The use of flash fiction stories as a strategy to encourage literary writing in eleventh-grade

students at Instituto Técnico Patios Centro 2: An action research study.

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Integral practicum

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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Chapter I: Project Presentation

The present document is a proposal which contains four components; pedagogical component, research component, outreach component, and administrative component. Every stage has its own independent content; introduction, theory, methodology, results, and conclusions; however, they form a unity in the sense of macro-project. These give pre-service teachers a big experience in organization and a direct pedagogical intervention with those involved; students, teachers, administrators and community within the academic context.

To give a broad overview of what this proposal is about, we will talk about each component. The pedagogical component focuses on a project aimed at proposing, improving, or solving any situation present within the classroom regarding the teaching of English as a foreign language. This is focused on high school students from a public institution, where the practitioner develops his integral practice. The second component is the research component, in this, the pre-service teacher states an organized process of reflection about his/her practicum experience, the way of implementing his/her knowledge and the impact that those can generate on the students. The third component deals with the support to the primary school community, where the practitioner helps students to improve their linguistic and communicative skills in English as a foreign language, implementing didactic ways of teaching. The last component is the administrative, in which the pre-service teacher has the opportunity to immerge in the different extracurricular activities carried out by the administrative and teaching staff of the institution.

These components are arranged in independent chapters, on which the practitioners will state their knowledge, experience, feelings, and disposition for the English teaching practicum stage.

Introduction

In our current world, professional competence is opening doors more and more, people want to access the different capacitation studies so that their professional profile be approved in the working world. The study of a foreign language is not ignored in this trend, especially English as the language of business and globalization.

In the Colombian context, the government has included in its policies of education the project "Colombia Very Well" (2015-2025), focuses on training students from kindergarten, elementary school and high school, to promote cultural, academic, social and professional opportunities according to the needs of the educational institutions and the regions. Within this public project, the integral practice opens a way for English pre-service teachers, to develop their practicum stage.

The role of the practitioner is not limited only to take part in the development of content of the curriculum, he becomes in a researcher agent, looking for a better understanding of any situation or phenomenon within the academic institution, trying to give and answer throughout the research methods.

In the learning English context, emerge a large number of shortcomings due to the process that students face when developing the linguistic and communicative competences of the foreign language. Different needs to explore, analyze, determine and to know, where the pre-service teacher could be immerged. In this proposal, the main need was focused on reading literature for writing a short literary piece. It is important to point out that this project was implemented in eleventh grade students, learners who were about to get their high school degree and yet many did not know the value of letters on sheets to express thoughts and feelings. The opportunity to learn a foreign language can also open doors to the knowledge of literary expression, even if only in a small portion.

Justification

Nowadays, literary reading is left behind the curtain, even in academic contexts such as public schools. This phenomenon is presented because of new generations are distracted in other entertainment activities that the massive media offers; internet, television, digital games and movies (Tarrayo, 2019). This is not a national issue; this affects a globalized world of "digital natives". Youngers do not have interest in reading; therefore, the writing exercise also is tedious for them. This could threaten literature for future generations, so it is important to make a call from classrooms.

High school English teachers in our country perceive the lack of enthusiasm in young students in the production of texts. This is likely linked also to the reading material implemented. For this reason, this project was focused on the use of flash fiction stories as a strategy to arouse interest in students for literature, and specifically the influence that this genre could generate in eleventh-grade students' writing skill at a public school, in an attempt to create a flash fiction story by their own. Although reading and writing within a process of English learning could be a little difficult for students than do it in their mother tongue, it is not an excuse to ignore the great opportunity that we have. It should not ignore any chance for improve and motivate learning processes.

Why flash fiction? Flash fiction is a very short story that prepare students with a positive attitude to read because of their length, from less of one hundred words to around one thousand words (Gaiman, 2019), since long texts indispose students before starting a reading activity. Furthermore, flash fiction deals with a variety of genres that motivate the reading in young people such as adventure, drama, speculative fiction, suspense, thriller, tragedy and so on.

Objectives

General objective

- ✓ To encourage literary writing in eleventh grade students through the use of flash fiction stories at Instituto Técnico Los Patios Centro 2 high school.

Specific Objectives

- ✓ To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.
- ✓ To apply the use of flashcards for English teaching in fifth grade at primary school Instituto Técnico Patios Centro 2.
- ✓ To know the teacher's role in the different administrative and extracurricular activities.

Chapter II: Institutional Observation

Diagnostic Stage

This stage was designed with the objective of having a general perception about how the Instituto Técnico Patios Centro 2 worked in the current situation of health crisis presented by COVID-19 pandemic. Some institutional documents provided from teachers (virtual action plan, English area plan, institute general chronogram), were essential so that practitioners could contextualize the administrative, pedagogical, technological and social aspects of the educative institution.

Documentary analysis

This process is very important for the pre-service teacher can immerge in the institutional setting, population, advantages and disadvantages presented in the school academic environment, in order to understand in a better way, the phenomenon to study.

Moreover, this immersion helps the practitioner to gain experience in the academic and administrative organization in high school. Next, the information gathered are stated in the four levels; administrative, pedagogical, technological and social.

Administrative

Background

The school Instituto Técnico Los Patios Centro N° 2 was founded on August 10, 1976 during the governorship of Mrs. Carmenza Arenas, attached to La Sabana school, achieving administrative autonomy in 1980, with its first director José Maria Pezzotti Lemus until 1986;

from this date, Mrs. Débora Rojas was appointed, who lasts at the head of the institution for 15 years. On March 30, 1988, Decree No. 00474 of the Departmental Education Secretary was issued to grant it the official recognition that supports the operation of the institution. In that period of time (25 years of service to the community), numerous achievements have been made in the administrative, pedagogical and community projection dimensions. In 2001, the institution opened its doors to serve young people in sixth grade, continuing the basic secondary education and taking as its corporate name Patios Centro No. 2 high school, located on 4th avenue #28-27, Patios Centro 2 neighborhood.

Institutional Education Project (P.E.I)

The school Instituto Técnico Patios Centro 2, leaded by its principal Gustavo Ramirez Camargo, offers a public education in kindergarten, primary school, and high school. The last grades, tenth and eleventh have a technical emphasis; technician in the preparation of handmade objects in leather, technician in administrative assistance, systems technician, technician in sales and services and technician in design and integration in multimedia.

The school has an average of 3,500 students spread over seven campuses; Central, Sabana, 12 de octubre, Patios Centro 1, Luis Enrique Ávila, and Rudesindo Soto.

Its philosophy promotes the formation of citizens with inclusive principles of quality in autonomy, authenticity, conscious freedom and a critical spirit, which prevails in respect for values and human rights, which encourage peaceful coexistence and democratic principles, the preservation of the environment. Its seven principles are spiritual, administrative, research and environment conservation, axiological, democratic, entrepreneurship, and equality and acceptance.

The institute's mission is to train integral citizens from kindergarten to grade Eleven through a pedagogical, inclusive, academic, investigative and ICT (Information and Communications Technology) proposal that prepare students for productive work or to continue with professional studies by acting with success in the academic, labor, cultural, scientific and social environment of the region. The institution values are based in respect, responsibility, honesty, love and equity.

In its vision for 2025, the school Instituto Técnico Los Patios will be the business support of the region, offering an inclusive education, with the use of research and new ICT, being competent and contributing to the transformation of its social reality.

The institutional pedagogical trend is humanist with a socio-cognitive approach, dialogue methodology and a constructivist pedagogical model which allows students to build their own knowledge supported by teachers in their roles as guides and researchers.

Student Profile: The student of the Instituto Técnico Patios Centro 2 is and will be a critical, analytical person, an active agent of their own personal development, capable of transforming their social reality, contributing to the sustainable growth of their community, integrating themselves into productive work or continuing his higher studies, he evolves culturally, spiritually and socially as an inclusive human being.

Its pedagogical and curricular management deals with the processes of pedagogical design (curricular), pedagogical practices, classroom management, and academic monitoring. For community management, is taken into account the components of accessibility outreach to the community, participation and coexistence, and risk prevention.

The evaluation System (SIE): It is necessary a comprehensive evaluation of the students that includes their being, knowing and doing. As well as their context, individual differences and if they are part of being an inclusive population.

Institutional symbols

The logo

Figure 1 Logo Instituto Técnico Patios Centro 2

The colors of the logo represent the department of North of Santander. The letters ITPC represent the initials of the name of the institution, and the red background represents the number two.

The slogan

"Más que conocimiento!" presents the institution as a comprehensive entity that not only cares about its academic achievements but also about the training of people capable of functioning in today's world with excellent academic knowledge, but mainly, with a high sense of leadership and training in ethical values and moral.

The crest

Figure 2: Institutional crest, Instituto Técnico Patios Centro 2

The institutional crest presents two highlighted black ovals that indicate the union and the inter-institutional support that surrounds the institute. The small oval contains the seed that signifies the beginning of school life and the large circle represents the progress made in comprehensive training. The crest is embodied in the colors of the Los Patios municipality flag: white, green and yellow. White means purity and the achievement of peace which we all yearn for under the spiritual principle that governs the institution. Green means life and hope, demonstrates commitment to the environment by promoting research and conservation. Yellow means happiness, joy and prosperity; the name of the school is in this color applying the administrative principle emphasizing the sense of belonging, and teamwork.

Main aspects of the coexistence handbook

Considering the law 001620 of 2013, it is adopted a coexistent handbook in order to accomplish some requirements for the good development of school coexistence, that aims at encourage and strengthen the exercise of responsible human behavior, Therefore, it is necessary to implement pedagogical and training strategies that strengthen and improve the interpersonal relationships proposed from workshops and experiences to all the actors of the institution where it allows to know the way for School coexistence and conflict situations according to the types involved for each case. For that reason, this handbook establishes a reference framework to strengthen the rights and duties of the educational community established for coexistence, according to the rules established by the Ministry of National Education, in which is contemplated the general information of the institution as the name of the institute, institutional symbols, principles, mission, vision, philosophy, values and other aspects that are important to know since they allow the correct adaptation for the coexistence between teachers and students on the campus.

In the same way, students have access to the knowledge of the school government bodies and their respective functions this handbook defines students' rights and obligations and each of the members of the educational community too. In addition, there are established some protocols for the attention to situations of school coexistence and specific regulations that guide and allow students to know how to behave in each situation and place

of the institution, and finally the institutional incentives that are granted to students at certain stages of their school cycle.

Administrative lineaments

The MEN's guidelines "Lineamientos para la prestación del servicio de educación en casa y en presencialidad bajo el esquema de alternancia y la implementación de prácticas de bioseguridad en la comunidad educativa (2020)", are largely an instruction manual for educational institutions to address a pedagogical strategy that will allow children and youth to continue their studies during the COVID-19 pandemic. This document instructs schools to continue with their curricula and to adapt the accompaniment of schools to families in the home study mode. Similarly, it promotes the design of strategies to ensure the advancement of children, ensuring spaces for dialogue to obtain information on the experience of working at home. The activities proposed for the working at home mode in alternation should stimulate the autonomous work in relationship with the different schemes of pedagogical action involved in the alternation. Besides, they should also indicate the orientations and key moments for the collection of evidence, so that these allow the evaluation of the students' performances and the delivery of the observations or feedback, so that the process has the due monitoring.

Following the guidelines established by MEN, the technical institute Los Patios Centro N° 2 has integrated the platform Webcolegios together with the platform of Zoom and WhatsApp as

a means to keep track of the students learning process in the study at home modality. In that order of ideas, students will continue with the virtual modality until COVID-19 does not represent a risk to the students' health.

Academic calendar

According to the Departmental Secretary of Education, the scholar schedule generally contemplates 40 school weeks, which are worked in four academic terms, 5 weeks of institutional development, 12 weeks of students' recess, and 7 weeks of holidays for teachers and managers.

Figure 3: General academic schedule, Instituto Técnico Patios Centro 2

MODIFICACIÓN DEL CALENDARIO ACADEMICO 2020
(Según resolución No 005240, Octubre 21 de 2019, emanada de la SED)

SEMANAS MESES/DIAS	PRIMERA L	M	M	J	V	SEGUNDA L	M	M	J	V	TERCERA L	M	M	J	V	CUARTA L	M	M	J	V	QUINTA L	M	M	J	V	Dias Hab	N° Semanas
									PRIMER SEMESTRE																		
ENERO	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	6	7	8	9	10	13	14	15	16	17	20 ILA	21	22	23	24	27	28	29	30	31	10	2
FEBRERO						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	20	4
MARZO	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				10	2
ABRIL		1	2	3		6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		14	2
MAYO				1		4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	18	4
JUNIO	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				19	4
JULIO		1	2	3		6	7	8	9	10																8	2
									SEGUNDO SEMESTRE																	99	20
JULIO											13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	14	3
AGOSTO	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					19	4
SEPTIEMBRE		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			22	3 y 1
OCTUBRE			1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	16	4
NOVIEMBRE	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					19	4
DICIEMBRE		1	2	3	4 ILA	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	R.Est V. Doc	V. Doc	V. Doc	V. Doc	V. Doc	V. Doc			4	1
																								Total año		94	20
																										193	

CONVENCIONES:

Dias festivos — Color rojo
Semanas Desarrollo Institucional — Color azul (1a, 2a, 3a, 4a y 5a SDI)
R.Est V. Doc — Receso Estudiantil- Vaciones Docentes
ILA — Inicio de las Labores Académicas 2020
FLA — Finalización Actividades Académicas 2020

Table 1: Supervisor schedule

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00 – 9:00 a.m.	8°- 01	10°-01	11º - 01	11º - 02	10º - 02
2	9:00 – 10:00 a.m.	8°- 01	10°-01	11º - 01	11º - 02	10º - 02
3	10:00 – 11:00 a.m.	8°- 02	8°-01	11º - 02	10º - 02	10°-01
4	11:00 – 12:00 a.m.	8°- 02	8°-02		11º - 01	

Table 2: Pre-service teacher schedule

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00 – 9:00 a.m.		10°-01	11º - 01	11º - 02	10º - 02
2	9:00 – 10:00 a.m.		10°-01	11º - 01	11º - 02	10º - 02
3	10:00 – 11:00 a.m.		10°-01	11º - 01	11º - 02	10º - 02
4	11:00 – 12:00 a.m.		10°-01	11º - 01	11º - 02	10º - 02

Pedagogical

    English area plan

This format offers a complete information about the content of the lesson for each course, including the objective, the module, the period of time, functions of the language, the vocabulary, and the grammar topic to teach. Also, the indicators of performance where it describes the different actions that the learner must acquire through *knowing*, *doing* and *being* design.

In the image below, we can see an example for tenth grade, the content for the first period is focused on the module 1 *"democracy and peace: duties"*, where grammar and vocabulary are linked to communicate expressions of responsibilities as social and participatory beings.

Figure 4: English area plan

GRADO DECIMO

META: Impulsar el uso de prácticas éticas y de convivencia ciudadana

MÓDULO 1	DEMOCRACIA Y PAZ: DEBERES		PERÍODO	PRIMERO		TIEMPO	40 HORAS
FUNCIONES DEL LENGUAJE		**CONTENIDOS**					
• Describir actividades sociales locales. • Solicitar información sobre prácticas sociales y actividades. • Expresar acuerdos y desacuerdos. • Justificar puntos de vista • Expresar condiciones. • Reportar ideas presentadas sobre el punto de vista discutido. • Solicitar aclaración sobre información presentada por pares. • Sustentar opiniones con argumentos válidos.		**LÉXICO**			**GRAMÁTICA**		
		Lexical Problemas escolares y su manejo • Cheating • Using electronic devices in class • Plagiarism Expresiones para solicitar aclaración • Could you expand a little bit on what you said about …? • Could you be more specific about…? • Something else I'd like to know is… • If I have understood you correctly, your point is that… • I didn't understand what you said about… • I'm sorry; could you repeat what you said about …? • Sorry, but I'm not quite clear about…			• Presente, pasado y futuro simple y perfecto • Condicionales • Modales • Estilo indirecto		
INDICADORES DE DESEMPEÑO							
SABER		**HACER**			**SER**		
• Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés. • Distingue expresiones relacionadas con: causa/efecto, síntesis, clarificación, etc. • Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto. • Diferencia las estructuras de los condicionales reales e irreales.		• Elabora un texto escrito de recomendaciones sobre temas académicos de interés. • Hace una exposición oral sobre temas académicos de interés. • Intercambia opiniones en una mesa redonda sobre temas académicos de interés. • Resume, con el apoyo de los compañeros, información sobre causas y soluciones de un conflicto entre docentes y estudiantes a partir de estrategias de parafraseo estudiadas. • Realiza preguntas y pide aclaraciones en una encuesta dirigida a estudiantes y docentes sobre posibles conflictos escolares, utilizando una pronunciación clara y entonación apropiada.			• Valora y respeta la opinión de los demás. • Reconocer la importancia del lenguaje en la resolución de conflictos. • Aprecia los aportes culturales de su propia comunidad y de otras. • Asume una posición crítica ante temas académicos o sociales de su interés.		

English teacher collective work

Teachers in the area of English work together for developing the plans of the area in the schedules established. They have periodical meetings to give academic reports, in other words, they have four meetings during the year. However, when it is necessary, they call extraordinary assemblies.

Pedagogical resources

Concerning the pedagogical resources that English teachers used, they are the educative platforms "Colombia Aprende" and "Web colegios". And the guide books of the Ministry of education "Way to go" for sixth, seventh, and eighth grade, and "English please" for ninth, tenth, and eleventh grades.

Figure 5: Guide books from: Colombia aprende
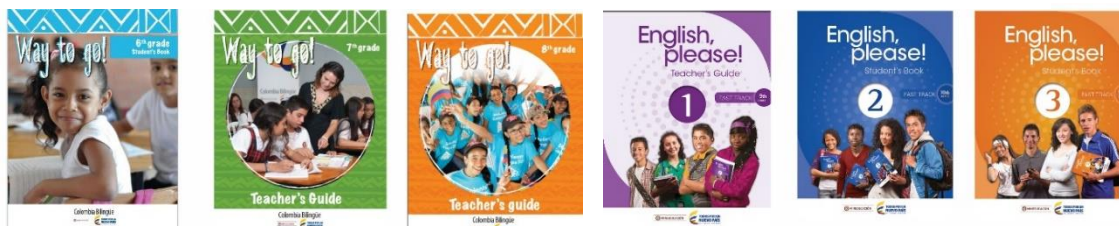
Syllabus

The image bellow represents the model of syllabus that the school Instituto Técnico Patios Centro 2 implements. It states the subject with the corresponding grade, the term or the academic period and the name of the teacher in charge. The chart is divided into five sections; activity, date, objective, description and materials. In the first section the teachers state the topics corresponding to each guide. Then, the date specified with the week and hours. After, the objective of the lesson focused on the learner. Later on, a brief description of the methodology to develop the lesson, and finally, the materials and resources to use. This is the same model of syllabus that teachers implemented in both modalities, presence-based modality and virtual modality, however, on the last one, the flexibility and disposition to share the different materials to work on with the students were taken into account, complying with the regulations presented by the national government for the country's schools.

Figure 6: Syllabus structure, Instituto Técnico Patios Centro 2

ASIGNATURA: <u>INGLÉS</u>   GRADO: <u>6th</u>   PERIODO: <u>1 y 2</u>   DOCENTE: _____

ACTIVIDAD	DURACIÒN	PROPÒSITO	DESCRIPCIÒN	MATERIAL A IMPLEMENTAR
ACTIVIDADES FINALIZACIÒN DE PERIODO GUÍA FINAL1 Verbos regulares e irregulares	Semana 20 al 24 de Abril (3 Horas)	Que el estudiante elabore oraciones simples con verbos Regulares e Irregulares	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
ACTIVIDADES DE FINALIZACION DEL PERIODO GUIA FINAL 2 Describir personas y actividades cotidianas utilizando Presente Simple.	Semana 27 al 30 de Abril (3 Horas)	Que el estudiante haga un listado de oraciones cortas y sencillas sobre actividades cotidianas.	Diseñar estrategias de evaluación flexible, respetando los ritmos de aprendizaje del estudiante y las condiciones del estudio en casa	Plataforma Guía virtual Prueba de Calidad Listados de verbos
GUIA No 1 GUIA No 1 Partes del Cuerpo. Describir las partes del cuerpo	Semana 4 al 15 de Mayo (3 Horas)	Que el estudiante reconozca y describa las partes del cuerpo en Inglés.	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
GUÍA No 2 Rutinas diarias y cuidado personal.	Semana 18 al 29 de Mayo (3 Horas)	Que el estudiante identifique información	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades	Plataforma Guía virtual Listados de verbos

Methodology

Due to the health crisis caused by COVID-19 pandemic, the teachers had to adapt a virtual methodology.

The teacher in charge of eight, tenth, and eleventh grades, organized the virtual classes according to the needs of the students, since most of them did not have the technical conditions to access synchronized meetings through video calling platforms. So, she opted for work with both modalities of meetings, synchronous and asynchronous. First of all, she prepared the class and uploaded a worksheet guide to "Web colegios" platform in order to have a register for the National Education Ministry, where the students could access to the topics and activities; likewise, she shared the worksheet by WhatsApp, because through this application the students accessed easily. The learners had a week to work on the activities propose on the worksheet before the synchronous meeting. Usually, teacher arranged a virtual meeting per week with every grade through the platform Zoom. Once in the virtual interaction, the teacher and the students socialized the topics and the activities in the worksheet, an average of ten students entered to the Zoom meeting. At the same time, she was connected by WhatsApp with the rest of the students, sending voice message and images each other. After the meeting is finished, the students send their homework by WhatsApp to the teacher, who was available for clarify doubts and answer questions.

On the other hand, the teacher constantly monitored the academic needs of the students to supply them with the pedagogical and educational resources available on the web, and offered them a virtual accompaniment through emails, messages or calls.

Pedagogic standards

The Foreign Language Proficiency Standards: English, as well as the standards for other areas, constitute "clear and public criteria that make it possible to establish the basic levels of quality in education to which children in all regions of Colombia are rightfully deserving". With the standards, the school community and parents are being told what children should learn at the end of each course and what they should be able to do with what they have learned, so that they can function effectively in the field of education and work.

Likewise, the English standards are a fundamental orientation for English teachers, directors and parents to be clear about the communicative competences that children on Basic and Medium levels are expected to develop allowing them to communicate in the language, to acquire knowledge and to use it effectively in real situations of communication.

Technological

The use of technological resources allowed a virtual connection between teachers and students leaving the classroom aside. However, as was stated before, not all the students had the accessibility to media. For that reason, the teacher in charge, implemented Zoom and WhatsApp for developing synchronous and asynchronous meetings. Students could work in the different guides and worksheets following the instructions by the teacher. Every day she took two hours to be connected in a virtual class with a course. Then the interaction was possible through voice messages and e-mails.

Population

This integral practice was developed in two groups of tenth grade and two groups of

eleventh grade. The course 10-01 had thirty-five students, adolescents from 15 to 17 years old, most of them were females; according to the teacher, this group had A2 level of English proficiency. The course 10-02 had thirty-one students, adolescents from 15 to 17 years old, most of them were males; according to the teacher, this group had A2 level of English proficiency. The course 11-01 had twenty-three students, adolescents from 16 to 18 years old, most of them were males; according to the teacher, this group had A2-B1 level of English proficiency. The course 11-02 had twenty-six students, adolescents from 16 to 18 years old, most of them were males; according to the teacher, this group had A2-B1 level of English proficiency.

The area of English high school was integrated by three teachers:

Erika Gómez 6°, 7°, / José María Suarez 6°, 7°, 9° /Ana Elizabeth Parra 8°, 10°, 11°.

Chapter III – Pedagogical Component

Title: The use of flash fiction stories as a strategy to encourage literary writing in eleventh-grade students at Instituto Técnico Patios Centro 2: An action research study.

Introduction

Literature is one of the means that human being has created to express feelings, ideas and thoughts along history. It is part of our language and our culture that manifests itself in the need to leave a mark for generations; "literary production is certainly the human wish to leave behind a trace of oneself through creative expression, which will exist detached from the individual and, therefore, outlast its creator" (Klarer, 1999).

However, our generation remains distracted with different forms of artistic and cultural manifestations that seem more attractive. For this reason, the academy has a great challenge from the classrooms, to stimulate the reading and therefore the writing of the young people in our days. Not only in the mother tongue, but also taking advantage of the foreign language learning, that in our Colombian context is English language.

Many high school English teachers in our country perceive the lack of enthusiasm in young students in the production of texts. This is linked also to the reading material implemented. For this reason, this project was focused on the use of flash fiction stories as a strategy to arouse interest in students for literature, and specifically the influence that this genre could generate in eleventh-grade students' writing skill in a public school, in an attempt to create a flash fiction story by their own.

Flash fiction is a very short story that prepare students with a positive attitude to read because of their length, from just six words to around one thousand words (Gaiman, 2019), since

long texts indispose students before starting a reading activity. Furthermore, flash fiction deals with a variety of genres that motivate the reading in young people such as adventure, drama, speculative fiction, suspense and tragedy. The process of reading was followed by a workshop that included the understanding of the text and the modification of the end of the story by the students. They learnt the structure of a flash fiction and at the end of the project, the students wrote a very short story.

Because of the health emergency generated by COVID 19 pandemic that restricted presence-based modality of the students in the Colombian educative institutes, this study was implemented in a virtual procedure for eleventh grade students from a public school.

Statement of the problem

The large number of resources available on the web for entertainment has created a huge gap between what is truly constructive and what is temporary. The digital native generation want to get information instantly. This is reflected in high schools, especially in this time of quarantine and virtual classes where students get answers for their academic queries in seconds, and the ability of observing, analyzing and interpreting a text or writing carefully is replaced for a copy and paste action. According to the teacher in charge of an eleventh grade course from a public school, the use of literary texts in her English class was very scarce. Therefore, the use of very short stories such as flash fiction was a suitable strategy to implement literature in the English class in order to motivate students to write a short literary piece.

To guide this project, four research questions were designed:

Main question

✓ What is the influence that flash fiction stories generate in eleventh grade students writing skill?

Specific questions

- ✓ What are the most common limitations that learners face when writing a flash fiction story?

- ✓ How does this literary genre encourage students to compose their own flash fiction story?

Justification

The analysis of literary texts helps students to know not only what it is about, or how it is structured, or to learn vocabulary; it also guides the students to make a complete scene on their minds, imagining the characters, the setting, and all the components that are related carefully in a flash fiction story, in a nutshell, this type of exercise prepare the learners to take the wonderful risk of creating a literary piece. Thus, this exercise allows to develop critical and creative thinking in classrooms for new generations accustomed to get instant information without any filter.

Objectives

General objective

- ✓ To encourage literary writing in eleventh grade students through the use of flash fiction stories at Instituto Técnico Los Patios Centro 2 high school.

Specific objectives

- ✓ To identify the possible limitations that eleventh grade students face when writing a flash fiction story.

- ✓ To demonstrate the importance of implementing flash fiction literature in high school students.

Theoretical Framework

This section contains the theory and the main concepts on which this action research is supported.

Action Oriented Approach

This approach allows the teaching of foreign languages to become a more active and interactive process oriented towards real-life tasks, where the learners are agents autonomous, responsible to construct their knowledge, solving problems with critical thinking. Likewise, the teacher is a learning facilitator, providing effect feedback with an expert role (Kaliska, 2016). This approach fits in our recent teaching virtual context, where students have more independence, administrating time for knowledge and to accomplish their tasks; being guided for teachers that motivate the learning process. Therefore, the opportunity to work on literary texts, not only reading but expressing thoughts and emotions through writing, took part in the action-oriented approach.

Reading Comprehension

It refers the reading process where readers have the ability to understand not only a passage from a text, but also, to identify the different elements implicit and explicit on it. It deals with the analysis of the reading where the reader can predict what will happen next, understand the main idea, understand the structure of the text, infer the unknown words with the context, and to provide a retell of the story (Handoko, 2017).

For a better understanding of the text, the learners must receive instructions with reading comprehension strategies (Tierney, 1982).

Using prior knowledge: When the students have a clue or a part of the text, it helps them to provide ideas about what they are going to read.

Predicting: Based on the prior knowledge, learners can make predictions about the theme or similar topics. Along the reading, predictions increase with every phrase.

Identifying the main idea: This exercise helps students to identify the most important in the story, and to express it in their own words.

Questioning: Asking and answering about the information in the text helps students to revise and re-read the text focusing in the meaning of the story.

Making Inferences: Not everything is written in the text explicitly, especially in flash fictions, there are details that the reader must recognize such as clues that take him to make inferences.

Visualizing: This exercise allows students to make a picture or movie in their mind while reading, stimulating their imagination and creativity.

Written Production

This skill deals with the ability of communicating ideas, thoughts, feelings, experiences and information to others throughout written language. In the context of language teaching, developing writing competence helps students to become more confidents, autonomous writers and producers. (Literacy Today, 2019).

According to Wulandari (2016), there are three main basic ingredients in the process of writing; rehearsal or prewriting, drafting or writing, and revision.

The first stage is prewriting, where the students think about the main idea that becomes the plot. Then, the students have to put their ideas on the paper in the drafting stage without worrying about spelling or academic writing. It can include a feedback stage where the teacher encourages students to share their text with classmates, and gives feedback. Following the stage of revision, where the students can add information or details, rearrange and organize parts of the

text, remove what they think is left over, and replace words or sentence with other expressions. Then, editing stage where the student corrects words, spelling, punctuation, grammar, verb tense and visual presentation. Finally, the students share or publish their literary work for others have the opportunity to read and appreciate the text (Literacy Today, 2019).

Flash fiction

Flash fiction, also known as sudden fiction, short-short stories, micro fiction or micro stories, is a style of writing characterized for being a very short story, some writers differ in terms of the number of words, but most of them agree that they are stories under one thousand words. The shortest known has six words, and it is often attributed to Ernest Hemingway: "For sale: baby shoes, never worn." (Gaiman, 2019). This genre of fictional literature must not be confused with a short story, since a short story can involve several pages with thousands of words. Despite its short length, a flash fiction contains the main elements of a classical story, with a beginning, protagonists, middle, obstacles, and end, that cannot be written in the story, but they can be hinted or implied among lines (Maxwell, 2013).

The origin of this style of writing is not new, since it is compared with some fables and parables of ancient Greece. In the 1930's the terms "very short story" and "short-short story" was implemented to refer to that kind of writing; however, it was until 1990's that the term "flash story" became popular. Nowadays, many writers enjoy creating flash fiction stories, among the best known; Lydia Davis, George Saunders, Jamaica Kincaid, Joy Williams, and Stuart Dybek. Moreover, the magazine Smokelong Quarterly founded in 2003, focusses on publishing flash fiction literary works of one thousand words or less (Gaiman, 2019). This project followed suggestions from experts on flash fiction genre, in order to guide the participants to create a short literary piece. The advices and steps are described in the methodology section.

Literature review

Although there are not many studies focused on the specific genre of flash fiction, several researchers worked on the general term of short story, regardless of the number of words or pages they contain, so among them could have stories with less than one thousand words, but were generalized as short stories and not as flash fiction.

The idea of reading a literary piece to learn from it and try to produce a text is stated in different studies, such as Bartan's (2017) research, which focused on the effects that the reading of short stories has in the improvement of writing skill, he found that using the model *read for writing* has positive results on the students' writing productions in terms of language, content, organization, and communicative achievement. In the same way, Gabrielsen et all (2019), who inquired about the impact of using literary texts in lower-secondary Norwegian classrooms, found that adolescents followed a pattern in their own writing according to the literary material they read; the themes presented in short stories, novels and poems served as a starting points of students' own writing.

Additional to the lexical richness that is acquired with the implementation of literature in the classroom, this genre can be used to promote feelings and values; Okumus' (2016) study, demonstrated that the use of short stories with students in first semester of EFL deals with the awareness and tolerance towards different cultures and contexts. Also, short stories increased the appreciation for literature, according to the author, students reported the wish of read more short stories. Likewise, Zahra & Farrah (2016), encouraged students of EFL to change the end of short stories read, implementing themes of forgiveness, kindness and empathy; their work revealed that students developed their critical thinking, imagination and creativity, being able to write different versions of the short stories used in class, promoting feelings of awareness and tolerance.

In terms of leading an English course implementing flash fictions in a virtual way, Mamudu (2017) demonstrated that there is no impediment to succeed. He compared the results of implementing flash fiction workshops in three English virtual sessions against three presence-based modalities in an EFL course of fifty students in Nigeria. The results showed that in the three WhatsApp meetings, the students' participation was so higher than the traditional classroom. Also, the assignments were accomplished in a better way at home. Furthermore, the author argued that flash fiction was a suitable genre to work on platforms, since students could read the texts in their mobiles without feeling tired or stressed.

As we can see, the use of short stories or flash fiction, in our case, generate a positive impact not only in the reading, or in its process of analysis, but also in the way of writing. The probability that a person write a piece of literature is higher when he or she feel motivated with a short and interesting reading. Moreover, with literature we can promote, if we want, feelings of tolerance and cultural awareness in a world that sorely needs it.

Pedagogical Methodology

This pedagogical project developed four workshops implementing three flash fiction stories. For this, the students worked on two process; the process of reading three flash fiction and the process of writing a flash fiction story. The activities of the workshops were included on the worksheets that the learners of eleventh grade had to develop weekly, this part on the worksheet was called *"time for literature"*.

Concerning the process of reading, this proposal followed the stages suggested by Vaezi (2006); *pre-reading, during-reading,* and *after-reading*.

Before starting the reading, it is important to contextualize the learners with the reading, talking about the author, or clarifying ideas, concepts, vocabulary, instructions, or giving information implied in the text. For this *pre-reading* stage, it was implemented an image with the title of the story as a cover. The students had to imagine what the story was about observing the cover, and then, they wrote their deductions on the worksheet.

For *during-reading* stage, the author suggests that students should adopt an active reading; re-read the story, or make pauses to internalize the information being read, integrate prior knowledge taken from the pre-reading section, make predictions about what continues in the story, or make use of the context to guess the unknown words. In a flash fiction story, the reader must be concentrated in details, since there are elements implied in the story that are not mention, so an exercise of re-reading and highlight or list the unknown vocabulary were the steps made in this stage.

In the last stage, *after-reading*, activities of comprehension and analysis such as discuss the text (written /oral), summarize the text, making questions or answering questions, filling in formats, role-playing, and completing or changing texts are proposed. For this exercise, the students analyzed key elements such as setting, characters, conflict, climax, resolution, and theme in the story throughout a format in the worksheet. Finally, an activity on which the students could be part of the story, changing the end, with the event or resolution they wanted.

On the first workshop was exposed the definition of literature, the difference between academic writing and literary writing. Then, it was explained what a flash fiction is, and the different elements that it has, giving examples of each one. Thus, the learners could have a better perception about what that section of time for literature was, and the activities that they had to do. (Annex 1)

The others three workshops followed the same sequence. They were developed in a virtual methodology, sharing the worksheet in a pdf format on the screen by Zoom. The worksheet contained the stage of pre-reading with the cover of the story in one page and the space to write the perception that students had about the story, then, during reading stage with the flash fiction and the space for unknown words, and finally the analysis and production activities that the learners had to complete at home. The instructions and clarifications were given by Zoom and WhatsApp during the synchronous and asynchronous meetings. (Annex 2)

After finishing the four workshops, a process of writing was developed; the students were motivated to write their own flash fiction story (150 – 300 words), following the aspects learnt in the process of reading analysis, and following the advices suggested by Gaiman (2019);

1. *Make good use of your title:* Write a title that impacts and makes the reader imagine many things as possible

2. *Use strong Imagery:* The idea is that students can write thinking in every word to help readers to visualize through the lines the elements in the story.

3. *Stick to one moment:* It is better in flash fiction to concentrate the story in one particular moment, keeping one scene in the literary piece.

4. *Work with just one or two characters:* It is important to keep in mind that this is a very short story, the inclusion of three or more characters imply the extension of the text.

5. *Surprise your reader:* Give the story an unexpected end, something that fills or marks the reader who goes in a journey since the beginning. (Gaiman, 2019).

The students worked on their composition along a week, and sent their literary work by e-mail in Pdf and Word format, with the guidelines suggested for it. (Annex 3)

Research methodology

This research attempted to analyze the influence that flash fiction stories had in the eleventh grade students' writing skill, so a qualitative method was used as a suitable one, since the intention of a qualitative research leads us to focus in the understanding of a particular social situation, event, role, group, or interaction. Furthermore, a *practical action research* design was adopted for this study, it deals with local practices, involving individual or team based inquiry, implementing a plan of action, and leading to the teacher as researcher (Creswell, 2012).

The population for this study is fifty students in eleventh grade from the public school "Instituto Técnico Patios Centro 2", located in Los Patios, North of Santander. Among them, a sample group of five students was selected voluntarily to participate in the research; for this, a letter of consent was designed and sent to the participants' parents so that the students could answer a questionnaire. (Annex 4)

Data was collected through the artifact analysis, such as worksheets that the participants filled, and the literary production they wrote (Annex 5). Moreover, a questionnaire was implemented at the end; (Annex 6) this type of instrument can be compared as an indirect interview, since this allows researchers to know about different aspects concerning the phenomenon studied, however, in questionnaires the participants can choose through options given in closed-ended questions, but at the same time, they can express or justify their choice through open-ended questions, which permit to explore beyond the closed-ended responses by the participants (Creswell, 2012).

Data was analyzed with the "*interpretative analysis*", proposed by Hatch (2002), since this aims to make sense of social situations by generating explanations for what's going on within them. The idea of this analysis is to provide a clear interpretation of the data collected, with supported statements linked to the objectives of the research, following some steps suggested by the author.

First of all, I took a look at all the data collected, in order to have an overview about the work material. Then, I read the data for identifying impressions that were recorded or wrote in memos; this exercise was made on the worksheets that students send me with the development of the three literary workshops, the composition of their flash fiction story, and the questionnaire answered (Annex 7). Later on, I studied the memos for salient interpretations; the memos were analyzed and organized in tables according to the data gathered with their respective interpretation (Annex 8). Afterwards, a process of coding with the salient interpretations from artifacts was carried out directly in a Word document and organized in a table with the analysis of the questionnaires (Annex 9). Finally, I wrote a summary as a final interpretation of the data analysis process, for a better understanding of the whole, and a clear perspective to write results (Annex 10).

Practicum development

Virtual modality

Because of the health crisis produced by COVID-19 pandemic, the classes for the second semester in Colombian schools were developed in a virtual modality. This required that teachers and students could be in contact through digital devices and platforms. For Instituto Técnico Los Patios Centro 2, the methodology to implement for this virtuality was up to the teachers. Next, the materials, resources and time implemented are described.

Worksheets

Following the instructions from my supervisor, I had to design a worksheet weekly, one for eleventh grade and one for tenth grade. It contained the heading and institution guidelines for each lesson, the topic explanation, examples, activities and exercises to complete at home. The worksheet was uploaded on the educative platform "Web Colegios"; once there, the learners

could download it and work on it. The students had seven days to develop the activities and exercises, then they had to send me the worksheet by e-mail so that I could check and grade them. The content of the worksheet had to be based on the virtual action plan and the subject plan. For eleventh grade, the flash fiction workshops were included as part of the worksheets. (Annex 11) (Annex 12)

Lesson plans

Another aspect, in which I had to work on, was a lesson plan. After designing the worksheet, I had to explain the procedure to develop an online class, explanation of the topic, vocabulary and the different activities on it. The lesson plans were design on a template suggested by my supervisor; it contained information about the author of the lesson, the course, the curricular focus, language focus, the approach implemented, learning objectives, materials, and the boxes to describe step by step the lesson. The lesson plan was sent to the supervisor for its review and approval. (Annex 13) (Annex 14)

Synchronous and asynchronous meetings

After working on the design of the worksheet and the lesson plan, I sent a message by WhatsApp to the students of each group (2 groups in tenth grade and 2 groups in eleventh grade), inviting them to the synchronous meeting a day before. The class on the platform Zoom started at 8 o'clock in the morning. On Tuesdays I had class with 10-02 course, on Wednesdays 11-01, on Thursdays 11-02 and I finished on Fridays with 10-02. An average of ten students joined to the meeting, however, I was in contact with the rest of the students on WhatsApp groups, sending them messages and different content such as video and game links to make possible the interaction. The synchronous meeting lasted two hours. Then, I had two hours of asynchronous meeting on which, I sent by WhatsApp a message explaining the worksheet step by step, for

those who could not be in the meetings. Also, I had available to any question, doubt, comment or suggestion from the students about the class. (Annex 15)

On line evaluations

During the process of the integral practice, I could design on Google Docs two evaluations as training for the exam Saber 11, and one as a training for Saber 10, that the learners had to develop. Those tests were designed with the possibility that students could check their grades and answers having an automatic feedback on the system. (Annex 16) (Annex 17) (Annex 18).

Furthermore, at the end of the four term, I had to design the final evaluation for eleventh and tenth grade on the platform Web colegios (Annex 19). Eventually, I designed the last test of leveling for four students in tenth grade (Annex 20). This platform showed the students their grades and the correct and wrong answers automatically. The four students succeeded the test.

Table 3: General Schedule (Pedagogical component)

Activities	September				October					November			
	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
Checking 3th Period Exams				▨									
1st online class /Workshop 1					▨								
Academic rest week						▨							
2nd online class /Workshop 2							▨						
3rd online class /Workshop 3								▨					
Sample selection									▨				
4th online class/Workshop 4									▨				
4th Term Exam										▨			
Written composition by the students (flash fiction story).										▨			
Questionnaire											▨		
Data analysis, results, conclusions.												▨	▨

Table 4: Lessons and academic duties

Lesson N° / Date	Course	Topic	Objectives	Resources
Lesson 1 Sept 28 - Oct 02	10-01 10-02	Present simple. Present continuous. Fair trade vocabulary.	To identify vocabulary related to fair trade. To analyze and recognize the problems affecting farmers in our country. To use the present simple and present continuous appropriately with some adverbs of time. To produce a written and spoken text related to fair trade.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, YouTube video, English please 2 guide-book.
Lesson 1 Sept 28 - Oct 02	11-01 11-02	Social media. Social networks. Literary workshop 1	To identify vocabulary related to social media. To analyze and recognize the advantages and disadvantages in the use of social networking. To compose a written text related to life before social networks. To know flash fiction elements.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, YouTube. Flash fiction theory.
Lesson 2 Oct 12 - Oct 16	10-01 10-02	Present continuous. Handicraft vocabulary.	To identify vocabulary related to handicraft. To recognize the importance of handicraft as a cultural symbol. To use the present continuous appropriately.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, Kahoot, Audio mp3, English please 2 guide-book.
Lesson 2 Oct 12 - Oct 16	11-01 11-02	Third conditional. Literary workshop 2	To recognize the differences among real and unreal conditionals. To use the third conditional in written and spoken production. To analyze a literary reading of genre "flash fiction". To compose an ending for a flash fiction story.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, YouTube, Kahoot, English please 2 guide-book. Flash fiction reading 1 "Warcraft"
Lesson 3 Oct 19 - Oct 23	10-01 10-02	Past simple. Past continuous. Regular / irregular verbs in past.	To use regular and irregular verbs in its past simple form. To express ideas implementing the past simple and the past continuous in written compositions. To socialize their ideas orally implementing past simple and past continuous tenses.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, Wordwall, English please 2 guide-book.
Lesson 3 Oct 19 - Oct 23	11-01 11-02	Courtesy expressions Literary workshop 3	To implement polite expressions in written and oral productions. To use modal verbs to interact with others in a formal way. To analyze a literary reading of genre "flash fiction". To compose an ending for a flash fiction story.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, YouTube, Kahoot, English please 2 guide-book. Flash fiction reading 2 "The forest of Bahn".
Evaluation (Icfes type) Oct 19 - Oct 23	11-01 11-02	Matching exercise with objects. Best option for a dialog. Complete a text with missing words. Reading comprehension James Salter biography.	To train students for exam Saber 11.	Google docs questionnaire.

Lesson 4 Oct 26 - Oct 30	10-01 10-02	The gerund Essential / desirable things vocabulary.	To learn vocabulary related to essential and desirable things. To differentiate the gerund from the infinitive. To use the gerund to construct sentences and express opinions and ideas.	Worksheet, laptop, smart phone, Zoom platform, YouTube, WhatsApp, English please 2 guide-book.
Evaluation (Icfes type) Oct 26 - Oct 30	10-01 10-02	Exercise with announcements multiple choice. Matching exercise with cloth and accessories. Best option for a dialog Reading comprehension family.	To train students for exam Saber 10.	Google docs questionnaire.
Lesson 4 Oct 26 - Oct 30	11-01 11-02	Opinion expressions Literary workshop 4	To implement opinion expressions in written and speaking compositions. To express freely their point of view about online classrooms. To analyze a literary reading of genre "flash fiction". To write an ending for a flash fiction story.	Worksheet, laptop, smart phone, Zoom platform, WhatsApp, YouTube, Kahoot, English please 2 guide-book. Flash fiction reading 3, "Odd Tuesday".
Evaluation (Icfes type) Oct 26 - Oct 30	11-01 11-02	Exercise with announcements multiple choice. Means of transportation multiple choice. Best option for a dialog. Complete a text with missing words. Reading comprehension art.	To train students for exam Saber 11.	Google docs questionnaire.
Grades registration Nov 02 - 06	10-01/10-02 11-01/11-02	Four worksheets	To register grades of fourth term on the system.	Web colegios platform.
Final term evaluation Nov 09	11-01/11-02	Social media vocabulary. Third conditional. Courtesy expressions.	To assess students' knowledge about fourth term lessons.	Web colegios platform.
Final term evaluation Nov 09	10-01/10-02	Fairtrade voc. Handicraft voc. Past simple Past continuous	To assess students' knowledge about fourth term lessons.	Web colegios platform.
Checking worksheets fourth term leveling Nov 09 – 13 Nov 16 - 20	10-01/10-02 11-01/11-02	Four worksheets	To check worksheets by late students.	Worksheets Pdf, Word, images, Gmail, WhatsApp.
Grades registration Nov 09 – 13 Nov 16 - 20	10-01/10-02 11-01/11-02	Four worksheets	To register grades of fourth term on the system.	Web colegios platform.
General leveling evaluation Nov 24	10-01/10-02	Present /past simple Present continuous Clothes, objects, vocabulary.	To assess students' knowledge about general lessons.	Web colegios platform.

Results

After having coded and analyzed the data gathered from the participants, five categories are presented as results of the present study in order to answer the research questions.

Influence of literary reading for literary writing

This category is focused on the different aspects that helped and guided the participants to write a flash fiction, from the three stories they read and analyzed in the workshops of literature. The first aspect deals with the participation and accomplishment of all the activities in the four workshops we held; all the students of the sample could take part and developed the different activities on it, this was a very important point because only with its participation, they experienced a different way of studying English with literature. A second aspect was the use of special vocabulary, this helped students to know different expressions and words that are used mostly in literary texts, so they implemented some of those words in their compositions, as the participant 2 expressed: *"During reading, porque con ella pude comprender mejor la lectura recolectando las palabras desconocidas para darle sentido al contexto de mi historia"*. Another point was related to follow the structure of a flash fiction, the participants learnt the elements presented on it, and tried to write their story including them, as manifested by participant 2: *"A tener y crear una historia interesante y para poder saber las partes para crear mi flash fiction"*. The exercises of reading comprehension with the three flash fiction stories influenced also the written production by participants, since they had a clear perception of the elements, themes and genres included on them; participant 5: *"Pues me ayudó a tener una comprensión lectora mucho mejor para poder desarrollar mi flash fiction y comprender lo que realmente representante este género de ficción".* All the participants took into account the advices and recommendations to write their stories, they did it not only for a theory

followed in the course from experts in flash fiction (Gaiman, 2020), but also, because they experienced the influence of reading for writing.

Preferences in literary readings

This could be a sub-category of the first category seen previously, since it deals with likes and inclinations that the learners manifested to have when selecting its preferred story among the three flash fiction they read; eventually, this influenced on the genre, characters and setting that they used for writing their stories. The participant 1 (P1), and the participant 2 (P2) were very interested in "Warcraft" a romance – fantasy flash fiction, in this way, P1 wrote a flash fiction following this model "The evil angel", a love story with two fantasy characters, however, P2 wrote a horror – mystery flash fiction, although she did not follow the genre for her story, she was interested in give an unexpected ending as "Warcraft"; P2: *"Warcraft porque me gustó como a lo último todo cambió, como pasó de lo salvaje al amor",* and she did it, to my criteria, her story had the most shocking and surprising ending. The participant 3 (P3) wrote her flash fiction "In the middle of the forest" influenced on her favorite from the workshops "The forest of Bahn", a fantasy story with characters and creatures represented good and evil; P3 created a similar setting and characters for her story, implementing the same genre. The participant 4 (P4), and the participant 5 (P5), chose "Odd Tuesday" as their preferred flash fiction, a drama with a surprising ending, P4 followed this genre to write "Shy, but not cowardly" a drama story with an ending of humility lesson, trying to capture the attention of the reader with its plot, as she stated: *"Odd Tuesday, fue una historia muy impactante, y su final fue muy inesperado. Y pues de eso se tratan las historias, que sus finales sean inesperados y que capturen al lector por su trama".* On the other hand, P5 wrote "Black wings" a romance fantasy story that do not match with the reading she liked

most, but it is clearly influenced by "Warcraft" in genre, setting and characters. It is evident that the participants' preferences about what they read in the workshops, was an influence at the time of writing their stories.

Motivation for writing a flash fiction

One of the most important aspects when writing literature is motivation, but what is it that encourage people to write? Implementing literary workshops focused on flash fiction readings in eleventh grade students, I tried to give an answer to this question.

Flash fiction is a good beginning for young people can immerse in literature; very short and interesting readings with diversity of themes and genres, and the main elements of a classic story, special characters, wonderful settings, and a plot developed in conflict, climax and resolution, can motivate students to read and write a literary piece, as expressed P1 referring to the readings as a motivation to write: *"Pudo ayudarme a pensar mejor acerca de cómo crear una flash fiction, lo cual me pareció muy interesante, que solo se tratara de lecturas de tan solo pocas palabras que podían ser llamativas y te hacían imaginarla como una película corta".* Another aspect that encouraged the participants to write a good story was a training, most of them got inspiration from the workshops that not only had reading analysis, but also a part of written production, where the learners could change the title and the ending of the story with total freedom; where they also found a pattern to follow for creating its literary piece, P3 manifested*: "Pues con ellas teníamos una idea para presentar nuestra propia historia, además de que nos impulsaba a generar cambios entre nuestros personajes y llegar al desenlace".* The flash fiction readings worked on the workshops had an additional ingredient, a cover containing the title and an image; the use of didactic tools, in this case imagery, was an important aspect that allowed the learners to imagine beyond the words, this

part also motivated the students to search a suitable image that expressed what they had written; all the illustrations were wonderful, that was an evidence that they selected carefully the image to use in the cover. Every flash fiction read by the participants in the workshops, was a generator of inspiration to write a special story, P4 expressed this idea in her words: *"Sí, porque me sirve de inspiración, e incluso para mi último taller o trabajo de la clase de eso se trató, de crear mi propia historia, y fue muy inspirador. Cada lectura o historia que leí tenía una moraleja que en sí me cautivaron por alguna razón".* To close this category, I want to mention that all the participants when writing the story, had the wish of generate feelings on the reader; on me, and that was exactly what I got, different sensations with every story; and it becomes in another aspect of motivation for writing, generate feelings on the readers.

Limitations for analyzing and writing a flash fiction story

This category deals with the possible drawbacks or shortcomings that participants had in the workshops when analyzing a flash fiction and the limitations for writing their compositions. For the first part, most of the students mentioned that climax was the most difficult element to identify in the readings, this is because they confused with the conflict, however, this was presented only in the first reading analysis, then, all of the participants were able to identify without problems the different elements in the next two flash fictions, this was evidenced in the worksheets they developed; only one participant had difficulties identifying the setting and theme in the first reading. For the second part, P1 and P2 had shortcomings for writing an interesting story using few words, although they could use more than two hundred words to write the flash fiction, they decided to follow the structure of the stories read that not exceed that number of words, P1 expressed: *"Lo que más se me dificultó al escribir mi historia de Flash fiction fue en crear una historia de pocas palabras pero que a la vez pudiera*

llamarle la atención a los demás y que tuviera una buena trama, ya que debía pensar en algo que cautivara a las personas que podrían llegar a leer esta historia"; nevertheless, they succeed in this activity creating attractive stories *(The evil angel, The house next door)* with less than two hundred words. For P3 the beginning and the ending of the story was the most difficult, however, the beginning of her story *(In the middle of the forest)* is adorned with words that describe the setting in a very special way, maybe its difficulty stayed at the end, where she concludes the resolution in a very fast way. For P4, thinking in an interesting and suitable title was something difficult: *"En mi opinión, el título de una historia es muy importante, por lo que me esforcé por crear uno que sea de agrado, tal vez esa fue la razón, tener miedo a que el titulo no fuera el más adecuado o interesante",* but she succeeded, her story title *(Shy, but not cowardly)* generates intrigue and interest. Finally, P5 expressed that its difficulty was including an unexpected or surprising fact in her story *(Black wings)*, however, she prepared the reader step by step in a way of mystery, to expect something weird or supernatural at the end of the story.

Importance of implementing flash fiction stories in English course

For the last category, I found some advantages that support the importance of implementing literary texts in an English course. It is an entertaining and different way of learning English, since flash fiction deals with interesting topics for teenagers, also, it is a motivating way to improve reading comprehension because its length, the students can work its analysis in a short time; furthermore, all the participants think that they acquired specific vocabulary used in the literary readings, as P1 expressed: *"Este tipo de lecturas ayudan a mejorar la compresión lectora de los estudiantes de manera práctica y entretenida, ayudando a ampliar el vocabulario, a poder analizar los textos y justificarlos pensando en inglés ya así*

acostumbrarse al idioma". Working with flash fiction stories is a good beginning to immerse learners in English literature, so that they know the basic structure and elements in a story; *"Aprendí qué es el clímax, resolution y conflicto de una historia. Aprendí que cada historia es interesante a pesar que sea corta, creo que es aún más entretenida que una muy larga o extensa. Fueron temas de muchos intereses, y una nueva forma de aprender el idioma"* (P4). The activities developed in pre-reading, during reading and after reading stages, stimulated the imagination and creativity of the learners, it was evidenced in their worksheets and the composition they wrote as a sample of the effectiveness of implementing this genre of fiction in eleventh grade students.

Conclusions

This experience of implementing flash fiction stories in eleventh grade students was satisfactory according to the results obtained, both, the students and I learnt about this interesting genre of fiction. From this study, I can conclude that:

1. The use of flash fiction readings influenced on students' writing, since they followed the structure of a flash fiction story, included all the elements on their compositions. Also, they used vocabulary and some expressions learnt from the readings in their stories. Furthermore, places, characters, themes, and genres presented in the three readings were a pattern found in the stories of the participants.

2. Creating an interesting story with few words, thinking a suitable title for the story, finding the first words to start writing, and including surprising facts, were difficulties that students experienced when writing their flash fiction.

3. All the learners overcame the different drawbacks that they found when writing their compositions., since their stories were well structured and met the expectations.

4. The content, structure, design, and activities in the flash fiction readings, stimulated participants' imagination and creativity, motivating them to write their flash fiction stories.

5. Acquisition of vocabulary, improvement on reading comprehension and written production, critical thinking stimulation, and knowledge of literary texts, were the advantages of implementing flash fiction readings in eleventh grade students.

Recommendations

- Time in the development of the present study was a limitation, therefore, I suggest to work with more sessions of flash fiction readings in future pedagogical proposals.

- Although this research was focused on eleventh-grade students, it would be helpful to explore the influence of flash fiction stories with students in different grades of high school.

Chapter IV – Research component

Introduction

In the context of education in PLEX, the educational practices of the teachers in training are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning processes, to qualify the education...

Although there is a clear interest in the evident need to understand and transform pedagogical practices, it is also true that a good part of the local studies is focused especially on the problem of learning rather than on that of teaching.

It is relevant to formulate a project that establishes a reflexive approach on the practice of training teachers to objectify knowledge, behaviors and attitudes aimed at guiding their work as teachers; furthermore, it is an exercise of reflection, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and the search for information to solve problems and to achieve the self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice of Language Students, is part of the vocational concept of practice as a spearhead to improve educational processes in the application centers where PRADO1 is implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of this profession, the different models and approaches to address a challenging situation by means of establishing an analytical view on the event. In accordance with what has been exposed by the philosopher of education John Dewey, pioneer in the field of reflexive

thought applied to teaching, we justify the need of this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach shields the agents of the traditional context from the inertia and authority that permeate school.

Problem Statement

Schools assume core aspects in the constitution of individuals, in institutional life not questioned, they are seen as the stable and invariable reflection of the school identity and culture. Furthermore, teachers have the risk of installing themselves in a situation that does not allow the pedagogical evolution and the renewal of the school's culture as events occur as planned. In this sense, a practice that lacks reflection does not contribute to looking for solutions to problematic situations; such situations tend to be ignored and made invisible. Viewed in this way, the pedagogical practice is assumed as the reproduction of procedures that place teachers in the traditional role of teaching, which hinders the emerging practices that tend to modify thought and knowledge to meet the social needs. Because of this situation, which affects teachers to a greater or lesser extent, the teacher training process must foster a critical spirit and reflection in the teachers-in-training, that contributes to the improvement of their pedagogical practices, so that these, in turn, become essential elements to transform training teachers' future professional performance. In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, to evaluate themselves, to establish a critical and constructive view of their work in the teaching field. To begin this study, the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?

- How does reflection influence the development of the critical spirit of teachers-in-training in the analysis of their pedagogical practice?

General objectives

✓ To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.

✓ To promote the development of a critical spirit in the teachers-in-training that allows them to analyze their pedagogical work.

Specific objectives

✓ To consolidate a group of teachers-in-training with a critical spirit who reflect and present proposals and alternative solutions to the problems present in their pedagogical practice.

✓ To socialize criteria, to share ideas and guidelines helping them to effectively assume their pedagogical practice and the insertion in the school.

✓ To identify and to analyze the strategies used by the teachers-in-training in his/her pedagogical practice.

✓ To implement workshops and didactic modules that guide the reflection of the teachers-in-training.

✓ To analyze one's own beliefs about the students and teaching practice.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a greater degree of clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

The teaching profession

One of the fundamental members of any school is the teacher, who has the function of transmitting knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral formation of the students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of proceeding in the planning and management of human resources oriented to facilitate the articulation between management, work, and education. Therefore, we find that all teachers must have a series of competencies that allow them to master a set of knowledge and skills in the specific domain they teach since the first intellectual requirement of a professional is the level at which he or she practices. Similarly, all teachers must possess skills in the organization of content that is to say, the pedagogical practice not only requires organizing the subjects to be taught but also anticipating the conditions of teaching in the educational context or outside it. In other words, all teachers must develop the skills allowing them to structure and to anticipate from the practice of teaching itself.

Reflection

Talking about reflection implies approaching different conceptions about this notion. For this reason, in order to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

Reflection as a process

The reflection is carried out through a series of stages that in a cyclical way result in a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation".

Figure 7: Stages of process of reflection
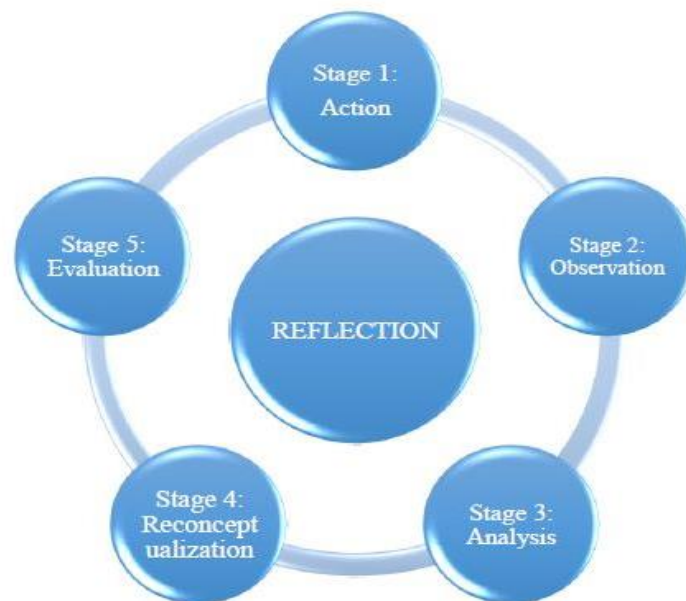
Reflection as theme

The concept of reflection is based on a theme that is related to that concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of the experience. For the first two perspectives, the external aspects are the source of knowledge that allows for reflection; and the

contextual aspects allow for the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the person who reflects.

The reflective practice

To update and to qualify the university's academic proposals in order to guide students towards new ways they can interact with the world, it is necessary that teachers question themselves about their own practice and about the repercussions it has caused; so that they are able to objectify their behavior and to assume the different roles the pedagogical practice demands. Teachers play a central role in the current educational world; they act in a complex environment that is constantly changing as a result of the interaction of various factors and conditions. The profession of teaching demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986). In this context, the problems of practice and class size demand a particular treatment-oriented not only to understanding but also to improve the social interaction. The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain and to address the school phenomena making the school work more effective and more efficient. This study will serve the teachers-in-training to reflect on their methodological processes in the light of reflection as the only rational and ethical way of taking action. (Sacristan 1999). According to Van Manen (1997), there are different levels of reflexivity, in the first level there is the effective application of skills and technical knowledge hence, reflection is applied to the selection of the teaching strategies and its appropriateness within the classroom.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. As a result, the consequences of the adopted strategies, of the curricula, and of the

SE practices are analyzed. Then, the application of the educational criteria to the teaching practice is chosen in order to make pedagogical decisions adapted to the institutional reality and to the different contexts. In a third instance, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of the ethical, the normative, and the moral criteria directly or indirectly connected to the classroom.

Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual process of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

Academic practice

It is aimed at preparing teachers to be capable to reflect on the courses they teach so that they can transform teaching into structures that students can understand.

Social Efficiency practice

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way how technical rationality proceeds.

Developmental

Teaching is based on the interests and development of the students, and simultaneously considers the development of the teacher as a teacher and as a person

Social reconstruction.

The purpose of reflection is the social, the economic, and the political context, to promote truly democratic, egalitarian, and fair relationships in the classroom.

Generic

Programs refer to reflection in a generic way, without specifying the purposes of the programs and the programmatic contents denying strategies of reflection to promote reflexive learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation of life in the classroom which are indispensable because they constitute the element of reflective thinking that contributes to the development of the self-knowledge a good teacher needs to make proper decisions in the classroom.

The critical element of reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge

1. Content knowledge

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teaching knowledge and own professional organization

5. Knowledge of the students and their characteristics

6. Knowledge of the educational contexts

7. Knowledge of the philosophical, historical, and axiological principles.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument to collect teachers-in-training narrations to encourage the documentation of their experiences in the classroom. In this component are situated the teaching diaries in which writing unleashes the elaboration of the teacher's reflective thinking, about his or her experiences of practice at the objective, subjective, and intersubjective level.

Methodology

The methodological strategy proposed is based on the continuous reflection that additionally involves meetings to strengthen the collective practice as an initial step to address educational and labor problems hand in hand with the principles of organization, autonomy, planning, and self-observation.

This process of socialization and systematization will be carried out in order to review the impact of the proposal of reflection on this process of practice.

This study is part of the qualitative research approach, in which reflection is seen as a professionalizing mechanism that will contribute significantly to the description, identification, and analysis of pedagogical practice.

Data is going to be collected through the application of the following instruments:

Reflection Workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the teachers-in-training, while at the same time to socialize and to share experiences related to their work allowing them to enrich their practice and also to incorporate new tools to transform their pedagogical methods.

- To consolidate a group of teachers-in-training able to reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.

- To socialize criteria, to share ideas and guidelines in order to carry out their pedagogical practice.

- To qualify, to facilitate and to insert themselves effectively in the educational center.

Self-observation file

The main objective of the self-observation file is to guide the Teacher-in-training towards his own view of the teaching practice and his role in the classroom and his connection with the educational community of which he is a part.

Narrative

The exercise of reflection will allow the student to express himself about his work from the narrative of his own experience as a way of giving meaning to the everyday life of the teacher.

Classroom records

Having evidence of the student trainees' performances in the classroom will allow for reflection on different aspects of the teaching/learning process of foreign languages that may or may not have been taken into account by the trainee teacher in his or her reflective exercise. These records will allow for an external and constructive view of their pedagogical practices.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the valley of Espiritu Santo, in the Colombian Andes. Also known as "ciudad fundadora de ciudades" during the colonial period, it has been throughout its history a

center of religious confluences and influences; it has welcomed a great number of religious communities among which we can mention: "la comunidad de franciscanos, la Hermanas clarisas; los Hermanos de San juan de Dios, la Compañía de Jesús, la Comunidad la sallista", as well as female religious communities: "Hermanas de la presentación, Hermanas bethlemitas" among others. The presence of these communities in the city brought with it the creation of educative establishments with a projection of their beliefs and values. This study is placed in this geographical context, with the school as the agency in which the school actors work: PLEX Practitioners.

The school is understood as a specific educational community that is in charge of making official education, that is to say, the school is the place where education takes place, where education is fulfilled, and where education is ordered.

At present, the school is considered the way of life of the community, meaning that the school transmits those learnings and values that are considered necessary in the community, and those lead students to use and to improve their abilities for the benefit of both society and themselves.

In the school, we always find a series of fundamental elements that take part such as the case of teachers and students whose behavior and ways of acting are subordinated to a social and a cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution destined, within the specific area of education, to administer education systematically and which conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

School as an educational establishment fulfills specific functions within which it stands out:

Socializing functions

It is about the learning of young people, of values, norms, behaviors, attitudes, or skills, targeting the predominant culture, in the political and economic context to which they belong. This function covers all the processes of socialization, in which the members of the school participate.

Instructional functions

The instructional function is based on the improvement of the spontaneous processes of socialization, to guarantee the formation of human resources, which is required by the functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

Educational function

The educational function requires a community with democratic participation, intellectual search yielding to dialogue and learning. An educational community that breaks down the rational barriers between school and society, a space of culture where the concepts, technical tools, and codes of human culture are learned. As a consequence of active participation in the exchange of meanings, desires, and behaviors with peers and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by forty-nine students of the tenth semester, practitioners of the Program of Foreign Languages English French of the University of Pamplona.

The direct beneficiary population:

- Teachers-in-training
- Supervisory Teachers
- The student community of the centers in which the integral practice is implemented

The indirect population benefited:

- It is composed of the teaching community of the Foreign Languages Program
- Results will re-feed the vision of the Program's agents about their integral practice process
- Integral Practice Group

Institutional dependencies articulated to the Project

- Foreign Language Program
- Languages and Communication Department
- Faculty of Education

External institutions linked to the Project

- Colegio José Antonio Galán (Pamplona)
- Colegio Brighton (Pamplona)
- Colegio La Presentación (Pamplona)
- Normal Superior de Pamplona (Pamplona)
- Colegio José Rafael Faría (Pamplona)
- Institución Educativa Cristo Rey (Pamplona)
- New Cambridge School (Pamplona)
- Instituto Técnico San Francisco de Asis (Pamplona)
- Instituto Técnico Los Patios Centro 2 (Los Patios)
- Institución Educativa Manuel Fernández de Novoa (Cúcuta)
- Institución Técnica Educativa General Santander (Arauca)
- Institución Educativa Francisco José de Caldas (Cúcuta)
- Institución Educativa Técnica Agropecuaria Alfredo Nobel (Santa Rosa del Sur - Bolivar)
- Institución Educativa Agroambiental Joel Sierra González (Tame - Arauca)
- Institución Educativa Concentración de Desarrollo Rural (Saravena - Arauca)
- Institución Educativa San Luis (Tame - Arauca)
- Institución Educativa Carlos Arturo Torres Peña (Santa Rosa de Viterbo - Boyacá)
- Colegio Integrado Juan Atalaya (Cúcuta)
- Institución Educativa Carlos Mauro Hoyos (Calamar - Guaviare)
- Institución Educativa José Aquilino Durán (Cúcuta)
- Colegio Nuestra Señora de Fátima (Cúcuta)
- Institución Educativa Técnica La Palmita (La Jagua del Ibirico - Cesar)
- Institución Centro Educativo Rural San Miguel (Pamplona)
- Institución Educativa Ernesto Rincón Ducon (Tame – Arauca)

Proposed locations and scenarios for project activities / II Semester 2020

Official educational institutions of the cities of Pamplona, Los Patios, Cúcuta, Tame, Arauca, Saravena, Santa Rosa de Viterbo, Santa Rosa del Sur, La Juaga del Ibirico, and Calamar where the Integral Practice proposals are implemented.

General schedule

Table 5: Research component project schedule

Activities	September				October					November			
	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
Project formulation	▓												
Socialization	▓												
Narratives				▓	▓	▓	▓	▓	▓	▓	▓	▓	
Self-observation worksheet								▓		▓			
Reflective Workshops				▓			▓				▓		
Data analysis and results												▓	▓

Methodology

This study is part of the qualitative research approach, where I could gather data from three reflective workshops, two developed in virtual meetings with the coordinators and the pre-service teachers, where we could express different shortcomings that we had to face while developing the online classes, and where the advices and suggestions given by coordinators and teachers in charge were edifying for our process. Another instrument were nine reflective narratives; it was a weekly special space to reflect on different aspects lived in the practicum. Finally, I collected data from two self-observations sheets designed by teachers and students in the integral practice.

Data analysis process

Data was analyzed with the "*interpretative analysis*", proposed by Hatch (2002). For this process I checked all the data gathered to have a clear vision of the material to analyze; this information was read in order to identify impressions in the narratives, questionnaires from the workshops and the self-observations, I searched for those aspects that helped me to have a possible transformation in the pedagogical process, and on the development of a critical spirit, those impressions were organized by instrument in a table (Annex 21). Then, I studied the impressions to obtain salient interpretations clarifying the information (Annex 22), afterwards a process of coding was carried out getting four categories (Annex 23). Finally, a summary was written as a final interpretation of the whole. (Annex 24)

Results

After analyzing the data gathered from the reflective workshops, self-observation sheets and the reflective narratives, four categories emerged, in which, there are stated the main aspects about the exercise of reflection that helped me to transform pedagogical process and to strengthen the development of critical spirit along the stage of the integral practice.

Technological aspects to encourage and improve student's learning process

In this category are gathered the aspects concerning some technological tools that I implemented in the learning process.

At the beginning of the lessons I used to design didactic activities such as games or challenges in the platform Kahoot because that was the web site I knew for this purpose, however, when I repeated an activity in the same format more than twice, I did not perceive the same motivation and interest in the learners as the first time, so I decided to explore on the web, didactic resources for this; I found a lot, but one in special was Wordwall, on this platform I

could design activities with multiple choice of games, I found this suitable to create didactic material for the lessons; this format motivated students to participate playing and learning on line in real time, therefore, the more variety of interactive material I had, the more interesting the learners found the classes. On the other hand, I thought to design the evaluations on a Word document, but I thought on the advantages of Google docs to create questionnaires for this modality, with options like an automatically grade and results to students, so I changed my mind and applied this format.

The lack of technological tools was a disadvantage for some learners that only had access to WhatsApp, they received the worksheet and some instructions, but in their development of the activities, they did not get the results as those who attended the lesson on Zoom, then, I decided to explain step by step the topics and the activities in the worksheet and send it by a voicemail on WhatsApp, besides, I was attentive to any doubt or question. Then, those learners could improve their works on the different activities evidenced on the worksheets.

As this virtual modality was implemented because of the COVID-19 pandemic, I reflected in the need that students must focus on the idea of an autonomous learning, since most of the students could not attend the synchronous meetings, so I told them that I could help them in any doubt or question on the WhatsApp chat, but I also encouraged them to take advantage of the different resources on the web to clarify or reinforce any topic.

Aspects influencing students' thinking in the learning process

As I realized the authority that I represented for students, I thought to influence on their thinking in a positive way concerning their learning process. For instances, in activities where they could express their personal opinion freely about some issues in the society, agreements or disagreements justified, such as the experience in the virtual modality, vision of life for young people, the use of social networks, and so on. The students expressed their opinions

justifying what they felt; these exercises stimulated the critical thinking in the learners.

I took advantage of my pedagogical project concerning the use of flash fiction stories to show a special and interesting way of seeing literature and learn English for eleventh grade-students, at first they maybe thought that it was a boring exercise, but then, they realized that activities with flash fiction readings increased their lexicon and stimulated their creativity and imagination; in this way I could influence in their thinking about literature.

I also reflected on the fact that comments' teacher can influence on students' academic performance, for this, I congratulated students with good results in their works by e-mail, all of them replied thanking and motivated for this, since they continued doing a great work. On the other hand, I talked to students with some difficulties in their performance to encourage them to do a better work, showing my disposition to help them, most of them improved their academic performance. This demonstrated to students a different image of a teacher, I showed always to be interested on their academic wellness, being a collaborator in their learning process, adapting me to their linguistic context, when I decided to talk slower and vocalized in the target language, and in occasions, allowing the use of the mother tongue to complete an idea expressed by participants in order to make possible the interaction, especially with tenth-grade students. This experience helped students to change their concepts about the image that they had in their minds about an English teacher, some manifested this in a meeting we had for sharing grades at the end of the course.

Commitments with the educative institution

In this category I gathered the aspects that helped me to reflect on the importance of the role I had, not only with my studies, but also with the educative institution; I decided to assume this with responsibility, as I was an employee of the school. For this, I accomplished my duties on time, planning and organizing the lessons taking into account the topics, objectives and

parameters established in the *area plan* and *virtual action plan*; uploading activities and grades on the platform; being attentive in the schedules for each activity, and so on. Also, I took into account the recommendations and advices that my supervisor game me in the development of the lessons and the teaching process, such as, remind students about the meetings and duties, allow the use of *"Spanglish"* in class, and to have flexibility in task delivery. However, I always had freedom to express my ideas, thoughts and suggestions; I decided how to design the lessons, the material and the activities; I decided what to do in any situation presented in class or with a particular student; for instance, when I realized some students with the same answers in the worksheets trying to cheat me, so I talked to them; or the occasion when only one student of eleventh-grade attended a virtual meeting and I asked him to choose to stay or leave; in all this, my supervisor respected and supported my decisions. This was an important exercise that helped me in the development of my critical thinking.

Ethic aspects to generate tolerance and respect

Reflection about how to generate values of tolerance, respect and solidarity took part in the lessons. For this, I could take advantage of some topics from the lessons, such as Fairtrade, where the learners realized the importance of the farmers' work, and the social injustice that exists in the payment for their countryside products. Other topic was Handicraft, where the students learnt the importance of supporting national products and the importance to keep traditions as cultural heritage. The students were also able to reflect on their use of social networks, advantages and disadvantages, and the respect for the privacy of others on social media. In courtesy expressions and opinion expressions, the students learnt not only specific expressions to communicate ideas in English, but also, the respect and tolerance of different point of view or thinking.

I thought that it was important to be a model for students in those ethical aspects, so I decided to assume this role, being aware of the different students' personalities or behaviors. I was a friendly, collaborator and patient teacher in situations presented in the lessons. For example, when some students copied from others in the worksheets, at first I wanted to grade them with a zero (0.0), but I reflected on that, so I decided to talk about the situation showing the disadvantage of doing that for their learning process, and give an opportunity, for that occasion the grade was 3.0, next same situation they would obtain a bad grade; and it works, students change their mind about cheating, and I demonstrated tolerance and respect. I always kept an a friendly but respectful environment in the lessons, sometimes I joked with them, but always keeping the line of respect in mind.

Conclusions

The process of reflection in the practicum stage helped me to transform the pedagogical process, since I had to think in making changes after noticing a discouragement or a negative academic performance in students; this observation guided me to analyze the cause and to select the suitable or effective strategy or tool to apply for an improvement. In this virtual modality, the technological and digital tools on the web, were crucial in the development of the integral practice. The variety of didactic platforms such as Kahoot, Educaplay, Wordwall, encouraged students to participate and interact in their learning process. Tests or exams designed on line with platforms such as Google docs or Web Colegios, facilitated the process of assessment in teachers and students. Learners with lack of technology must have special support or attention to facilitate them access to information and understanding of contents.

The exercise of reflection allowed me to work in the development of a critical spirit in the process of my practicum; being a teacher, a model of society, I took advantage of this role to

generate in students, thoughts and feelings of personal and social growth; topics related to tolerance, respect and solidarity were presented in the lessons. Activities where students gave their opinion about social issues helped them to stimulate their critical thinking. On the other hand, reflecting on my commitment with the educative institution and generating a clear perception of my duties as a teacher, allowed me to fulfill my academic exercise, respecting the contents previously established by the teachers, following instructions and advice, but also, applying my knowledge and free thought in the different activities and situations presented in the practicum stage.

Chapter V – Outreach component

Presentation

The reader will find in reading this proposal with a double objective: to organize in a project the social impact of the Language Program from the implementation of the community outreach component of the practicum and to make elementary school students aware of the bases of the foreign language, English.

First, the justification, the objectives of the project, its characterization and the lines of contribution to which it contributes.

The following is the theoretical framework that guides the proposal, the beneficiaries, the schedule and the budget estimate table that will be filled out by each participant.

Introduction

Participating in global policies in the academic, cultural and economic fields motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that will allow them to access more equal conditions for the personal and social development of the country.

In order to promote the learning of the English language in Colombia and to make the Colombians competitive citizens, the National Ministry of Education launched in 2004 its Policy of bilingualism whose main objective is "To have citizens capable of communicating in English, with standards at international level, that insert the country in the processes of universal communication, in the global economy and in cultural opening ". That's how The Ministry has been implementing a wide variety of strategies at different levels of education in order to fulfill this goal, a clear example of this is the creation of

English quality standards for basic and high school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

With regard to elementary school, the national government is seeking to expand the coverage of English language teaching to children, as many of these educational institutions sometimes do not have an English teacher to guide teaching and learning processes and therefore, the evaluations results applied at the national level are not very encouraging.

The University of Pamplona in Colombia in its capacity as a public institution forming trainers and more specifically the English-French Foreign Language Degree Program, has come closer to the reality faced by the elementary school in the city of Los Patios. With regard to the National Policy of Bilingualism; many of the educational institutions in this city does not have an English teacher to attend to the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to cover training needs in English, of the child population of the elementary school in the city Los Patios and integrate the foreign language training of Students of the English-French Foreign Language Degree Program to the reality of the educational sector with the aim of reducing the gap generated between the public school and the private one in the foreign language area.

Government policies identify the problem, however the attention to these needs

is not fulfilled with regulations, effective support is required for the specific case, trainers in the area of foreign languages, so that the results of exams, tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language allows you to be at the forefront of needs that today's world demands. That is why this process is made, it is necessary to implement it and work on it from the beginning of the children's schooling so that they have a foundation that will allow them to continue their elementary education learning in high school, vocational and higher education, so as to get more trained people in this area.

The present project aims to raise awareness of the teaching of English in elementary schools in the city of Los Patios, contributing to basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community outreach component of the practicum developed by last semester students of the Bachelor's degree in Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the basic primary sector.

The realization of this project contributes in a high degree and in a mutual way both the institutions and the student population of the city of Los Patios, as well as the Foreigners and students who develop their practicum. This benefit offers the opportunity for elementary school children to have contact with the foreign language and to students who are completing their university education to learn about the realities and educational needs of the environment and in this way can contribute,

intervening in processes that impact on the improvement of these needs.

Project typology

This is a training project, disciplinary in the curriculum area, open to institutions in which the Integral practice is carried out and they offer training in basic primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is linked to the social projection, transcends the institutional space and allows the articulation of the PLEX degree to the Pamplona community.

The main objective at a pedagogical and communicative level is framed within the lines institutional projection and extension to the community of the University and the degree.

Contribution lines

- Contribution to academic training in the area of foreign languages.
- Citizenship training (attention to problems in the educational environment aimed at decrease the inequity of the educational system)
- Outreach to the school community at the university and program level.

Theoretical framework

"For several years, UNESCO has been concerned with the role of languages in the world. At its 1999 general conference, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that national participation requirements and global, and attention to the particular needs of communities that are culturally

and linguistically different, can be only served through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are carriers of identities, values and world views. Therefore, it proposes as a principle for diversity maintain and strengthen the diversity of languages (including those with indigenous populations, nomadic or isolated) and, at the same time, support the learning of international languages that offer access to global communication and information exchange. To achieve this, the UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible media, of written and visual materials with in order to promote the circulation of ideas and artistic works".

According to Lima M, (2006), " "Learning foreign languages is now an unavoidable necessity, to learn about the cultures that represent. Languages constitute the spirit and conscience of peoples, the poet points out; they are the best tool for access to other cultures, other histories, other ways of seeing and understand the world; they erase the distances and also bring us closer to science and technology". All types of learning are of vital importance for the sociability of human beings as they allow them to develop adequately in different contexts the learning of a foreign language or multi-language focus on both an individual's professional and personal life allowing you to be successful and fruitful in your doing and know-how.

National bilingualism program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national bilingualism launched in 2004 with three specific lines of work education institutions primary,

secondary, higher education, education for work programs and human development; ethno-education and flexible models of education. This program aims to the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more of a single language and culture. This degree depends mainly on the context in which the individual is found. Therefore, according to how another language, different from the native one, is used, these languages are considered second or foreign languages. MEN (2006)

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which multiple variables of cognitive and affective character intervene inherent to the individual as well as factors specific to the socio-cultural and educational context such as the curriculum, the methodology used and the training and updating of the language teacher Foreigner, among others". In such a way the importance of reaching the point of understanding how that the child learns and incorporates a foreign language is necessary to analyze the fundamentals theories that explain the process of learning or acquiring a second language (L2) or LE and how this process relates to the mother tongue". From what is written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a differentiation between the terms acquisition and learning in relation to LE. "the acquisition of language is done in a way natural and unconscious in the form of understandable input, which is processed and internalized, while that learning involves consciously learning the rules of language".

"This distinction has been questioned because it is complex to distinguish between the two terms which are part of a continuous process between the unconscious and the conscious (Richard-Amato 1996)". The authors raise their point of view with respect to the subject and differ "that for the purposes of this dissertation, the terms learn and acquire interchangeably because the LE can be acquired through playful activities in an inductive and natural way that also implies learning processes". "It is important to note, however, that the contributions of Krashen and Terrel (1983) on the natural approach to language are relevant to the process of LE acquisition in children and support the Total Physical Response method proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production. This is the stage where the child develops the ability to listen and understanding language through gestures and actions, is a period characterized by silence. Therefore, at this stage, it is recommended to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor, without emphasizing oral production.

Early Production. One or two words and/or phrases start to be produced. It is recommends focusing on the meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve the fluency in the foreign language". To support the above mentioned about the process of acquisition of an LE Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) "The children's ability to learn, understand, discover and formulate forms communicative in a foreign language lies mainly in the need to establish new social approaches" (p. 467). Consequently, children build through language meanings of the world around them and establish their own criteria of interpretation semiotics to every concept they discover. For this reason, learning about LE should start with the

previous knowledge and the schemes of the mother tongue since the representations developed in previous learning and experiences constitute the scaffolding for to build through LE, new mental schemes or to extend the already existing ones".

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that "from the point from the viewpoint of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are different from adults who is generally more prone to emotional blockage at the time of self-expression in another language". "From the above approaches, it is clear that the age is a factor that affects the learning of English as a foreign language, particularly in the acquisition of pronunciation That is to say, the younger the child, the greater the probability of developing the pronunciation of a native.

Why learn LE in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who declare "there are different kinds of reasons for learning a foreign language at school. Indicating that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying a foreign language in school tend to achieve a more positive performance than others.

- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity, and audacity that surpasses those of young and adults.

- Children not only tend not to be afraid of committing failures but often acquire and transmit meaning through gestures and pantomime.

- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages".

Synthesizing, the learning process of the human being is based on experiences with their context, in which his/her is influenced by prevailing cultures, and identify their idiosyncrasies and autonomy. Especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that focus on the main attention of the senses of each individual. Emphasizing mental processes of cognition that direct and bring to fruition significant learning in children who are at the beginning of learning especially of a LE.

Los Patios' context

Los patios' city has institutions of basic and secondary education, being mainly public. Most of them are grouped by general schools as follows:

- Instituto Técnico Patio Centro 2
- Colegio Integrado Fe y Alegría
- Instituto Técnico Patio Centro 1
- Instituto Técnico Mario Pezzotti Lemus
- Instituto Técnico La Garita
- Instituto Técnico Colegio Once de Noviembre

In this context where the students of the Foreign Languages program of the University of Pamplona carry out their integral practice and doing social projection in primary schools.

Sub-projects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this sense, in the implementation of the outreach component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.

General schedule

Table 6: Outreach component Project schedule

Activity	August				September				October			
	Month 1				Month 2				Month 3			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
1. Institutional observation			▓	▓								
2. Formulation of subprojects					▓							
3. Implementation of subprojects in each institution						▓	▓	▓	▓	▓	▓	▓

Activity	November				December							
	Month 4				Month 5				Month 6			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
1. Implementation of subprojects in each institution	▓	▓	▓									
2. Consolidation of the report				▓								
3. Evaluation of results and the impact of the proposal					▓							
4. Socialization. Interaction with the benefited community						▓	▓					

Benefited population

The direct beneficiary population:

It is composed of the student academic community of the Instituto Técnico Patio Centro 2 school, in which the integral practice will be implemented. The benefited audiences are mentioned below; the number of participants were defined when the observation period ended. It was estimated a population that can range between 50 and 60 students per institution.

- Elementary school students

- Teachers of the courses of the Primary elementary language area

- Students-Practitioner of the Foreign Languages Program

The indirect population benefited:

- Foreign Languages Program Community

- Los Patios educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program

- Department of Languages and Communication

- Faculty of Education

- Social Interaction Department

Subproject: The use of flash cards to learn English new vocabulary in fifth-grade students

Introduction

In 2004 the Colombian government throughout the Ministry of National Education launched its policy of bilingualism that aimed to strengthen the English teaching, where the citizens were capable of communicating in this second language, inserting the country in the

process of universal communication, the global economy and in cultural openness. Nowadays, the project entitled "Colombia Very Well" (2015-2025) focuses on training students from kindergarten, elementary school and high school, in order to promote cultural, academic, social and professional opportunities according to the needs of the educational institutions and the regions. However, in most elementary public schools, the lack of a qualified English teacher is still a reality. That is why through this social project we seek to support the English teaching in a fifth grade of the Instituto Técnico Patios Centro 2, sede Centro 1, implementing flashcards for teaching vocabulary.

Teaching vocabulary could be a tedious part for children since they have to memorize and pronounce many times the word. For this reason, it is important to use

suitable strategies that motivate students with lexicon acquisition. One of them is the use of flash cards. According to Ritter (2018), the use of flash cards is a great way to introduce children in a new vocabulary, since this attracts the attention of visual learners. In this way, students are more willing to learn through visual material rather than simply repeating of the words.

Justification

Studying the need presented in the Instituto Técnico Patios Centro 2, sede Centro 1 with the teacher in charge of fifth grade in English subject, the way of teaching vocabulary; its written form, but specially the pronunciation, has been a challenge for her, since she is not a specialist in English language teaching. For this reason, this proposal allows a support in this knowledge area, where the flash card strategy for teaching English vocabulary, will be an incentive for the teacher in charge, the students and the practitioner.

General objective

✓ To implement the use of flashcards for English teaching in a fifth grade English course at Instituto Técnico Patios Centro 2 sede Centro 1.

Specific objectives

✓ To help fifth-grade students to improve pronunciation of vocabulary trough flash cards.

✓ To analyze the influence that the use of flashcards has on fifth-grade students.

✓ To design digital flashcard material for its appropriate use in a virtual modality.

Methodology

This social project was developed in a virtual modality because of the health emergency produced by COVID 19 pandemic. However, that was not an impediment to implement the strategy with flash cards for English teaching to children in fifth grade at Instituto Técnico Patios Centro 2.

The pedagogical support that I could offer to the teacher in charge of fifth grade was composed of three phases; first, the design of worksheets with the topics suggested by her including flash cards. Second, the making of a video for students that could not attend the synchronous meetings. And third, the interaction and development of the worksheet with the learners on Google Meets.

Worksheets

I had to design a worksheet weekly on a template that the teacher suggested me to follow, the activities on the sheet was guided by an animated parrot called "Williams", and followed the same methodology. First, an introduction with a welcome by "Parrot Williams" presenting the content to learn in the lesson. Then, an activity of warm up, remembering the topic seen in the

last class throughout interactive games on line such as Kahoot and Wordwall. After, the section of the vocabulary taught, implementing flash cards that were included on the worksheet; the topics for vocabulary were; occupations, countries, and action verbs. Then, the explanation of grammar with structure and examples, the topics for grammar were; present simple 1, present simple 2, past simple, and future simple. Later on, the practice section, where the students had to develop the different exercises and activities on it. Finally, a space for self-reflection where students expressed what they liked about the lesson, what was the most difficult on the lesson, and what they learnt. I sent the worksheet to the teacher by WhatsApp in PDF format, then, she uploaded it on the platform Web Colegios and shared it with their students by WhatsApp. (Annex 25)

Videos

After designed the worksheet, with all the content on it, including the flashcards; I recorded a video presenting on it the worksheet in a PDF format. I explained step by step the different activities. For the vocabulary, I showed the flashcards one by one, asking the students to repeat after me the words, then I pronounced slowly and clear twice. This exercise allowed students to match the image with the word and have a perception of the meaning and to pronounce correctly the word. Later on, I sent the video to the teacher by WhatsApp, and she shared it with the students after the class. Through this strategy, the students that could not be on the online class, could study and learn the lesson watching and hearing. (Annex 26) (Annex 27)

Synchronous Meetings

The fifth grade was composed of forty-three children. however, an average of thirteen children could attend the synchronous encounters. The teacher shared me a Google Meets link to join the online class. I started greeting the participants, then I shared my screen presenting the

worksheet guided by "Parrot Williams". In the warm up section, I usually prepared a game online to remember the vocabulary or topic seen in the last class. I used Kahoot, and a special platform for vocabulary called Wordwall; where is possible to play different games with the same vocabulary, such as, hanged man, searching couples, crosswords, lottery, and others; all the children enjoyed this space of interaction. Later on, I presented the vocabulary for the lesson through the flash cards on the screen, and gave instructions to the learners; no Spanish to say the translation of the word, they had to match the image with the word, and pronounce it after me; when we finished the vocabulary, I asked them if they could recognize all the words through the images, so I confirmed when they translated the word. I suggested the learners to watch the video so that they could practice the pronunciation of the words with the flash cards. Then, I explained the grammar section with the structure and examples I had designed. In the exercises of sentences formation, I included the vocabulary seen, so that students could keep in mind the words. Finally, I explained the homework, some of those activities included exercises of pronunciation with the flash cards. (Annex 28)

Table 7: Lessons and activities for fifth-grade

Date	Topic	Activities	Resources
29/09/2020	Present simple tense. Flashcards verbs: Jump, sleep, run, work, cook, sing.	Explanation of the structure of present simple with slides on Google Meets screen (affirmative, negative, interrogative form). Observing flashcards and repeating pronunciation inferring its meaning through the image. Formation of sentences including the verbs learnt. Self-reflection about lesson (likes, difficulties, the learned).	Worksheet, digital flashcards, Google Meets platform, CorelDraw, laptop.
13/10/2020	Occupations vocabulary with flashcards: carpenter, farmer, architect, lawyer, builder, fireman, judge musician, pilot, tailor, nurse, dentist, singer, cameraman, teacher. Present simple (to be).	Review of previous topic playing a Kahoot challenge. Observing flashcards and repeating pronunciation inferring its meaning through the image. Complete sentences with verb to be in present, using occupations vocabulary. Matching occupations with people likes. Written composition telling favorite subject, likes about it and profession desired (following an example given).	Worksheet, digital flashcards, Google Meets platform, CorelDraw, laptop, Kahoot, Zoom video-recording, WhatsApp.

		Record an audio about the composition and send it by WhatsApp. Self-reflection about lesson (likes, difficulties, the learned). Video created by the pre-service teacher explaining the topic, all the activities, and pronunciation to send by WhatsApp.	
20/10/2020	Countries vocabulary with flashcards: Australia, England, Germany, Russia, Egypt, Poland, Turkey, Ireland, Italy, Greece, France, Spain, China, The USA, Canada, Brazil, Japan, Mexico. Past simple tense.	Review of previous topic playing hangman game on Wordwall platform. Observing flashcards and repeating pronunciation inferring its meaning through the image. Explanation of the structure of past simple with slides on Google Meets screen (affirmative, negative, interrogative form). Transforming sentences in present simple to past simple (include vocabulary of countries). Transforming past simple affirmative sentences into interrogative form (include vocabulary of countries). Matching images with characteristics of countries. Self-reflection about lesson (likes, difficulties, the learned). Self-reflection about lesson (likes, difficulties, the learned). Video created by the pre-service teacher explaining the topic, all the activities, and pronunciation to send by WhatsApp.	Worksheet, digital flashcards, Google Meets platform, CorelDraw, laptop, Wordwall platform, Zoom video-recording, WhatsApp.
27/10/2020	Action verbs vocabulary with flashcards: run, sing, sit, clean, climb, cook, cry, dance, draw, eat, fly, hug, jump, kick, laugh, swim, talk, walk. Future simple tense.	Review of previous topic playing a Kahoot challenge. Observing flashcards and repeating pronunciation inferring its meaning through the image. Explanation of the structure of future simple with slides on Google Meets screen (affirmative, negative, interrogative form). Formation of sentences including the verbs learnt. Record an audio or video pronouncing the vocabulary learnt and send it by WhatsApp. Self-reflection about lesson (likes, difficulties, the learned). Video created by the pre-service teacher explaining the topic, all the activities, and pronunciation to send by WhatsApp.	Worksheet, digital flashcards, Google Meets platform, CorelDraw, laptop, Kahoot, Zoom video-recording, WhatsApp.
12/11/2020	Review of occupations vocabulary with flashcards games.	Observe the digital flashcards on the screen (only image) and write on a sheet the occupation with a marker, show the word on the screen and answer the question "What's his/her occupation?" pronouncing the vocabulary correctly.	PowerPoint presentation, Google Meets platform, sheets, markers.
19/11/2020	Review of countries vocabulary with flashcards games. (Material for the teacher in charge).	Matching game in four different formats: Find the pair. Place the image with the word. Find the match. Questionnaire concourse.	Wordwall platform. Link: https://wordwall.net/es/resource/7704602
24/11/2020	Review of action verbs vocabulary with games. (Material for the teacher in charge).	Vocabulary and pronunciation games: Wheel of chance: For pronunciation. Alphabet soup. Anagrams.	Wordwall platform. Link: https://wordwall.net/es/resource/7707260

General schedule

Table 8: Outreach component sub-project schedule

Activities	September				October					November			
	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
1st online class /Worksheet 1					▓								
Academic rest week						▓							
2nd online class/Worksheet 2							▓						
3rd online class /Worksheet 3								▓					
4th online class/Worksheet 4									▓				
4th Period Exam										▓			
Review vocabulary activity on line meeting.											▓		
Material for teacher (games with flashcards).												▓	▓

Conclusions

The implementation of this sub-project at Instituto Técnico Patios Centro 2, sede Centro 1, with fifth-grade students in elementary school, allowed me to experience part of the reality that this public primary school have in English teaching as a foreign language. I could observe the needs of children specially in knowledge of vocabulary, pronunciation, and sentences structure. Despite the virtual modality, I could support the teacher in charge on these three aspects according to the topics she gave me to teach.

The use of flash cards facilitated the learning of new words in an attractive way, since the learners participated and enjoyed the sessions hold on line. All of them demonstrated interest in learning vocabulary with the activities implemented for this. The students matched word and

image generating a preliminary concept without word translation, they included the vocabulary learnt in the construction of sentences in present, past, and future simple tenses. Furthermore, the learners could pronounce correctly the vocabulary, not only by repetition while observing the word and image in the flashcard, but also, interacting in vocabulary games on Kahoot and Wordwall. A final session to evaluate students through a game in PowerPoint presentation, demonstrated that the students learnt the vocabulary seen, its correct writing and pronunciation. All these children took advantage of this support, they profited the help that this project from the University of Pamplona offered through its Foreign Languages Program.

Furthermore, the teacher in charge could strengthen her knowledge in English, participating in the meetings online, and with all the content in the worksheets and videos designed. Learning vocabulary and pronunciation with flash cards and digital games is one more strategy that she could learn to implement in their future lessons, taking advantage of the material that was supplied to her.

Finally, my work in this stage of integral practice with primary schools, contribute to be aware of the importance of English as a foreign language in the training and development from an early age, forming competent learners to improve the educative development in our country. On the other hand, this project strengthens the research field in the Foreign Languages Program of the University of Pamplona, providing experiences, data, and knowledge acquired by participants. In addition, it fosters the good name of the university and the program in the different educative institutions, through pedagogical support and good academic performance of its pre-service teachers.

Chapter VI: Administrative Component

General objective

- ✓ To know the teacher's role in the different administrative and extracurricular activities.

Specific objectives

- ✓ To identify the possible limitations that a virtual modality has on the development of the administrative and extracurricular activities.
- ✓ To reflect about the experience of administrative and extracurricular activities in the process of the integral practice.

Methodology

Extracurricular activities take part in teachers' profession; the different events planned with the administrative staff allow the educator to engage in compromises out of the classroom. However, for this context of virtual modality, many extracurricular activities were not carried out at Instituto Técnico Patios Centro 2. Teacher meetings, parent meetings, and administrative staff meetings, were the priority for this last academic period.

General schedule

Table 9: Administrative component project schedule

Activities	September				October					November			
	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
Teachers meeting 1							▓						
Parents meeting 1								▓					
Teachers meeting 2												▓	

Teachers meeting

Evaluation commission for third term.

I was invited to this meeting on Google Meets, there attended the titular teachers of every course, with the purpose of giving a report about the academic situation of the students in their area for the third period.

The teacher who took the floor started mentioning the students that had to achieve the commitments for the third period, then, he/she named the best students in that term, and finally, mentioned the learners with difficult academic situation. They talked also about the different excuses that the students argued to have difficulties, the most heard dealt with the lack of digital devices and bad internet signal. Some teachers complained about the students' disinterest to develop the worksheets, most of them were in agreement with the learners mentioned. At the end, they talked about the importance of defining soon the calendar for the fourth period. (Annex 29)

Evaluation commission for fourth term.

In this meeting, the directors of each course from ninth grade to eleventh grade, gave a report about the final situation of their students in all the areas showing the final charts grades on the Web colegios platform. They started reporting the best five students, then, they mentioned the

quantity of students that lost any subject, afterwards, the number and name of students that had to level areas; finally, they reported the students that reprobated the academic year for have failed more than five subjects; those students were identified by most of the teachers as have not worked during the whole academic year. (Annex 30)

Parents meeting

For this meeting, the titular teacher of the course 11-01, gathered the parents in order to give an inform about the third period on Zoom platform. First of all, the secretary of the school stated information about Icfes test Saber 11, and some documents that students had to organize for the prom. Then, the teacher shared a document on her screen, there was a table with the students and its academic situation. She advised that parents should be more attentive to the academic development of their sons on these last weeks. At the end, she shared on the screen the last chronogram with the different dates to take into account. (Annex 31)

Conclusions

In spite of virtual modality, it was possible to know a part of the teachers' role in extracurricular activities. Attending the online meetings for teachers and parents, I could realize about some difficulties that teacher had to face with students. It is not the teacher's purpose that a student failed his or her academic studies, however, some students do not take conscience of their duties and responsibilities, and then, those situations are not in the teacher's hands. Some parents try to obtain in some way, the possibility that their children do not fail the school year, for that reason, a time for a general leveling is given to students.

Also it is important to point out, the sense of responsibility and organization that teachers must have, giving periodically, reports and numbers of their academic administration. Furthermore, the titular teachers are always keep up with their students, they tried to monitor the

progress of their pupils in the evaluation commissions and have the possibility to inquire other teachers when something is not right with their students.

The current virtual modality has affected not only the interaction between students and teachers, it also has affected extracurricular activities such as cultural events that were not adapted online for the last semester in the institution; the academic achievement recognition events, where the best students were awarded; and the sportive events with a space for healthy recreation. All these activities were put aside, because not all the students had the facility of internet connection, or the digital devices needed to take part in extracurricular activities online.

The work of teachers is not limited only to preparing classes and giving lessons, they must also be good managers of the resources, advisors, motivators, guides on the path of knowledge. Outside of their usual job, they are good communicators and monitors of their students, interpreters of the progress and achievements of their learners.

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