• Draw themselves</li> <li>• Describe what they wear.</li> </ul>	<p>Flashcard and pieces of papers</p> <p>Colors, pencil, etc.</p> <p>Worksheet</p>
	It was an		<ul style="list-style-type: none"> <li>• Explain the</li> </ul>	

<p>Week 7 (4 hours)</p>	<p>amazing spring</p>	<p>Seasons</p>	<p>seasons using a video.</p> <ul style="list-style-type: none"> <li>• Describe the seasons.</li> <li>• Categorize the objects according with the seasons.</li> </ul>	<p>Video and T.V</p> <p>Flashcards</p> <p>Pieces of papers</p> <p>Worksheets</p>
<p>Week 8 (4 hours)</p>	<p>My pet</p>	<p>Animals</p>	<ul style="list-style-type: none"> <li>• Crocodile board game (with the animals).</li> <li>• Draw their Favorite animals.</li> <li>• Describe an animal using the adjective.</li> </ul>	<p>Crocodile board game</p> <p>Dice</p> <p>Colors, pencil, etc.</p> <p>Flashcards</p> <p>Sheets</p> <p>Worksheets</p>

## Results

At the same time, this educational institution has important seat, which leads to an inclusive education, and which welcomes without any discrimination. As well as, one of the purposes of the institution is to adopt a model based on benefiting the main sectors, seeking

to satisfy the need for an education committed to cognitive and pedagogical development, establishing strategies emphasizing integral education

Both in practice integrates in high school and primary, is essential to create class plans where they establish the topics to work, the objectives, stages of the class, and the different methodological strategies such as games, songs, guides and tests. There are two courses, preschool and transition, the first is a group with the ability to write and read in Spanish, also transcribe words in English. However, transition children do not have written and reading skills developed in Spanish; reason why repetition classes are essential.

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

## **CHAPTER IV: ADMINISTRATIVE COMPONENT**

### **Introduction**

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

### **Justification**

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

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

## **Objectives**

### **General Objective**

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

### **Specifics Objectives**

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

### **Administrative chronogram**

<b>SCHOOL ACTIVITIES</b>	
<b><i>MONTH</i></b>	<b><i>ACTIVITIES</i></b>
<b>September</b>	Presentation of values for September
<b>September</b>	Bethlemitas por la Paz workshop
<b>September</b>	Flag-raising seventh grade 03 and eighth grade 03
<b>September</b>	Improvement plans and preventive citation
<b>September</b>	Friendship day celebration
<b>September</b>	Reparation day
<b>September</b>	Earthquake drill
<b>October</b>	Talent Show rehearsals
<b>October</b>	Pre-scholar students flag-raising
<b>October</b>	Sixth grade students flag-raising
<b>October</b>	Closure of the month
<b>December</b>	Triduo Navideño

## **Conclusions**

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

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## Annexes

### Annex 1. Planning 1

<b>GRADE:</b> 10 <sup>th</sup>	<b>LEVEL:</b> B1	<b>WEEK 5</b> <b>DATE:</b> From September 10 <sup>th</sup> to September 14 <sup>th</sup>
<b>TEACHER:</b> Paola Andrea Rodriguez Villamizar	<b>OBSERVER:</b> Genis Emilse Navarro Gomez	<b>PREVIOUS SEQUENCE</b> Adverbial Clauses
<b>Topic</b> Reported speech		<b>COMPETENCES</b> Communicative and Linguistic
<b>COMMUNICATIVE OBJECTIVE:</b> At the end of the lesson, the students will be able to talk about the experience of a partner, using the reported speech.		<b>LINGUISTIC OBJECTIVE:</b> At the end of the lesson, the students will be able to create sentences using all tenses in reported speech.

STAGE	SKILLS	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	MATERIAL
<b>Opening</b>	Speaking Writing	➤ The teacher will start the class remembering the tenses. She will choose ten students and they will have to say one sentence by student using different tenses. Then, she will choose	15 min	Markets Board
		other ten students and they will have to copy the sentences that their partners said on the board.		
<b>Warm up</b>	Speaking	➤ After that, the teacher will say some sentences in Spanish. The students will have to say what the sentences said by the teacher have in common. What tense they are using? And what does she want to say in each sentences? Then, the teacher will say them what the sentences have in common and what topic is related in each sentences.	10 min	
<b>Explanation of the topic</b>	Listening Speaking	➤ Having finished this exercise, the teacher will show a video where the students could observe when we can use the reported speech and how we use it according to the tense. Having watched the video, the teacher will ask students what they could observe about it. <b>Appendix 1</b>	10 min	Computer Video
	Writing	➤ Later on, the teacher will make a table on the board in order to explain what tenses we use in the direct speech and what tenses are used to make the reported speech. <b>Appendix 2</b>	15 min	Board Markers



<b>Production activities</b>	Speaking	<ul style="list-style-type: none"> <li>➤ After that, in order to put into practice the topic, the teacher will do a game called "tingo, tingo, tango." The teacher will give a ball to one student. He/she will pass the ball meanwhile the teacher is saying tingo, tingo, tango. when the teacher says tango, the student who has the ball will have to say a sentence; it doesn't matter tense that he/she use. Then, the teacher will continue saying tingo, tingo and when the teacher will say tango the other student who has the ball will have to say the sentence that his/her partner said but in reported speech and so on. <b>Appendix 3</b></li> </ul>	15 min	A ball
	Writing	<ul style="list-style-type: none"> <li>➤ In order to continue practicing the topic, how we use the reported speech, the teacher will paste on the board some sentences written in different tenses. Then, she will choose some students and they will have to pass on the board and choose one and write it in the reported speech. <b>Appendix 4</b></li> </ul>	20 min	Worksheets
	Writing	<ul style="list-style-type: none"> <li>➤ Then, the teacher will provide them a worksheet to each student, where they will</li> </ul>	15 min	Activ: Posters
		have to rewrite the sentences using the reported speech. <b>Appendix 5</b>		
<b>Evaluation of the topic</b>	Writing	<ul style="list-style-type: none"> <li>➤ Finally, the teacher will give them a sheet. They will have to write the sentences in reported speech. <b>Appendix 6</b></li> </ul>	15 min	Sheets

## Annex 2. Planning 2

STAGE	SKILLS	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	MATERIAL
<b>Opening</b>	Speaking	<ul style="list-style-type: none"> <li>➤ The teacher will start the class with the evaluation about the vocabulary of the reading book "<i>Typhon</i>." The students will have to do answers the sentences. <b>Appendix 1</b></li> </ul>	20 min	Sheets
<b>Warm up</b>	Speaking Writing	<ul style="list-style-type: none"> <li>➤ The teacher will divide in groups of three students each group. Then, the teacher will give the students some expressions and they will have to write three different sentences using the expression given. Having written the sentences, the teacher will ask some students to say the sentences that they wrote. <b>Appendix 2</b></li> </ul>	20 min	Piece of paper
<b>Explanation of the topic</b>	Speaking Reading Listening	<ul style="list-style-type: none"> <li>➤ After that, the teacher will show students a video. This video will explain how to use ten common binominal words in English. They will have to write them in their notebooks. <b>Appendix 3</b></li> <li>➤ Later on, the teacher will give students a sheet where they will find some common</li> </ul>	20 min	Sheets Computer T.V

		binominal words with its right meaning. <b>Appendix 4</b>		
<b>Production activities</b>	Writing Reading Speaking	<ul style="list-style-type: none"> <li>➤ Having explained how the binominal words are composed, the teacher will give students a worksheet. They will have to complete the sentences with the right binominal word and translate each one. And the end, they will have to read the sentences in English and translated them. <b>Appendix 5</b></li> </ul>	20 min	Sheets Pens Dictionaries
<b>Evaluation activity</b>	Writing	<ul style="list-style-type: none"> <li>➤ Finally, the teacher will have to do the recovery of the evaluation about the reported speech. <b>Appendix 6</b></li> </ul>	15 min	Sheets Pens
<b>Homework</b>	Writing	<ul style="list-style-type: none"> <li>➤ The students will have to create a story based on a famous character or a celebrity, where they will have to use the binominal words which were explained in the class.</li> </ul>		Notebooks Pens

Activar

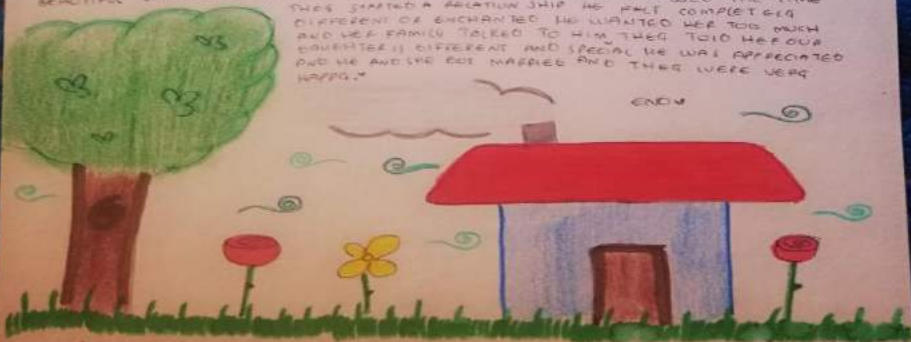
## Annex 2. Explanation about how to write a short story



## Annex 3. Writing productions: Short stories

# ELI AND HER EMOTIONAL BEAUTY

TWENTY YEARS AGO I HAD A GIRL NAMED ELI. SHE WAS BORN SHE HAD TO LISTEN TO THE BEES SWARM EVERY DAY. SHE WENT TO SCHOOL THE PARENTS WOULD SCOLD HER MUCH (LATER AND SHE SAID UPON SHE WAS VERY GOOD SHE WAS A KIND JOVIAL WOMAN IN WHOM EVERYONE BELIEVED BECAUSE SHE LIKED TO MAKE UP A LOT OF MAKEUP COMING, ARRANGING SHE WORKED ARRANGING AT HOME EVERY DAY TO HER SHE HAD TO GET UP EARLY TO PAMPER HER PARENTS WHICH WERE VERY BEAUTIFUL BECAUSE SHE LIKED TO GO SHOPPING IN THE MOUNTAINS CAMPING AND PLANTING TREES SHE LOVED EVERYTHING AROUND HER SHE LIKED TO CROSS HER KISS AND BEAT THE AIR AND THOUGHT HER FACE SHE WAS A CLEAN ONE AND HUMBLE FAMILY LOVED HER MORE WAS A KIND LADY WHO LOVED ANIMALS AND HER DAD LIKED TO PLANT AND PLANTER TO GARDEN MUSIC WHENEVER HE WENT THROUGH THE NEIGHBORHOOD THE TOOK SWIFT TO HIS NEIGHBORS HE MET HER SHE WAS A VERY FRIENDLY PERSON GOOD PEOPLE THINKING AND GIVING HELP SHE WAS THE FIRST ONE DIED TO GO PARTIES AND OFFER TO COOK A DINNER FOR WHOM WHOSE HER FOR HER PHYSICAL BEAUTY MORE FOR HER KINDNESS BECAUSE SHE WAS A VERY KIND NATURE PERSON WHO TOOK HER WITH EVERYONE AND WOULD COOPERATE ABOUT FROM EVERYTHING WAS VERY SIMPLE AND KIND AFTER AN HOUR CHILD HER LONG HAIR SHE STARTED STUDYING SOCIAL COMMUNICATION ONE DAY HER DAD JUST FOR CLASS SHE WAS WRONG BECAUSE A PLAN OF HER HAD WITH HER. SUDDENLY FOUND A FOREST MAN TALL WITH A VERY BEAUTIFUL SKIN COLOR HE SAID VERY NICE I AM (CANTANVILLE) AND SHE WAS IMPRESSED BECAUSE THE RAPPER APPROACHED HER AND SHE WAS PLEASED TO MEET HIM THEY STOPPED TALKING AND HE TOLD HER HE WAS VERY INTERESTED IN HER HE ASKED HER THAT HE SAID THAT SHE WAS VERY BEAUTIFUL SHE SMILED AND SAID THAT YOU THINK OF ME AT THAT PASSED THE TIME SHE STARTED A RELATIONSHIP HE FELT COMPLETELY DIFFERENT OR ENCHANTED HE WANTED HER TOO MUCH AND HER FAMILY TALKED TO HIM THEY TOLD HER OUR DIFFERENT AND SPECIAL HE WAS APPRECIATED AND HE AND SHE GOT MARRIED AND THEY WERE VERY HAPPY.



→ GUILIANA LAGO → ANDREA SUAREZ → WILMER SUAREZ → 10<sup>01</sup>

# ELI Y SU BELLEZA EMOCIONAL


HACE 20 AÑOS MÁS UNA NIÑA LLAMADA ELI, A ELI LE GUSTABA ESTUDIAR MUCHO, AMABA CANTAR TODOS LOS DÍAS VA A LA ESCUELA, LOS PADRES LA CONSIDERAN UNA NIÑA QUE TODO EL MUNDO EN LA CUNETA DE ELI EN GUSTABA MUCHO: MARIQUITA, CENITA, APPELAPICHA, TROPICANA, PREZONCINI, A COMPLETAN TODOS LOS DÍAS. ELI LE GUSTABA TRABAJAR PARA CONSENTIR A SUS PADRES (AL QUE LE) ERAN MUY TRABAJOS, DEBIDO A ELI LE GUSTABA HACER COMIDAS POR LAS VECES, CAMBIO A PLANTAR DESPUÉS. ELI AMABA TUDO LO QUE LE ALGORO; LE GUSTABA CERRAR LOS OJOS Y SENTIR EL DÍAS PASAR DE SU CASA, ERA UNA NIÑA TRANQUILA Y HUMILDE (LA FAMILIA LE AMABA LA MAMA ERA UNA SEÑORA BUENA QUE AMABA LOS ANIMALES Y A SU PAPA LE GUSTABA TUDAR MAMA Y GUSTABA MUCHO CENITA SIEMPRE QUE PASABA POR EL VECINDARIO LE DABA UN BOLLEO A TODOS LOS VECINOS SIEMPRE ERA UNA PERSONA MUY AMIGABLE BUENA SIENTE SIEMPRE QUE NECESITABAN AYUDA ELI ERA LA PRIMERA (LE GUSTABA HACER PASTAS, COCINAR CENAS Y JUGAR EN EL VECINDARIO DESPUÉS LOS VECINOS ESTABAN EN UN CONCURSO DE COCINAR A UNA CASA POR EL CUAL ERAN TODOS LOS BOMBOS CERRADOS, EN EL VECINDARIO ERA UNA PERSONA MUY AMABLE, CUESTA DE LA REJADA CON TODOS LA UNA FAMILIARIDAD Y AMOR DE ESTO MUY JUVENIL A NOIR, DESPUÉS DE TODO LA EDUCACIÓN A CADA MUCHO DESPUÉS ELI EMPEZÓ A ESTUDIAR COMERCIALIZAR SOCIAL DESPUÉS UN DÍA UN SUCA PARA CADA ELI ESTABA MUY MAL, DESDE UNA PLANTA DE ELI HABIA SUFRIDO DESPUÉS LE ENCONTRÓ A UN PERSONA DESPUÉS DE MUCHO TIEMPO DE MUCHO TIEMPO ROBERTO DIO MUCHO ESTO SU MAMÁ Y ELI LE HACE UNO DESPUÉS SE DESPARRAMA ABELE EL DESPARRAMO SE DESPARRAMA A ELI A ELI UN PLAZA CONCIERTO DESPUÉS A MARIQUITA Y ELI LE DIO A ELI A ELI LE GUSTABA MARIQUITA Y CANTAR PARA EL DÍAS DE ELI CADA ERA MUY BUENA ELI LE CONCIERTO A ELI MUY CANTAR EN EL DÍAS DE ELI AL PASAR EL TIEMPO ELI EMPEZARON UNA RELACION EN SU SENTIR DIFERENTE COMPLETO COMPLETO EN SU VIDA EN LA ESCUELA DESPUÉS PASÓ LA FAMILIA LE DABA UN BOMBONERO LE SE DABA UN BOMBONERO MUY EN SU VIDA EN LA ESCUELA Y EL SE CASARON Y ERAN MUY FELICES.



→ GUILIANA LAGO → ANDREA SUAREZ → WILMER SUAREZ → 10<sup>01</sup> CANTIN →

Natural

I was lost in an endless forest, the more I walked the more I felt lost since this was like a labyrinth, I said I do not know how I get to this place! It would be because I made a bad action against someone important, according to what my mother once told me was that if I misbehaved or committed a harmful action the same land would be responsible for showing me all the evil committed and that would take me to the darkest forest although he also told me that this had not always been the most frightening of all the earth, but that over the centuries it had deteriorated, however, it is the place where the creatures are so horrendous and this was caused by a beast and harmful and deadly as humanity is, humanity without scruples or sense or liking for life, destruction in the word, "home" of human beings, this dark forest resembles a labyrinth with no way out, I am afraid I confess I never thought I could be alone, the abandonment is finishing me, at that moment I also thought about the big and frightening animals that live in this dangerous place, according to my teacher these ferocious animals were equal to us but not in physiology but in the attitudes that humanity had taken root in the 21st century, these beasts without love for the natural life destroy everything and this is because over the decades, decades or centuries they had learned from us and they had no kind of affection towards us human beings, I said in an oversight I can be your dinner! Time passed and I had not seen any beast then I thought why I prefer to be lost in a street than light these life houses in which I can take refuge, but here there is nothing of that, the time passed and my stomach roared, but although I was hungry I was happy because I had not met any animal barbarian I did not know that walking suddenly I looked up and saw an apple in the most part of the tree in which I was taking shelter from the animals, I went up and took it and after a few seconds I descended it, when I went down I looked up again and there was the place in which I had removed the apple, I saw the moon that embraced the earth as I wanted to hug my parents, because they are the only people that ever love without point.... Continue



LABO

Why? Have you created a game that will revolutionize the world, the Total 3D which will transport you and the video game of your choice, the most famous of this franchise will be called the IAI which was a video game where you would have to defeat monsters but only a thousand players assets?, the exit button disappeared and all the players were transported in the middle of the map where there was a giant spectrum with the face of the creator they explained all they gave way to pass the video game, and you had to die before achieving it. They would do in real life with a shock provided by the virtual reality helmet, but a team specialized in passing the final heads was formed but it was with people who wanted to pin... In one of these teams was Frito who was one of the 100 best players in the country this



**LABO**

Hace tiempo se creó un juego que revolucionaría el mundo, el Total 3D el cual te transportaba al videojuego de tu preferencia, el más famoso de esta franquicia se llamaba LABO el cual era un videojuego donde tendrías que derrotar monstruos pero apenas llegarían a los mil jugadores activos, e desapareció el botón de salida y todos los jugadores fueron transferidos al Medio del Mapa, donde había un espectro gigante con la cara del creador, allí les explicaron que todos habían llegado allí para pasar el videojuego ya que si morían antes de lograr esto en el juego, lo harían en la vida real con un shock proporcionado por el casco de realidad virtual, pero se formó un equipo especializado





estoy muy enamorado y tuvimos dos hermosos niños, y aquí estamos sentados al rededor de la fogata, narrándoles mis anécdotas, y poniéndolos al tanto del tipo de ciudad en la que yo vivía.



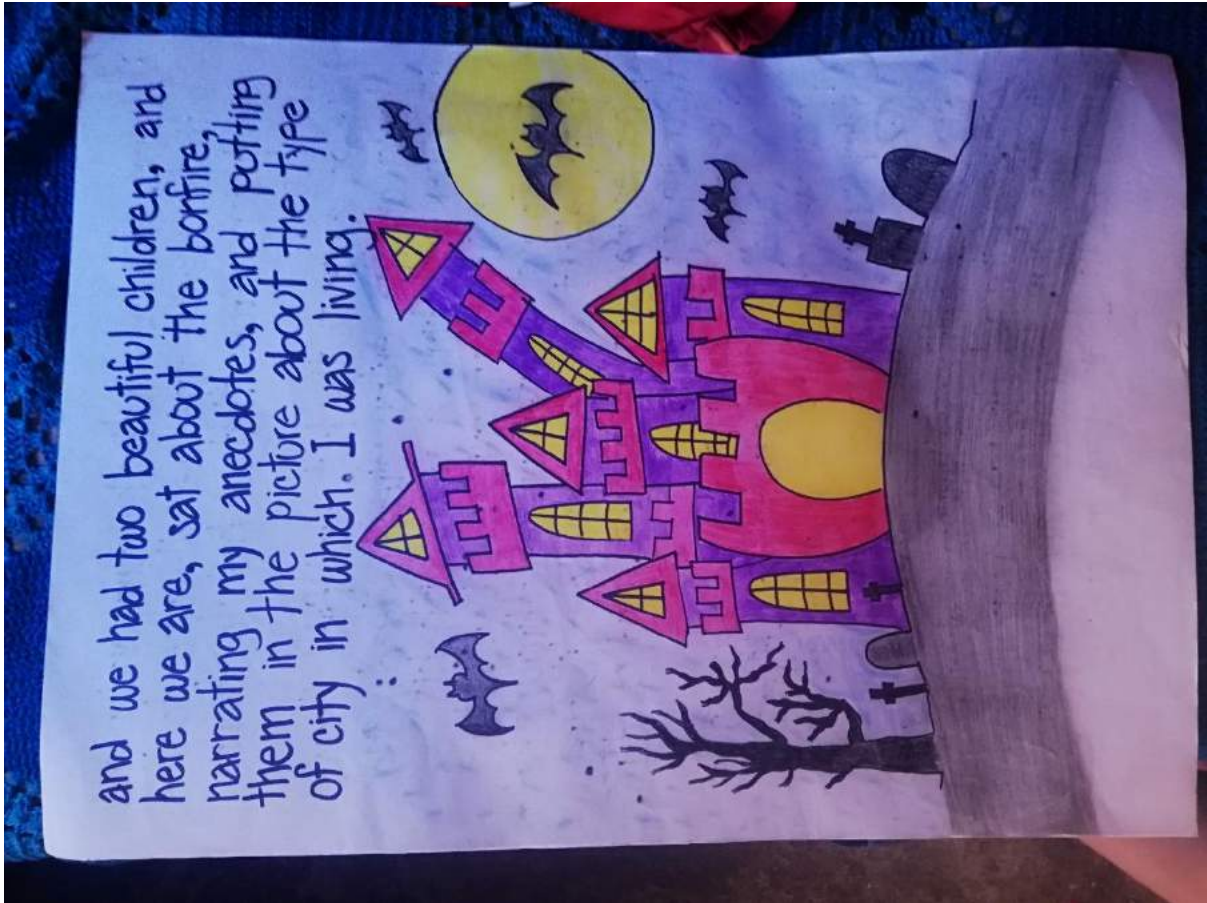
## THE STRANGERS PITERSON

It was of those days in witch the loneliness was accompanying me on any side, even to the places most reconidite and left of the city. I walk without hurries, and with emotional loads above, so I feel that my brain already does not give for any more.

It was one very difficult week, my chief, arrogant and domineeringly as always, up to the point of getting fed up so much and my fury exploited against him.

It was coming to house mas early, since my schedule of work it was up to 8 o'clock of the night and to complete I discovered the least well-considered thing, on having opened the door, I saw my wife in the sofa of the house in full coitus with my best friend.





**Annex 4. Socialization of the second stories**





### Annex 5. Talent show



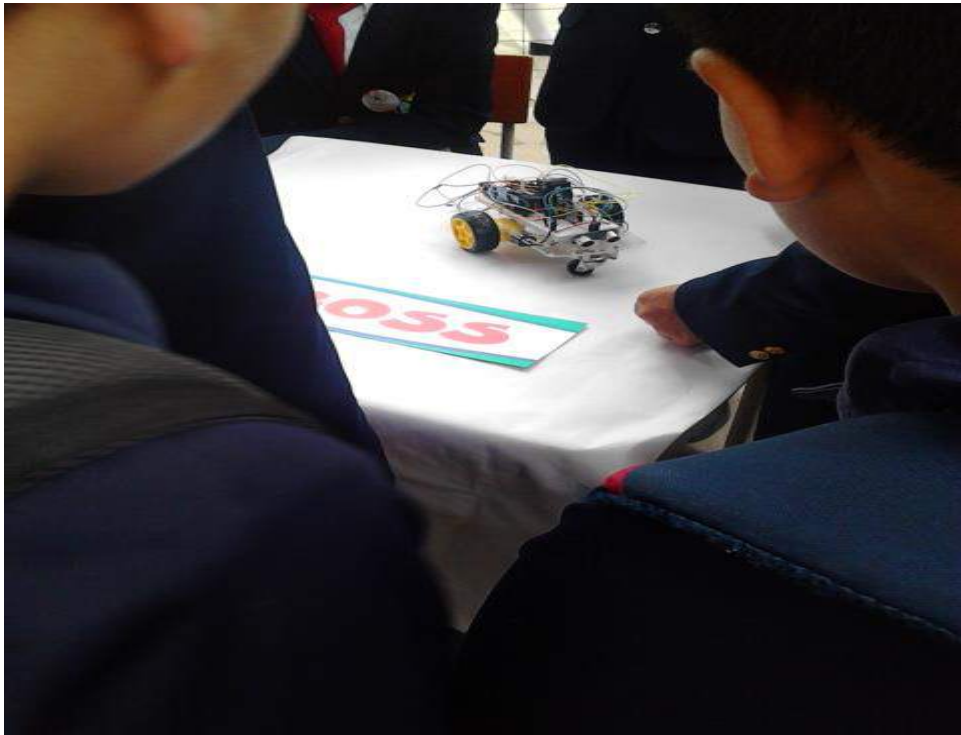


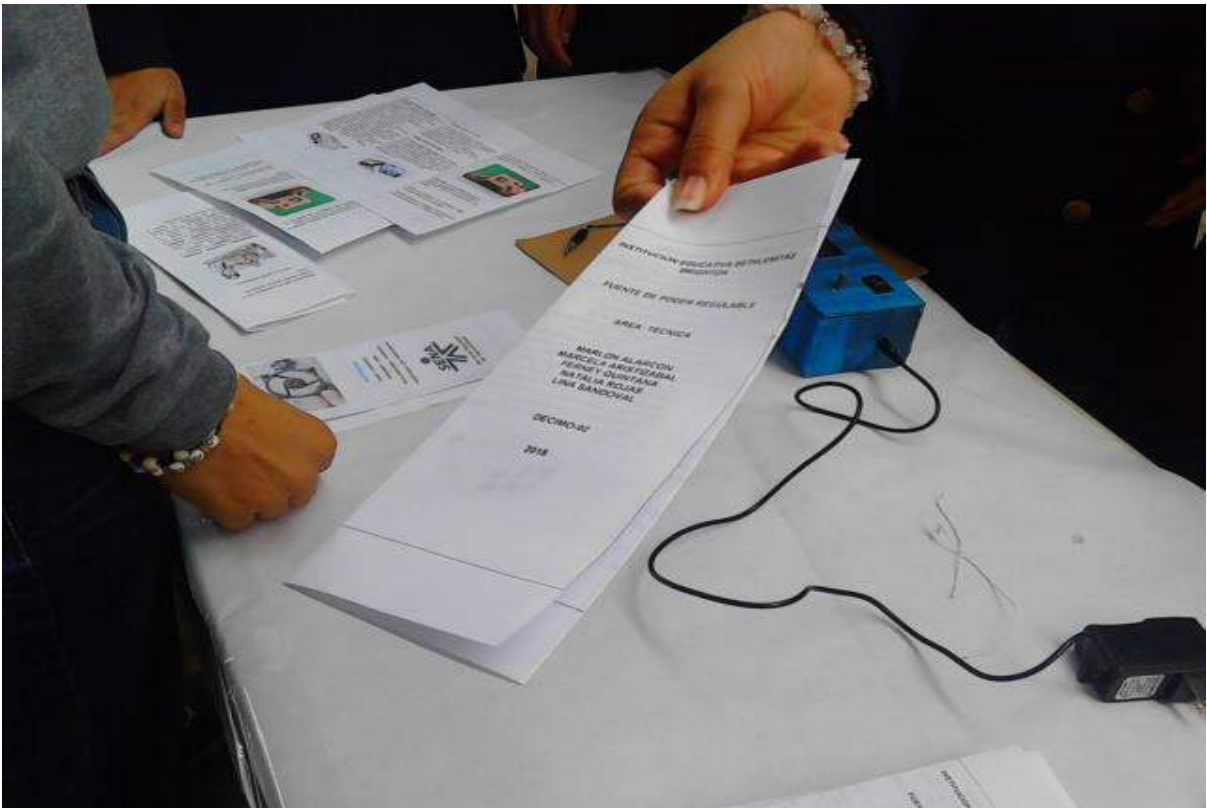
**Annex 6. Christmas triduum**

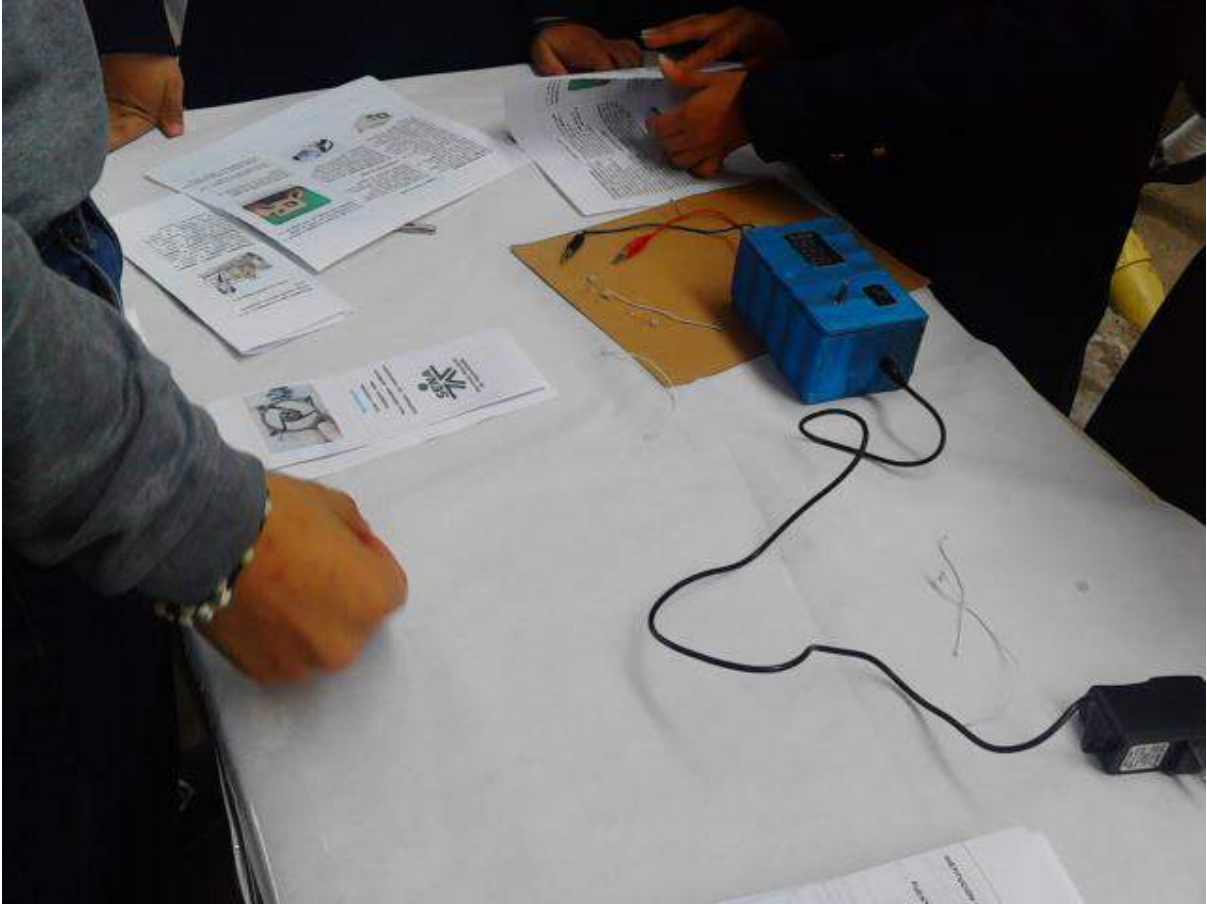




**Annex 7. Business fair**



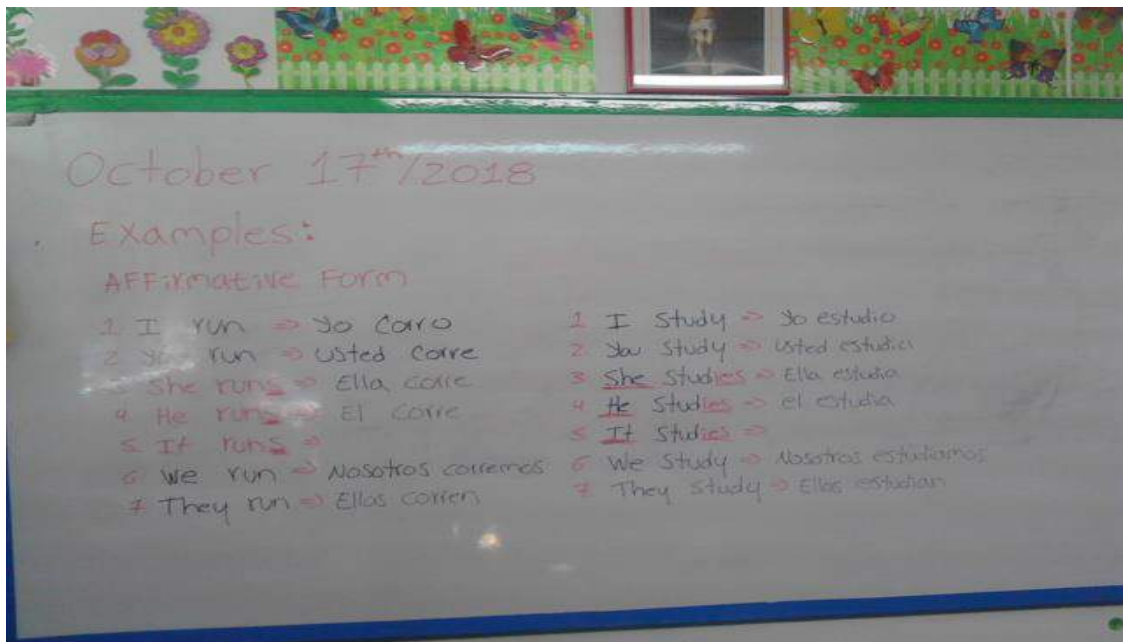




**Annex 8. classes in primary school**









**Annex 9. Material used for primary school**



