Short stories as a strategy to enhance reading comprehension and promote written

production of students in 10<sup>th</sup> grade at José Aquilino Durán School

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1

SC-

# TABLE OF CONTENT

SC-

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4

SC-

# TABLE OF FIGURES

# TABLE OF TABLES

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12

# TABLE OF GRAPHICS

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14

SC-

## CHAPTER I: GENERAL OVERVIEW OF THE PROYECT

**General overview of the document**

This document details the evidence and reflections obtained during the pre-service teacher. To analyze and describe each of the experiences lived and results, this document is divided into seven parts: a widespread sighting of the project, the institutional observation, the pedagogical and research component, the outreach component, the intrainstitutional component, the reflective component, and a description of the materials designed.

In the first part, it is clarified all the generalities of the project starting from the description of three fundamental components for the writing of this document, as well as elements of reflection and material designed for the school in which this practicum stage was carried out.

In the second chapter, the institutional observation, clarifies from an administrative, pedagogical, technological, and population point of view how the educational institution performs its work as a counselor and knowledge generator in the sixth to eleventh grades of high school. It also relates the agencies and documents essential to the educational work, thus stressing that the school is not only made up of students and teachers, additionally there are more people and instruments involved in the process.

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16

In the third one, the pedagogical and research component, general information of the project is collected, starting from the title, objectives, questions, and type of research to the design, population, techniques, instruments, and analysis. It should be noted that this part also describes the activities carried out, the class plans, workshops, and evidence demonstrating the implementation of the project, as well as analysis and results obtained from the evidence collected.

In the fourth one, the outreach component, details the objectives as well as the activities carried out with primary school students, the level of progress compared to what has been proposed for this experience, and the fulfillment of the schedule, results, the conclusions, and the recommendations that took place during the pre-service teacher.

In the fifth one, the institutional component, in addition to relating the objectives that follow this project, it is presented the activities carried out, as well as the role executed in the different events and school meetings held at the educational and administrative level.

In the sixth one, the reflective on reflecting on the work of the pre-service teacher, which allows presenting conclusions of what was generally evident at each stage of the project.

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17

Finally, there is a seventh part focus on the designing and description of material design to the school, especially for second, third, sixth and seventh grades.

## Introduction

Throughout human history, English has become a universal foreign language allowing humans to communicate and understand quickly and easily from anywhere in the world. Most scientific documents and studies are made around English as they can span a global audience, which few languages around the world do.

To make this possible, it is mandatory to initiate a process of learning and acquisition that allows people to develop the four communicative skills: listening, speech, writing, and reading. With the total development of these, there is no doubt that human beings will have a much more advanced and broad view of what they normally perceive, since learning a language is not simply knowing how to speak it, that is also about history and culture.

Taking into account the above approach, it is mandatory to make a research based on learning English and how it is transmitted and taught in classrooms. Colombia, in conjunction with its authorities, has created projects aimed at a bilingual nation whose official languages, shortly, are Spanish and English. To develop and achieve its mission, the Ministry of Education has proposed a series of documents that guide the educator's work in the face of teaching English, so that when the students of the school graduate they obtain a B.1.3.

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19

To verify that this process is a reality, it is proposed to immerse public institutions to identify the false conditions that do not enable the fulfillment of this goal and, in turn, to propose an alternative or strategy that meets the need presented.

**Justification**

At José Aquilino Durán School, specifically at Pedro Fortoul headquarters, it was identified that high school students have several weaknesses related to reading comprehension and written production. This is mainly because students require translation to understand what to do in each of the proposed activities, and students only practice their written skills when they need to write simple sentences.

With this presupposition, the main benefactor are tenth grade students, who through short stories, they will have the ability to improve both their reading comprehension and have the ability and be motivated to create their written productions. In addition to developing and improving these two skills, apprentices will have the ability to self-assess their performance, recognize their mistakes and lack so as not to repeat them, and, most importantly, develop critical-creative thinking by reflecting on what they read and write.

The interest of this project was based on reading and writing, which are fundamental aspects in human life, due to them, knowledge, experiences, traditions, etc., can be transmitted from generation to generation. Likewise, the researcher has a certain affinity for reading and writing, because she understands them as the basis of human knowledge, besides, they are an excellent means of knowing expressions and vocabulary useful for speaking and listening skills.

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21

**Objectives**

*General Objective*

- To implement the use of short stories as a strategy for reading comprehension and written production at José Aquilino Durán school.

*Specific objectives*

- To Identify a lack in the English learning process through institutional observation.

- To enhance reading comprehension and written production of tenth grade students through short stories.

- To stimulate English learning in elementary school students throughout the song.

- To be integrated as part of the educative community.

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22

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**General conclusions**

This document describes essential elements for the development of the researcher's practicum, which are divided into seven chapters including the present one.

The institutional observation described all the agents involved in the educative process and the building in where the present investigation was applied. This allowed the pre-service teacher to recognize the bases and how the institution develops to train students academically and personally and, in the same way, the identification of the problem developed in the third chapter.

The pedagogical and research component described all the factors and agents involved in the application of short stories as a way to improve reading comprehension and encourage written production in English of tenth-grade students. This chapter was presented all the guidelines and stages taken into consideration, as well as analyses, results, and suggestions obtained from the implementation of the project.

The outreach component clarified a second project aimed at elementary school students, in which the researcher applied songs and audios as a way to improve students' listening skills and pronunciation. This part highlighted all the stages taken into account for its realization are highlighted, as well as the low participation of the population.

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23

In the intrainstitutional component, the researcher was described as a member of the José Aquilino Durán school, since she participated in several institutional activities developing secondary and tertiary roles in their execution.  Among them, it was a parents' meeting, collaboration and support in the flag-raising on the Language's Day, and meetings on the reflection of the educational work and the role of the teacher in the development of hybrid classes and scholar guides.

As for the sixth chapter, a reflection was made on the experiences lived throughout this educational process, highlighting the pros and cons of the educational remote modality, as well as the events that occurred during this stage. Finally, in the last chapter, all the activities and didactic material carried out by the practicing teacher for the students of second, third, sixth, and seventh grade are described.

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24

# CHAPTER II: INSTITUTIONAL OBSERVATION

To carry out this section, it was imperative to initiate direct communication with the teacher in charge of teaching English at the school in such a way that the exploratory questionnaire could be provided, as well as to recognize the environment in which face-to-face and virtual classes are held. The following describes all the aspects that could be identified throughout institutional observation based on administrative, pedagogical, technological, and population levels.

**Administrative level**

*Institutional Educational Project*

Institutional identity. José Aquilino Durán School is located in Cúcuta, Norte de Santander in the San José neighborhood. The educational levels it offers are preschool, primary basic, secondary basic, and technical average. Its schedules depending on the four-existing headquarters: main office(morning), Nuestra Señora de las Angustias headquarter(morning), Pedro Fortoul headquarters (morning) and Atanasio Girardot headquarter (mixes shift). The nature of this institution is official. It has an interinstitutional agreement with the C.A.S.D educational institution and SENA.

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25

Mission. The José Aquilino Durán School in San José de Cúcuta, captures in its students throughout its tuition from preschool to eleventh grade a comprehensive quality training, focused on the development of basic, labor, citizen and affective competencies, from four fundamental knowledge and competences: LEARN TO BE, LEARN TO KNOW, LEARN TO DO and LEARN TO COEXIST , to promote individual, institutional, family and community quality of life; promoting the inclusion of children and young people in vulnerable situations, ensuring the construction of sound life projects that facilitate the improvement of dignity and quality of life in line with the new scales of valuation and Colombian educational legislation and the transformations and advances of the globalized society.

Vision. In 2020, the José Aquilino Durán School will have achieved great recognition and positioning at the local level, developing programs and curriculum plans to meet the needs of educational and technical training and implementing projects to expand coverage and quality, training its students in the scientific, ethical and human values aspects, responding to the social commitment to become an institution generating change, of progress and quality forever.

With the above, it should be noted that the institution must renew its vision since it was intended to be fulfilled in 2020.

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26

*Institutional symbols.*

Shield. It is composed of several parts, with the following meaning: in the background is the beige color. At the top is an open book, which invites students to study, with a legend "SCIENCE AND VALUES". Next to the book is a torch: light that illuminates understanding and leads it to wisdom. Surrounding the book are two bay branches crossed by the base symbolizing the "V" of victory, acquired after the struggle of the duty fulfilled.



Figure 1. School Shield.

On both sides forming the shield are the following legends: COLEGIO JOSE AQUILINO DURAN, name of the school and at the foot, surrounding the laurels: a tricolor ribbon with the words "QUALITY FOREVER".

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27

Flag. It has two stripes. Beige symbolizes the purity of the youthful soul, the grandiosity of the pure heart, cleansed of evil, hatred and sin. Brown indicates the hope that the youth would make the family and country proud.
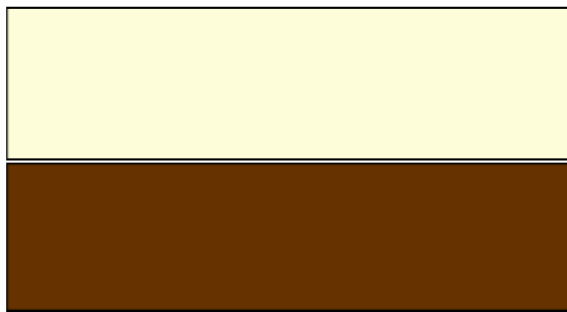


*Figure 2. School Flag.*

***Administrative management.***

The school promotes a circular administration and participation in which all members of the educational community can contribute to the development and improvement of the institution, as well as in the fulfillment of each of its obligations, rights, duties, and objectives. It also highlights the following aspects:

Principles of administration. define efficiency, equity, flexibility, horizontality, coherence, relevance, and functionality as central aspects of administrative management. These recognize that the educational institution is governed by a series of elements that highlight the unanimity, transparency, commitment, and dynamicity that each member of

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28

the educational community possesses facing development and improvement of the educational center.

Organizational structure. it is represented in a circular organization chart in which they define the degree of authority and participation of the educational community facing the institution, divided into:

i. Superstructure: formed by the ideology and law agencies of the institution. They determine the policies, objectives and principles and values to be followed by the institution.

ii. Structure: defined by those who directly design and intervene in the learning process (advice, GSC, coordinators, parents, students, alumni, and teachers).

iii. Infrastructure: instruments that facilitate the educational work and fulfillment of the mission and vision's institution, all guided by Administrative Management, Management, Academic Management, and Community Management.

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***Assessment.***

Purposes. Describe the purposes in the face of educational work and the actions taken by each member of the educational community. In this way, they identify the strengths and weaknesses presented by each agent in the school.

Objectives. They are linked to evaluating the achievements of the students, the curriculum process, the performance of teachers and managers, the effectiveness of educational processes, the infrastructure and educational organization, as well as the effectiveness of the service.

Characteristics. They describe that taking into account the new approach, how to evaluate should be continuous, comprehensive, systematic, flexible, interpretative, participatory and formative.

Institutional assessment. It is done in collaboration with Management, Academic Management, Administrative and Financial Management and Educational Community Management, in order to analyze and obtain useful information about the weaknesses and strengths of the educational institution. It also takes into account the institutional self-assessment that may be understood as a process that seeks to examine and value the educational work inside the school.

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Principles of institutional self-assessment. Define coherence, autonomy, responsibility, participation, objectivity, relevance and proactivity as crucial elements in the given results, in order to give a reliable and assertive testimony.

Assessment and promotion commissions. These are entities that facilitate the participation of the educational community to guide the evaluation process and make collective decisions linked to the principles of justice and equity. It also identifies the powers held by assessment and promotion commissions.

Assessment participation strategies. They are instituted to generate a democratic assessment and distinguish self-assessment, co-assessment and hetero-assessment as basic strategies.

Internal monitoring and control mechanisms. They should be used to identify the weaknesses and skills of all elements involved in the educational process, in such a way as to create plans to improve and design strategies and goals to strengthen the community.

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31

***School governance.***

School governing agents. It mentions the principal, the board of directors, the academic board, the evaluation and promotion committee, student association, coordination, quality committee and, representatives in the collegiate bodies (Student Council and Council of Parents) as essential members of the school for its continuous improvement and support.

School government functions. It mentions considerations that school governance bodies must consider to ensure the quality of establishment, following state-given laws and standards.

School Procedure Handbook. It clarifies the aspects that the educational population must meet in order to be part of the school government, thus highlighting the right to vote and be elected.

***Social service.***

It is understood as the internship set by law that students of the high school and vocational middle must perform in 80 hours as a way to demonstrate and apply the knowledge acquired throughout their training. The principal, coordinator, teachers, students and social service coordinators are involved in this process.

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32

*Organizational Chart*
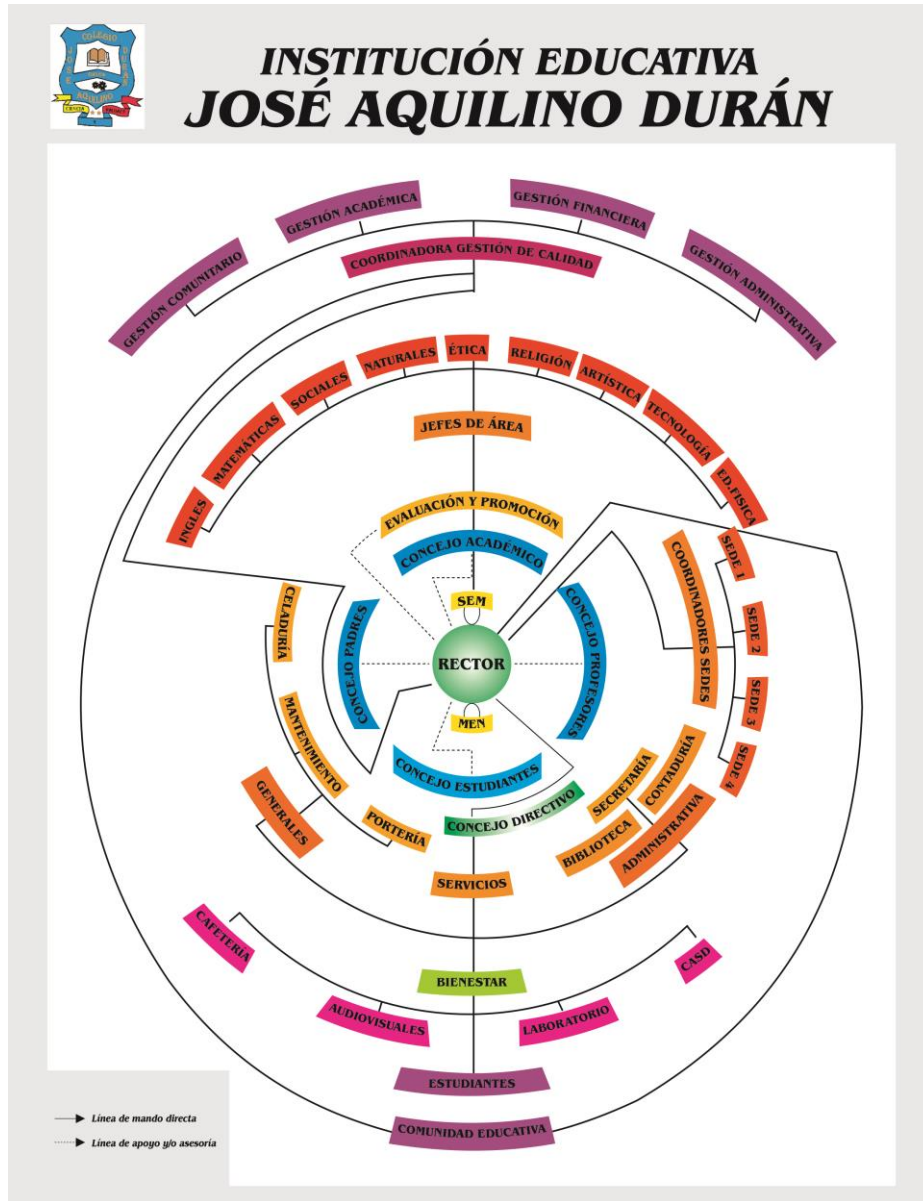


Figure 3. José Aquilino Durán School Organizational Chart

*Educational Coexistence Handbook*

The José Aquilino Durán school's Educational Coexistence Handbook defines the basic principles and procedures that regulate the relationships and behaviors of each educational community member, in a manner that achievements and pedagogical projects necessary for the students' integral training can be developed. The above is done from:

- The presentation of a guide regulates the rights, roles and responsibilities of educational members.

- To enable integral development within an ethical values and coexistence environment.

- To ensure compliance with the rights of each member in the educational community.

- To stimulate social, political and cultural values.

- Self-respect and others.

- To promote the development and discovery of personal aptitudes, skills and strength.

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34

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- To encourage decision-making.

- To take a critical and facilitating stance on conflict resolution.

- To establish a route for healthy coexistence, highlighting the components of promotion, prevention, attention and tracking.

- To establish care protocols and pedagogical strategies for coexistence.

- To define routes for the management and resolution of situations that affect school coexistence.

The José Aquilino Durán school's Educational Coexistence Handbook includes 11 titles describing the generalities to be taken into account in each institutional component to strengthen and promote healthy coexistence among the educational community members. The titles are:

- Title I. Educational institute identity: describes a historical overview, theological frameworks, institutional symbols, the pedagogical model to follow and proposed quality goals.

- Title II. Educational Coexistence Generalities: includes a coexistence pact definition, its objectives and the theoretical framework.

- Title III. The student: clarifies the profile, duties, commitments and rights, as well as the admission process, uniforms, graduation requirements, the execution of the social service and aspects related to absence from classes.

- Title IV. School heads, teachers and guidance: clarify the role of the principal, coordinators, teachers and school counselor.

- Title V. Pathway of school coexistence: indicates the components and pedagogical measures, as well as the regular driver and its execution process.

- Title VI. School Governance: details the organization and the educational community members.

- Title VII. Stimuli: specifies the benefits that the educational community members can receive due to their academic and disciplinary excellence, as well as their significant contributions to the institution.

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36

- Title VIII. Support and wellness services: specify the support rooms and benefits that the students possess to enable their comprehensive, physical and mental development. It relates library, computer and smart rooms, school cafeteria, School Eating Plan, labs and school orientation.

- Title IX. Parents: point out the profile of parents, their duties, and rights facing the educational work.

- Title X. Administrative: describes the role of the secretary, administrative assistant, and warden within the institution.

- Title XI. Institutional Assessment System: describes the most relevant aspects of academic, disciplinary and institutional assessment.

*Ministry of National education guidelines and regulations adopted towards the Health Emergency*

As an alternative answer to the current health conditions that have led students in the country to maintain social distancing and stay at home, the Ministry of Education (2020) had all the essential tools for the country's children and adolescents to continue their learning process at home, making use of institutional guidance and teacher pedagogical

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37

accompaniment and the intervention of parents through the thus facilitating the orientation and communication of the educational community, without the learning process being disrupted.

This alternative will remain in force until health and government authorities point out and consider that the progressive return of students to educational institutions is prudent. It should be noted that this return will only be made under the alternation mode as long as each establishment complies with all security protocols provided by the government. This compliance will be validated and certified by the same health authorities, stating that there are no system failures.

As mentioned above, alternation is an option that is arranged for return to face-to-face classes, however, it does not indicate that all students must return at the same time because, like educational buildings, they must also meet basic requirements and only a small group of apprentices will be able to access the institution. At the moment, in most establishments, including the José Aquilino Durán School, Pedro Fortoul headquarter, virtuality continues to be managed until the mandatory conditions are established to return to in person.

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38

*Journey*

As mentioned above, the institution has four locations to extend the right to education to more children and young people in the sector, one of them is the Pedro Fortoul headquarter that imparts knowledge to students from sixth to eleventh grades in the morning.

*Institutional programming*

Below are the institutional events scheduled for the first semester of this year at the José Aquilino Durán school.

| March | | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8<br><br>Women's Day Celebration (Teachers and Administrative members) | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17<br><br>Assessment week | 18<br><br>Assessment week | 19<br><br>Assessment week | 20 |

| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|----|----|----|----|----|----|----|
|    |    | Assessment week | Assessment week | Assessment week | Assessment week |    |
| 28 | 29 | 30 | 31 |    |    |    |

Table 1. Institutional programming (March).

| April | | | | | | |
|----|----|----|----|----|----|----|
|    |    |    |    | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 Parents' school. | 14 | 15 Teachers' meeting (REDPAPAZ). | 16 | 17 |

| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|
| | Language Week. | Language Week. | Language Week. | Language Week.<br><br>Teachers' meeting. | Language Week.<br>Flag-raising Day. | |
| 25 | 26 | 27 | 28 | 29 | 30 | |

Table 2. Institutional programming (April).

**Pedagogical level**

*Language area planning*

Teachers at José Aquilino Durán School organize an area planning per semester, which describes the most relevant aspects for teaching the foreign language. The area planning is carried out by grade and is divided into four parts: the first points out the planning generalities highlighting the area, the intervention and autonomous hours, the grade, the teacher and the goals set at the end of the semester and the year.

The second part describes the basic standards of competence, basic learning rights and the thematic axes to be developed throughout the first semester highlighting that the above

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41

elements are linked to the improvement and development of linguistic, pragmatic and sociolinguistic competences.

The third one is the assessment criteria to be taken into account in the development and delivery of activities and classes, as well as the materials and resources, and methods and strategies to be developed during the scholar semester.

| JOSÉ AQUILINO DURÁN SCHOOL LANGUAGE AREA PLANNING | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Subject** | English | **Semester** | 1 | **ISH** | 4 | **AH** | 64 |
| **Grade** | Sixth | **Teacher** | Daniel Federico Ramirez Ochoa | | | | |
| **Half-yearly goal** | The students will be able to understand and use daily expressions, as well as sentences to introduce themselves, ask and give information linked to the location and personal information. In this way, students will achieve A1 level described by The Common European Framework of Reference for Languages. | | | | | | |
| **Annual goal** | The students will be able to recognize themselves as a member of the class, establishing personal hygiene routine, identifying feature of English culture, and making affirmative, negative and interrogatives sentences with the verbs *to be* and *to have*. | | | | | | |

| Basic Standards of Competence | | Basic Learning Rights | Thematic axes |
|---|---|---|---|
| Linguistic competence | Identify greetings and farewells. | Basic Learning Right N°3: listening, reading and monologues. Understand and | • Alphabet and numbers. |

| | Understand sentences relate to the family.<br><br>Describe objects.<br><br>Express feeling and emotions. | use common sentences to express routines and likes.<br><br>Basic Learning Right N°7: write personal information in formats set out. | • Classroom objects.<br>• The family members.<br>• Daily routines.<br>• Personal pronouns.<br>• Plural and singular nouns.<br>• Indefinite article a/an; some.<br>• Simple present tense |
| Pragmatic competence | Comprehend written texts about personal information.<br><br>Identify sentences and expression useful on a daily basis. | Basic Learning Right N°4: listening, reading and monologues. comprehend oral and written instructions linked to activities and tasks in the classroom, at school and society. | • Wh- question words.<br>• Feelings.<br>• Physical description words.<br>• Personality words.<br>• The time. |

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43

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IQNet
MANAGEMENT SYSTEM

| Sociolinguistic Competence | Use words and sentences to express my necessities in the classroom.<br><br>Exchange information about daily activities using affirmative, negative and interrogative sentences. | Basic Learning Right N°1: dialogue. The student expresses his/her name, age and basic information of his/her classmates, teacher and family. | • Greetings: Hello, hi, nice to meet you.<br>• Possessive adjectives.<br>• Classroom instructions.<br>• Adverbs of frequency. |
|---|---|---|---|

| Assessment criteria | Material and resources | Strategies and methods |
|---|---|---|
| - Fortnightly guides (70%).<br>- Self-assessment (10%).<br>- Biannual assessment (20%). | - *Way to go! 6°* book.<br>- Instant messaging app WhatsApp.<br>- Google Meet<br>- Computer or smartphone.<br>- Speakers.<br>- Earphones. | It is based on task-based and project-based methodologies and focused on democracy and peace, health, environment and globalization. |

*Table 3. Language Area Planning.*

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### Language teaching collective methodology

The three teachers in the English subject come together to define the development of the activities and dynamics to work throughout the school period. This is made weeks before classes start, leaving room for future corrections and improvements linked to current school needs.

### Knowledge of available pedagogical

During face-to-face classes, students from sixth to eleventh grades had the possibility to use *English books, please!* and *Way to go* books. However, given current health conditions, the use of these books was set aside and virtual guides, videos and meetings were imposed to keep language learning active.

### Ministry of National education guidelines text

Thanks to the efforts made by the school, mainly by the principal, students have the possibility to use the books established by the Ministry of Education for the teaching of English. Unfortunately, under current conditions its use is limited and lagging until students return to in person. According to the teacher, although not used by students, they do serve as a guide to class development and assignment of activities. Students in sixth, seventh and eighth grades use the *Way to Go* Book.

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45

SC-

*Figure 4. Way to go book.*

While students in nineth, tenth and eleventh grades use the *English, please!* Book.
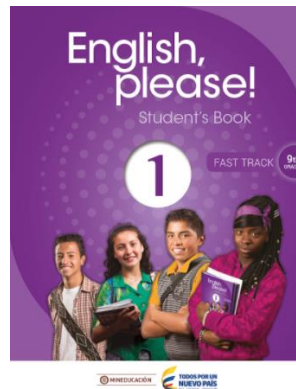


Figure 5. English, please! book.

*Syllabus*

According to the changes made by the Ministry of Education facing the current health

conditions, the school year has been divided into two semesters in order to avoid the

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46

SC-

omission of thematic axes and the development of all communication skills. Below is the

proposed syllabus for sixth graders for the first semester of this year (2021).

| SIXTH GRADE - FIRST SEMESTER | | |
| --- | --- | --- |
| **Linguistic competence** | **Pragmatic competence** | **Sociolinguistic competence** |
| Alphabet and numbers | Wq-question words | Greetings (hello, hi, nice to meet you) |
| Classroom objects | Feelings | |
| | | Possessive adjectives |
| Members of the family | Physical description words | |
| | | Classroom instructions |
| Daily routines | | |
| | Personality words | Adverbs of frequency |
| Personal pronouns | | |
| | Time | |

| | | |
|---|---|---|
| Plural and singular nouns Indefinite articles (an – a)<br><br>Simple present tense. | | |

Table 4. Sixth grade syllabus.

*Methodology*

Given that the communicative approach governs learning and teaching the English language, teachers take the methodology by projects and tasks as the set of procedures that best applies to student training. This means that pupils learn from activities and workshops left in class and for the house.

*Learning accompaniment modalities*

Students in the sixth, seventh, and tenth courses have the complete disposition and availability of the language teacher for the resolution of doubts and problems, since the latter has integrated the following tools:

- Worksheets: is the main working tool. They are two pages of work sent to students every 15 days for them, from home, resolve one page per week.

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48

- WhatsApp Groups:

  o Support group. Through the instant messaging app, students write a message stating that they are present and connected at class time. To avoid misunderstandings, the teacher manages the group and only allows the sending of messages in the 55 minutes that last each meeting.

  o Lesson group. For those students who do not have the possibility to connect to virtual meetings, the teacher records their classes from the cell phone with an application that decreases the weight of the videos but does not affect its quality, in this way each student has access to the classes.

  o Personalized chats. Students have the possibility to write to the teacher to indicate all their doubts related to the activity and topic's week. They do this through a private message via the messaging app.

- Email: for those students who do not have the possibility to go to remove the guides at the institution, they receive them by email.

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49

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- Virtual meetings: they are held through the Google Meet platform during the 55 minutes that make up each class. Those students who have the possibility to connect.

- Videos: these are the recordings of classes. A series of videos are recorded every 10 to 15 minutes and sent to students through the WhatsApp group simultaneously at class time, in this way everyone has access to the same information.

*Workshops and materials design*

For the development of the classes, the teacher creates a two-page guide. Each one of these is intended to be resolved in a week, therefore students have 15 days to develop the activities and send the evidence in the indicated time.

As for the structure of these guides, the teacher divides them into the following sections:

- Generalities: it is located at the top's guide and describes all the elements linked to the school, the subject, the student's name, school grade, subject, dates of delivery and performance of activities, as well as the equivalence in hours that the guide has facing the class hours.

- Introduction: describes what the student will learn throughout the guide.

- What am I going to learn? : offers the student a tool to reinforce the vocabulary and grammar to learn, as well as a self-assessment of topics already studied and fundamental to the development of the guide.

- What I'm leaning: an activity related to the vocabulary that the student will learn.

- Practice what I learn: explanation of the grammar in the guide.

- How can I know that I learn? : activity that fuses grammar and vocabulary.

- What did I learn? : self-assessment of what has been learned throughout the development of the guide.

The above sections are elements that have been adapted from guides made during the previous year, but they contain different activities and purposes depending on the thematic axes and grade.

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51

*Ministry of national education guidelines and standards*

The Ministry of Education (2020) has a series of guidelines that allow the educational community to develop institutional educational projects and processing plans in order to support the process of informing and planning the mandatory and fundamental areas for the student defined in the General Law on Education in article 23.

Likewise, it points to the conception of standards that allow the assessment of the development of each of the students throughout their school training.

Based on these two elements, the Colombian government along with the Ministry of Education and educational establishments can ensure that the educational development process allows students to appropriate the knowledge, as well as have the ability to transmit and apply them in their daily life.

*Courses*

At José Aquilino Durán School, headquarters Pedro Fortoul, has sixth to eleventh grades for student training. However, the present project is focused on the sixth, seventh, and tenth grades that are established for the researcher's pre-service teacher.

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52

*Schedule*

The Pedro Fortoul Headquarters classes are distributed from Monday to Friday from 6:15 am to 12:15 pm, which equates to 6 hours per day of 55 minutes each one, and 30 minutes of rest. As for the English subject schedule, it is found that:

| Day / Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 6:15 – 7:10 | Sixth 01 | Tenth 01 | Tenth 01 | Seventh 02 | |
| 7:10 – 8:05 | Seventh 02 | Sixth 01 | | Seventh 02 | |
| 8:05 – 9:00 | | Seventh 02 | | Seventh 01 | |
| 9:00 – 9:30 | **B R E A K** | | | | |
| 9:30 – 10:25 | | | | | |
| 10:25 – 11:20 | Sixth 01 | | | | |

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53

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| 11:20 – 12:15 | Sixth 01 | Seventh 01 | Seventh 01 | | |
|---|---|---|---|---|---|

*Table 5. English Schedule*

**Technological level**

*Connectivity*

It is limited by students' economic conditions, limiting synchronous and asynchronous encounters, leaving the WhatsApp instant messaging app as the primary means of communication and connection.

*Access and use of platforms*

As mentioned above communication is limited to the use of the Instant Messaging (IM) application. Likewise, the Webcolegios platform is used to track the disciplinary, attendance and academics of each of the students.

*Meetings: asynchronous and synchronous*

Within the school two types of meetings are handled:

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54

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- Asynchronous. It is related to the assignment and development of activities, the visualization of explanatory videos for each week and meeting, along with the resolution of doubts and attendance at the classes.

- Synchronous. Once a week, the English teacher organizes a virtual meeting for each assigned course. This is done through the Google Meet platform along with those students who can connect.

*Development and duration of interactions*

The development and duration of interactions can be evidenced in the table below, which relates the most relevant aspects during synchronous and asynchronous encounters, as well as the step-by-step that the subject's teacher takes into account.

| Grade | Time | Mood | Means/ Platforms | Materials | Interaction | Number of students | Guidelines of the class | Topic |
|-------|------|------|------------------|-----------|-------------|--------------------|-----------------------| ------|
|       |      |      |                  |           |             |                    |                       |       |

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55

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| Seventh | March 4, 2021 at 6:15 to 7:10 | Asynchronous | WhatsApp Videos | | Doubts via personal message. Assistance. | 29/44 | Biblical verse. Date. A prayer of thanksgiving. | Simple Past Tense |
|---|---|---|---|---|---|---|---|---|
| | | Synchronous | Google Meet Meeting | Weekly Worksheets | Limited participation. To share answers of the worksheet. | 5/44 | Greetings Review of the worksheet. Students' participation. Explanation of the next weekly worksheet. | Regular Verbs |

| | | | | | | | Remember the timeline. Farewell. | |
|---|---|---|---|---|---|---|---|---|
| Tenth | March 3, 2021 at 6:15 to 7:10 am | Asynchronous | WhatsApp Videos | Workshe et | Doubts via personal message. Assistance. | 11/21 | Biblical verse. Date. A prayer of thanksgiving. Greetings Review of the worksheet. Students' participation. | Simple Past Tense |
| | | Synchronous | Google Meet Meeting | | Limited participation. To share answers of the worksheet. | 2/21 | | Regular and Irregular Verbs |

| | | | | | | Explanation of the next weekly worksheet. Remember the timeline. Farewell. | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | |

Table 6. Development and duration of interactions.

**Population**

*Numbers of students*

| Grades | Students | Students in accordance with their genre | | Age-range | English level |
|---|---|---|---|---|---|
| | | Feminine | Masculine | | |
| Sixth | 42 | 14 | 28 | 10 to 12 years | A1 |
| Seventh | 77 | 36 | 41 | 12 to 14 years | A2.1 |
| Tenth | 21 | 10 | 11 | 15 to 16 years | B1.2 |
| **Total** | 140 | | | | |

Table 7. Number of students

With regard to the communicative level of students against the foreign language, the teacher in charge of teaching English recognizes that at the end of the year not all reach the proposed level for each school grade. However, there are distinguished students who do meet the basic learning requirements, which means that there are really very few students who are attached to the guidelines proposed by the Colombian government to make Colombia a bilingual country. It should be noted that this level of understanding is achieved by the sixth and seventh grades, but when students reach tenth grade do not fit perfectly with all the activities proposed by the State since there are fallacious conditions that must be addressed before they can continue with the full development of level B.1.3.

*Teaching staff*

| School subject | Teachers |
|---|---|
| Religious Education | Amparo Bautista |
| Ethics and Values | Liliana Suárez |
| Artistic Education | Esperanza Peñaranda |
| Natural Sciences | Celia Esperanza Coronel |
| Mathematics | Hoover Aragón |

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60

| | Rocío Carvajal |
|---|---|
| **Humanistic**<br><br>• **Spanish**<br><br><br>• **Foreign Language: English** | Luis Alberto Vera<br><br>Daniel Ramírez (English)<br><br>Andry Pabón<br><br>Ana Lucía Delgado |
| **Social Sciences** | Margarita Carvajal<br><br>Zulay Ortiz<br><br>María Conde |
| **Physical Education** | Jesús Amaya |
| **Computing** | Carlos Acosta |
| **Technics** | Dannys Gamboa |
| **Pre-school** | Rocío Rincón |

Table 8. Teaching staff.

*Administrative staff*

| Position | |
|----------|---|
| School Principal | José Raúl Miranda Miranda |
| Coordinator | Alicia Paola García Pino |
| Secretary | Cindy Paola Rodríguez Jaimez |

Table 9. Administrative staff.

*Parents community*

Within the Educational Coexistence Handbook's school, it is noted that parents should be people who assume responsibility in the educational process as human beings capable of supporting and raising awareness of the need for comprehensive training linked to understanding and knowledge generation. Likewise, it has a duty to be the first teachers of students, so they must pass on values and teachings that enable coexistence and respect for others.

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62

**CHAPTER III: PEDAGOGICAL AND RESEARCH COMPONENT**

**Title**

Short stories as a strategy to enhance reading comprehension and promote written

production of students in 10<sup>th</sup> grade at José Aquilino Durán School.

**Introduction**

Today, learning a foreign language has become a recurring necessity of society as it not

only enables people's personal and professional growth, but also gives them a broader view

of the world recognizing there are no communication limits or excuses to learn about

existing cultures and communities around the world. In the face of this approach, the

Colombian government recognizes the importance of educating a bilingual population that

is able to function in both a Hispanic and English-speaking context, which gives students

the opportunity to perform in any field once they graduate from their institution.

Taking into account the above, José Aquilino Durán School clarified that the students in

tenth grade required a pedagogical tool that facilitates their written understanding and

production in order to they feel more confident in participating in class, recognize

grammar, and improve their reading comprehension.

It is for this reason that the use of short stories was presented as a visual instrument that facilitates the construction of stories, as well as the design of characters and situations linked to the modules described in the Basic Learning Rights and the Suggested English Curriculum to teach the foreign language.

The project presented to students the use of short stories as a tool that evaluates their level of understanding and written production, where they must understand and complete dialogues, as well as bring characters to life, in this way they can self-assess their creativity and understanding, thus allowing them to reach the proposed level for tenth grade at the end of each semester.

## Statement of the problem

During the observations made by the researcher, it was possible to show that there was a constant difficulty in understanding the indications of the proposed activities, as well as readings and vocabulary, for what it is mandatory to translate them into the mother tongue. This deficiency complicated students' participation due to their mistrust, believing that their interpretation was wrong and can be mocked or compared. It is also recognized that this lack can could linked to students only receiving jobs that were focused on grammar and vocabulary, which left aside, in most cases, written comprehension and production.

## Justification

From what was observed in the synchronous encounters, it was evident the absence of an activity that allowed students to develop reading writing skills. Although, in the activities sent to do at home, the teacher tried to include small readings offering students more opportunities to learn vocabulary and understand the use of grammar, they were not encouraged to create their own written productions, they were only limited to the reading and answer of questions linked to the texts. That is why it was proposed to use short stories as a pedagogical tool that allowed the interaction and written creativity of students at José Aquilino Durán School, specifically those of tenth grade.

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65

With regard to the reasons associated with this project, it can be said that the researcher was motivated to improve those elements that had been set aside due to the spread of COVID-19 and its subsequent mandatory which had led students to move away from the written interaction in the foreign language. Likewise, there was a personal interest in trying to integrate a teaching tool that allowed the student to learn, but at the same time develop a critical and creative thinking enabling continuous reflection on reality, personal care and collective growth within a globalized society.

## Objectives

### *General objective*

- To enhance reading comprehension and written production of tenth-grade students through short stories.

### *Specifics objectives*

- To increase awareness of English language from the writing of short stories.

- To improve reading comprehension from written reports and analysis of short stories.

- To know anglophone cultures from the use of short stories.

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66

**Research questions**

In the light of the above aspects, the students may not reach the level expected by the Ministry of Education since they did not have the possibility to build their own writings. Based on this approach, the following questions were described as a guide for the project:

*Grand-tour question.*

- How does the use of short stories enhance reading comprehension and written production of tenth grade students?

*Sub questions.*

- How does the use of short stories increase awareness of English language?

- How does the use of short stories improve the tenth-grade students' reading comprehension?

- In which manners does the use of short stories contribute to the knowledge of anglophone cultures?

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67

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**Theoretical Framework**

In order to contextualize this project, then the theoretical bases that allow the correct investigative exercise is highlighted. This section has helped the researcher to better understand the importance of developing skills and competencies linked to writing and reading skills, highlighting the terms: ***authentic materials***, ***short story***, ***reading comprehension***, and ***written production***.

*Authentic materials.* Authentic material is defined as "texts written by members of a language and culture group for members of the same language and culture group" (Galloway, 1998, p. 133, as cited in ACTFL web site) what can be understood as written documents with real stories that allow readers to learn a little more about the language from the experiences and everyday life of people interacting in that foreign language. It can be seen as an advantage, because it allows students to get involved in the material and feel identified with the situations they perceive, as well as enter in English culture.

*Short stories*. According to the web portal Study.com (2015) short stories are those brief narratives that describe real, fantastic and fictional facts and are written in prose. Normally, such written productions can be found in any historical fact from Homer's narrations in the Iliad to J.K. Rowling's The Tales of Beedle the Bard.

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68

These types of stories have a significant relationship that they tend to narrate an event that may or may not leave a take-home message, but that complies with a specific structure, starting from a beginning, a conflict and an end or solution.  Many of these structures can be evidenced in anecdotes, fables, fairy tales and parables that, as mentioned by the author, are common written compositions that are normally transmitted orally and adapted over the years. However, this last idea does not mean that there is no room to create new narratives due to we live to write.

*Reading comprehension.* According to Kendeou, McMaster and Christ (2016) reading comprehension can be understood as a multidimensional and complex activity that gives rise to a number of challenges to human beings in trying to understand the reality exposed in each of the writings.

This means the skill is a task full of difficulties that invites the population to analyze, reflect and inquire more about the context in which the story develops, so that the student can fully understand the text and thus explain it in an eloquent and understandable way for others, starting from its structure , the vocabulary, ideas and main characters involved in the story, its perspective and finally its point of view facing the development of the story and what other alternatives would have thought if it were in the role of any of the people. This

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69

indicates that the student must become familiar and even integrated into the story in order to share his/her thoughts regarding the writing.

Like the previous authors, Gamboa (2017) states that it is one of the most challenging activities for many students, especially for those who are in schools so it becomes mandatory to create strategies that promote their recurring use within the classroom. However, the author also mentions that reading comprehension plays an important role within the life of the human being since it not only allows to question readings but also the reality in which individuals live in order to propose strategies for change the community. In turn, the author points out that for the latter capacity to be given, it is essential for readers to give meaning to their reading in such a way that they appropriate and can understand it from all possible views.

From these authors, it is evident that reading comprehension has an important relationship within students since it allows not only the development of school and linguistic competencies, but also allows the construction of a concerned and critical individual of their current society.

**Written production.** Lambert and Quémart in their article *Introduction to the special issue on the dynamins of written word production: models and processing units* (2019),

they point out that writing is now an essential part of humanity as it is the first means of communication that people come to formally communicate when distance stands between the interlocutors. This means that writing has become an indispensable skill for humans since it not only allows communication also facilitates the exchange of information in any field of professional and personal field of study and development such as scientific research, etc.

The above statement can be supplemented by the ideas put forward by the Website Victoria State Government (2021) which mentions the writing process as a strategy that motivates individuals to reflect on their reality and expose it in writing. However, it also adds that writing should be a fundamental process in the academic training of students in and out of the classroom, since it allows them to expand their vocabulary and organize their ideas in a coherent way so that when expressing them orally, they do not lose the thread of their ideas.

It should be noted that the writing process does not begin without any goal, since no matter how the creation of a written text is proposed it is always given by a specific purpose and audience, which determines the quality, structure and vocabulary to be used. In this regard, Beare (2019) clarifies that incorporating a focus on writing development from the beginning of learning a foreign language brings with its essential advantages for the

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71

student especially when reviewing and recognizing their mistakes, which helps them to self-assess their performance and propose strategies that enable them to overcome the difficulties presented.

In light of these two statements, it is emphasized that the writing process is a fundamental skill in human life since it is the main source for recognizing the importance of communication and the different languages around the world, thus stating that the writing process enables the correct and advanced development of communication skills.

**Literature review**

For the development of this research, it was taking into consideration five articles that made know the process and results obtained by researchers face of the implementation of short stories within the foreign language learning process, specifically in a school context where there were deficiencies in reading comprehension and written production. However, these articles were divided into three sections: *the effectiveness of short stories within the school context*, *short stories as a tool to develop writing skills* and *the use of short stories in reading comprehension*.

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72

SC-

*The effectiveness of short stories within the school context*

Short stories have proven to be a crucial tool in developing students' written skills. This can be demonstrated from the following articles that, through the aforementioned instrument, describe advantages to humanity because this kind of narrative not only improve writing, but also increase vocabulary and enhance oral and written expression in a foreign language.

First, Lasaiba (2015) is singled out who in his article *The effectiveness of using short stories in English teaching for PAI learners of IAN AMBOM on learners' perception* states that in the past teachers used archaic methods that instead promoted learning a foreign language, weakened and demotivated their proper learning. It is from this that it highlights the use of short stories as a way to stimulate and improve students' communicative skills, since it not only allows the autonomous learning of apprentices, but also offers an approach to English literature and culture that each of the English-speaking countries shows to the world. With this in mind, the author raises the need to know the effectiveness of written narratives in learning and teaching foreign languages.

To respond to this problem, the author conducts qualitative research that takes as fundamental instruments the observation that allowed him to recognize the way English is taught and how short stories are included in pedagogical encounters; the interview that

facilitated the collection of data on how students felt about the use of short stories and their level of English before, during and after implementation; and, the documentation that allowed the deepening of the observed phenomenon.

With all these instruments, Lasaiba found that apprentices enrich their vocabulary due to they pay more attention to new words to understand the main idea of the text, also discovered that students prefer short narratives since they are motivated and even show a more positive attitude towards learning the foreign language, and that they develop their critical thinking when trying to analyze the most relevant aspects of the text.

This article highlights the importance of the use of short narratives as an exemplary and multidisciplinary tool that can be used in the development of all or a single communicative skill, as it not only allows the apprentice to better understand the foreign language but also acquires knowledge linked to the history and culture of English-speaking countries as well as expressions and vocabulary of English essential in the learning and teaching of a foreign language.

On the other hand, as a way to improve the written understanding of fifth graders at a government school in Palestine, Sultan, Nafi, Qabaja and Al-abed, authors of the article *The effect of using short stories on the development of 5th graders' reading comprehension*

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74

*skills in Hebron District* (2018), proposed the use of short narratives. To this end, they took a sample of 87 students divided into two groups: one would receive the texts while the other would continue their studies in the foreign language with the guiding text given by the national government English for Palestine. They also took into account the application of two quices, one before and the other after the application of the texts, so that in the end they could demonstrate the progress and effectiveness of short stories.

This process took place over a month. At the end of all the exercises, the four researchers obtained that there was significant progress in relation to the second since the members of the former demonstrated a more eloquent management of the foreign language, as well as a much higher level of understanding than the initial one since they had expanded their vocabulary, known more expressions and also had the possibility to present their ideas in written and oral form with a more advanced level.

This article, like others, has shown that the use of short stories is a tool that enables more meaningful learning in the face of the language being learned, since not only do they learn vocabulary, it also recognizes the use of grammar, the correct way words are written, and how they can use them within their own narratives.

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75

### Short stories as a tool to develop writing skills

The current Colombian government is projected in the future as a bilingual country, whose citizens are able to communicate in Spanish, their mother tongue and see English as a second language. However, there are certain particularities that have not allowed the fulfillment of this projection and this must essentially in the attitude of students towards their learning process and the tools that teachers use to motivate this linguistic process. Taking into account the above, Gladis Arias (2016) in her article *Students' Language Skills Development through Short Stories* describes the impact achieved on students once short stories are implemented as a strategy that allows not only the learning of the language, but also the improvement of the oral and written production of the apprentices.

To discover this result, the teacher used action and collaborative research along with the written and oral productions of third semester students, the field diary and a survey as the main instruments of the research project. Once the results were applied and analyzed, it was obtained that the apprentices expanded their vocabulary and expressions through reading and listening, as well as the constant reading of the short stories allowed it to abysmally improve their oral and written competence, which in the end made it easier for the apprentices to feel more comfortable with the use of the foreign language.

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76

From this article it is evident that the use of short stories is a tool that can be used for the development of all language skills that, regardless of whether it is focused on a single skill, this strategy has the possibility to indirectly develop and improve others, which of short narratives a holistic and valuable element for learning and teaching the foreign language.

On the other hand, recognizing that writing is a fundamental skill in human interaction, Parvin Ghasemi (2016) in his article *Teaching the short story to improve L2 reading and writing skills: approaches and strategies* establishes the need to include short narratives as a strategy that allows writing and reading skills in students of foreign languages. He did this from prereading activities, oral classes where they read aloud the texts, written analysis of the narratives and post-reading tasks that would let them know if they fully understood the text and whether they recognized a certain vocabulary that they had already seen during the first activity.

From the previous proposed process, the author was able to recognize that the teacher has an important role in teaching English since he becomes a knowledge facilitator, which allows to apply different strategies that attract the attention of the student, in this case, the short stories that proved to be a fun, motivating and appreciative tool of the reality of the apprentices, while these at the same time learned and improved their written skills.

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77

This article recognizes the importance of short stories intervention in learning a foreign language, as students retain information much faster and do not feel overwhelmed or lost with the number of words. Therefore, the inclusion of short narratives turns out to be a viable strategy for students of a foreign language due to it offers them the tools necessary to develop their linguistic, pragmatic and sociolinguistic skills.

Finally, recognizing a low level in the written production of sixth graders, Paola Román (2017) *Sixth graders' writing production of stories in a foreign language* in her article describes the implementation of short narratives as a way to overcome such deficiency. First, she uses a quiz in which she shows a cartoon known to society along with simple sentences describing the character's routine and the solution of which was to create a paragraph by incorporating phrases and some connectors that would allow the coherence and cohesion of the new text. Once applied and under the use of an evaluation rubric he discovered that only 5 students out of 30 were able to demonstrate their creative and successful writing.

From these early results, he implemented the reading of images and texts that served as an instrument of inspiration and guidance for the creation of short stories individually and in a group way. Once it is corrected and feedback is given on what happened within each text, students have the opportunity to correct their mistakes and thus recognize the aspects

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78

that should improve and pay more attention in the upcoming activities. With all this process, the author discovered that the creation of texts does allow the evolution and improvement of competencies linked to written production since students recognize their difficulties and avoid recreating them in the following activities, which can be understood as a continuous analysis of students in the face of their way of writing and connecting ideas.

With this research, it was once again evident the importance of the inclusion of short texts within the learning process of a foreign language, since it exposes students to interact directly with the language and to self-assess their argumentative, creative capacity and level in the face of the English language.

### *The use of short stories in reading comprehension.*

Around the world, there are difficulties in encouraging reading in the classroom so usually, teachers are looking for alternatives to promote this habit. Teachers at a public institution in Indonesia, by limiting the use of guide texts, limit the promotion of reading so that Amelia Eka Frimasary (2015) in her article *Using short story to improve students' Reading comprehension* proposes the use of short stories to overcome it. From this, the author discovers that students feel more motivated to read when they understand what they read and at the same time can interact or feel identified with the events that occur in the

story. This means that several readings are imperative so that students feel outside the educational context and feel free to think and imagine. Likewise, it allows students to increase their vocabulary and expressions that can be used when interacting orally and in writing.

The relevance of this article is to recognize that reading is a fundamental means of learning a foreign language since it is not only a question of reading and knowing how to pronounce a large number of words, it is also about interacting with each of the phrases included in the text, understanding why each of them, identifying the situations that develop and analyzing them to create ideas, theories, and concepts linked to these, which leads students to not only be readers but also critical of textual and everyday reality.

**Pedagogical and research methodology**

To answer the research questions proposed for this project, it highlighted the fact of opting for a strategy or method that allowed the improvement of reading comprehension and written production. That is why was taken into consideration the use of the eclectic method that encouraged the teaching of reading and writing at the same time, which gives the student the opportunity to learn and understand the foreign language simultaneously.

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80

However, according to Salamanca (2016) this method was created and introduced by Dr. Carlos Vogel in 1975 as an alternative to the difficulties that students present in learning to read and write. As a method based on synthesis and analysis, students have the possibility to self-evaluate their learning process which promotes recognition and overcoming difficulties in learning to understand and write in a foreign language.

In order for this process to be successful, according to Educación Neuquén, which quotes Glenn de Doman (n.d), refers to that there are four essential stages in the correct application of the eclectic method:

- Comprehension: appropriation of vocabulary within a family context.

- Imitation: writing or dictation exercises.

- Elaboration: word recognition.

- Production: compressive reading and writing, resulting in brief oral and written reports.

Taking into account the previous stages, the research reformulates and adapts them in such a way that, from virtuality, students can appropriate vocabulary and expressions, as

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81

well as develop their reading comprehension and written production skills. This adaptation

for high school students, specifically for students in tenth grade, is as follows:

| Stage | Exercise |
|---|---|
| Comprehension | Read a short story related to a specific subject.<br><br>To extract its main and supporting ideas and characters.<br><br>Recognize the structure of the short story.<br><br>Highlight the new words and make sentences.<br><br>Make and answer questions linked to the short story. |
| Production | Create a new short story connected with the initial thematic.<br><br>Determine aspects would be included in the short story (characters, plot, structure and maximum writing lines).<br><br>Highlight its main and supporting ideas.<br><br>Make and answer questions linked to the short story. |

Table 10. Pedagogical methodology.

With the above elements described, students could not only have the opportunity to develop their creativity and imagination, but could also self-assess their reading and writing process to identify if everything written made sense when reading and analyzing each of the situations presented. With this scheme in mind, it was intended to guide and overcome the deficiencies that tenth-grade students present within their process of learning English as a foreign language.

**The activities developed**

*Sequences of classes.* The class development was conducted by two factors: fortnightly guides and student availability to attend classes. The latter element defines whether classes were synchronous or asynchronous for what it was difficult to determine exactly when it was possible to have visual contact with students or whether the WhatsApp instant messaging application was used to communicate with them.

Due to the variability, classes had common elements to each other, but they could change depending on their typology. The following table describes exactly the stages or sequences took into consideration for class development:

| Asynchronous class | Synchronous class |
|---|---|
| | |

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83

| | | | |
|---|---|---|---|
| Prayer of thanksgiving | A biblical verse is presented along with a word of thanks. | Prayer of thanksgiving | A biblical verse is presented along with a word of thanks. |
| Prayer of thanksgiving and the date | Students write the biblical verse and decorate it. Then, the date in English. | Prayer of thanksgiving and the date | Students write the biblical verse and decorate it. Then, the date in English. |
| Objective of the day | Teacher describes the objective to fulfill during the class. | Objective of the day | Teacher describes the objective to fulfill during the class. |
| Attendance | Students send a message with their full names through a WhatsApp group. | Attendance | Students send a message with their full names through a WhatsApp group. |
| Activity | Explain the guide and its activities. | Activity | Send the link of the Meeting. |
| | Show videos to explain the main topic. | | Warm up: activate the mind. |
| | | | Introduce the guide and explain the activities. |
| | Tutoring space. | | Development and correction of the activities. |

| | | | Tutoring space. |
|---|---|---|---|
| | | Farewell | |
| | | | Extra activities. |

*Table 11. Sequences of classes.*

***Workshops designed***. As already mentioned the guides were fortnightly and sectioned into six parts: introduction, what am I going to learn?, what I'm learning, practice what I learned, how can I know that I learned?, and what did I learn? These guides were composed of two pages: in the first week, the activities were developed and the other ones in the second one.

Initially, it established that the project was aimed at under eleven graders, so it was imperative to design activities that would allow the development of students' communicative skills.  During this time, guide N°5 about the first and second conditionals (*see appendix A*) and, guide N°6 on students' ambitions and objectives (*see appendix B)* were designed. Both guides were subject to developing and strengthening students reading comprehension and written production.

From the fifth week, the project changed its address by focusing on tenth graders, whose guides are designed by an English teacher from another headquarters of the José Aquilino

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85

Durán school. This limited interaction with students to the development of guides and presentation and execution of activities linked to the project.

In addition, it was designed material to sixth (*see appendices C and D*) and seventh (*see appendices E and F*) grades.

**Research methodology**

The realization of this project took into account certain elements that facilitated the guidance and correct development of the research in question, such as the definition of the design, approach, chronogram, instruments, population, and ethical considerations.

*Design*

This project pursued an action research that, according to Murillo (2011) is understood as research linked to the experimental approach that seeks, through a strategy, method or tool, to meet some need that has previously been observed in a specific context. This means that it facilitates the introduction of instruments that, depending on the phenomenon and problems, can give satisfactory or contrary to expected results.

It should be noted that, being a type of research with the ability to include and participate the researcher, it allows changes as social as educational to be generated that can

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86

be understood as a transformation of the reality of a specific collective. This makes it valuable, enriching and analyst research.

### *Approach*

This project followed a mixed approach understood as:

> An emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (Wisdom & Creswell, 2013).

It means that this project was qualitative and quantitative due to it focuses on determining and describing situations that are involved in a specific process, while it graphicly analyzes all the information collected to demonstrate relations and progress of the participants, i.e., the use of short stories as a strategy to improve reading comprehension and encourage written production.

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87

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### Population

The project was focused on the school's tenth-grade students which is made up of 21 students. Most of these students belong to stratum 1 and 2, and some live under vulnerable conditions or have been displaced by violence, they have little resources to be in a synchronous class.

### Instruments

To collect data was taken in consideration the use of observation. According to Mata (2020) is defined as the tool that facilitates direct interaction with the phenomenon, as that it can be perceived without directly participating in it.  With this idea, it should be emphasized that this instrument was used in two ways: for identifying the problem that arises in this research and for a direct interaction with students and pre-service teacher.

First, it was employed the non-participatory observation which, as already mentioned, allowed the identification of the phenomenon to be studied. This type of instrument is defined as "*A research technique whereby the researcher watches the subjects of his or her study, with their knowledge, but without taking an active part in the situation under scrutiny.*" (Scott, J.; Marshall, G., 2015).

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88

SC-

As for the interaction, the use of participatory observation was made. This is defined as "*A research methodology in which the investigator participates in the activities of a group while recording the behavior of the other group member.*" (Colman, A.M., 2015). This means that this instrument allowed the inclusion of the researcher in the school context in order to interact and control each of the synchronous and asynchronous meetings, all of this from the use of short stories as a strategy to improve students' reading comprehension and written production.

In addition, it was applied one diagnostic test (*see appendix G*) that determined the affinity of tenth graders to the reading and writing of short narratives, which defined the eight activities to be carried out during the pre-service teacher. These activities were complemented and reviewed from an assessment rubric (*see appendix H)* that facilitated recognizing students' degree of progress in the implementation of short narratives as a way to promote and enhance learners' reading comprehension and written production.

### *Chronogram of activities*

| Week | Activity |
|------|----------|
|      |          |

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89

| | |
|---|---|
| March 23$^{rd}$ to 26$^{th}$ | • Diagnostic test to 10$^{th}$ grade (*see appendix G*).<br><br>• First reading comprehension activity: The Elves and the Shoemaker story (*see appendix I*).<br><br>• First written production activity: a magical creature/monster as a protagonist (*see appendix I*).<br><br>• Second reading comprehension activity: Little Dorrit by Charles Dickens (*see appendix J*). |
| April 5$^{th}$ to 9$^{th}$ | • Second written production activity: A superhero arrives... (*see appendix J*).<br><br>• Third reading comprehension activity: The Monkey's Paw by W.W. Jacobs (*see appendix K*). |
| April 12$^{th}$ to 16$^{th}$ | • Third written production activity: A terrible curse lurks in the world *(see appendix K)*.<br><br>• Fourth reading comprehension activity: The dog and its Reflection (*see appendix L*). |
| April 26$^{th}$ to 27$^{th}$ | • Fourth written production activity: Animals are the main characters of our life (*see appendix L*). |

Table 12. Chronogram of activities

*Ethical considerations*

With regard to ethical considerations, it is important to highlight confidentiality and objectivity as part of the investigative process. These two stipulate that all activities and information collected were used for academic and research purposes, which means that no data will be disclosed and that names will always be omitted to maintain the safety and integrity of students.

Similarly, the collected data was transparent, in order to address and provide truthful information in order not to create misunderstandings between the community and subsequent researchers who will use this project as the basis for their projects. All this says that the information contained in the research is verifiable, honest and objective, without compromising the safety and dignity of the participants. And, clearly, all the collected data was used discreetly.

On the other hand, it should be noted that the information described later was not a product of plagiarism, since the information was based on a vast process of dedication and correction to avoid appropriation of information.

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91

**Data analysis**

According to the methodological approach of this project, below is an analysis of the information collected which allowed answering the research questions established for it. The analyses and interpretations described were accompanied by graphs that facilitated a correct reading and comprehension of the data, which was obtained from the application of a diagnostic test and the written production and reading comprehension activities carried out by the participants A, B, C and D.

*Diagnostic test*

Initially, a diagnostic test was applied to determine the affinity that the participants had towards reading and writing short stories in English (*see appendix G*). This instrument was aimed at 21 tenth-grade students of the educational institution. However, the number of volunteers who responded to it was 4 participants. It is from these responses that the researcher continued with the establishment of the activities and themes to be developed throughout the pre-service teacher.

Analyzing in-depth the answers of the students, it is emphasized that this instrument was composed of 7 questions, many of them encouraged the participant to justify their choice and was designed in their mother tongue for a better understanding. Then, through graphs, the results obtained for each of the questions are announced along with their analysis.

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92

## QUESTION N°1: DO YOU LIKE TO WRITE?
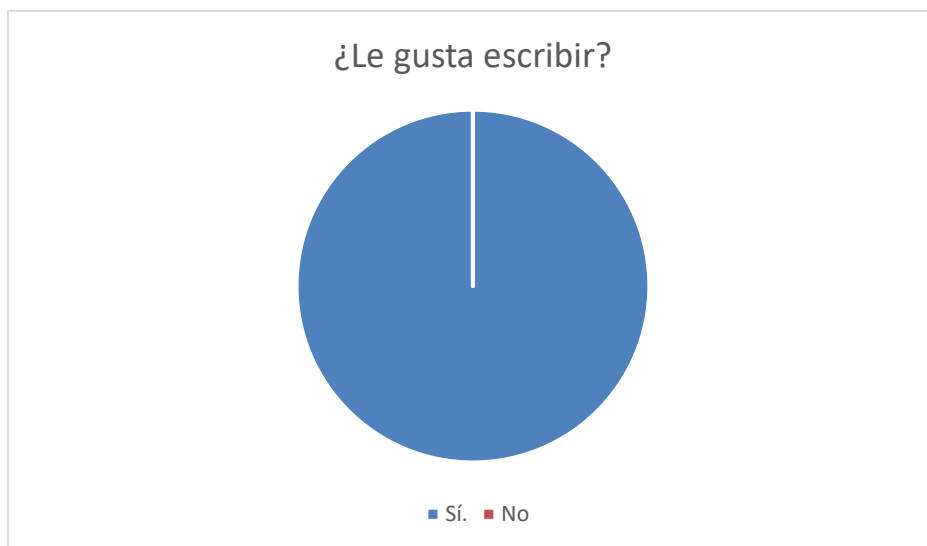


Graphic 1. Do you like to write?

According to the response of the participants, everyone likes to write. And that's because, regarding the volunteers, it's a way to learn and write stories that may interest-specific audiences "*Porque al escribir puedo aprender cosas y puedo escribir grandes historias*" (Participant B). Similarly, they understand writing as a technique to learn more about any language, its grammatical structures, and vocabulary that are usually extensive depending on the language. Finally, some point out that it is an excellent way to entertain yourself because it possibly opens doors to imagination and knowledge of the language itself "*…porque me parece muy entretenido." (*Participant D*).

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93

From the above, it is possible to determine that students feel a certain affinity for writing which is usually practiced in scholarly activities designated by the teacher at the school, and, in turn, they can be used and developed in the students' free time.

QUESTION N°2: DO YOU LIKE TO READ?



*Graphic 2. Do you like to read?*

The second question provided information about the students' affinity towards reading, which they all answered that this learning technique is within their interests and daily activities. However, as far as the reason for their answers is concerned, some alluded that it is a way to enrich their vocabulary and learn other ways of expressing themselves without losing the meaning of a sentence "*Aprendo una forma diferente de expresarme*" (Participant A). Others, meanwhile, indicated that it is a way to transport themselves through infinite

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94

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realities and worlds because reading makes the imagination create interesting images linked to the content of the texts, thus giving a better understanding of the writings *"Porque me parece muy interesante porque uno puede imaginar la historia si está no tiene imágenes."* (Participant B).

QUESTION N°3: DO YOU LIKE SHORT STORIES?



¿Le gustan las narraciones cortas?

■ Sí. ■ No.
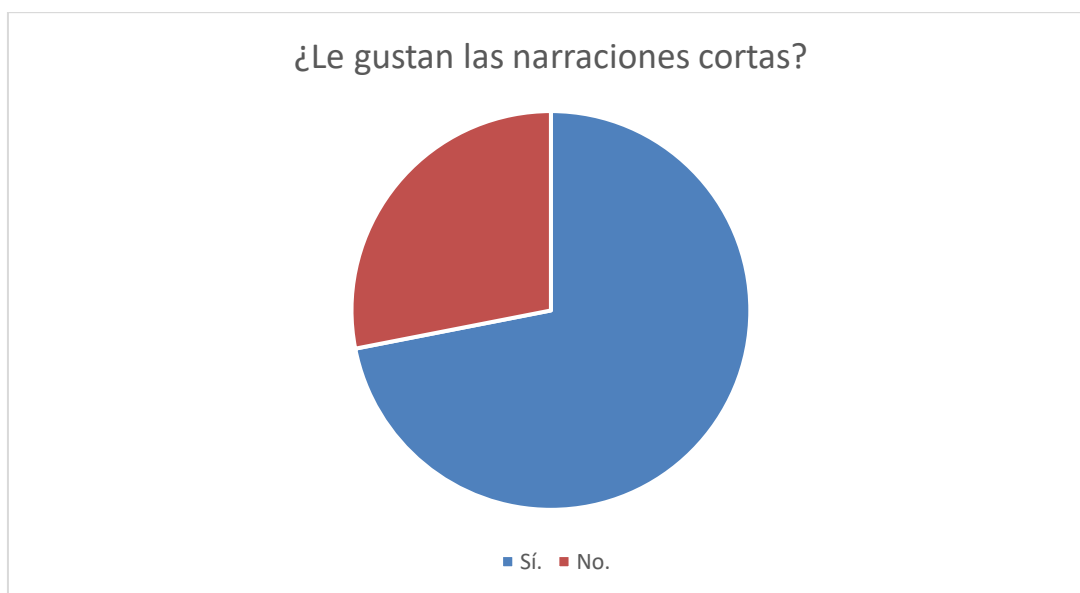
Graphic 3. Do you like short stories?

The third question alluded to the students' likes of reading short stories. According to the graph, 3/4 of the population surveyed stated that they do like this kind of narratives due to they are much easier to read and develop faster than other types of texts, which makes it

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95

SC-

simpler to recognize teachings, attract the reader's attention and identify the structures and characters contained within a text *"Porque pueden ser muy interesantes y abordar de ser cortas pueden dar una gran enseñanza."* (Participant B).

However, there is 1/4 of the population pointed out that they preferred longer stories because these allow them to develop the stories in greater depth, rescuing details that allow the full understanding of a story *"Me gustan narraciones más largas con una profundidad mayor y mas intrigantes."* (Participant C).

QUESTION N°4: WHAT IS YOUR FAVORITE TYPE OF NARRATIVE?

Elija el tipo de narrativa que más le guste o llame su atención.



- Cuento: narración breve con pocos personajes y desenlace rápido.
- Leyenda y/o mitos: historias fantásticas que mezclan la realidad y la fantasía.
- Novela: narración real o ficticia mucho más extensa que el cuento.
- Poesía: narración en verso.
- Noticia: narración breve de un suceso.
- Biografía: narración breve sobre la vid…
- Manga,comic y novelas

Graphic 4. What is your favorite type of narrative?

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96

According to the information recorded in the graph, most participants preferred legends since they are texts that mix human reality with fantasy, resulting in attractive narratives for readers and even oral narrators *"porque mezclan la realidad y la fantasía."* (Participant B). Also, there is 1/4 of the population that preferred biographies *"Porque es mas simple"* (participant D) that being brief descriptions about the lives of people allows the reading of this type of texts to be faster and simpler since they are usually summarized and only take into account the most attractive facts of celebrities.

Finally, another 1/4 of the population stated that they prefer graphic novels such as Japanese comic *"Por la variedad de historias,son interesantes y largas"* (participant C) because it gives the reader the possibility to see specifically the multiple ways in which a story unfolds itself brings a graphically detailed description of the scenarios and characters allowing the interested party to concentrate on the details and reading the story .

QUESTION N°5: WHAT KIND OF CHARACTERS DO YOU LIKE?

¿Qué tipo de personajes/protagonistas le gustan?

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97
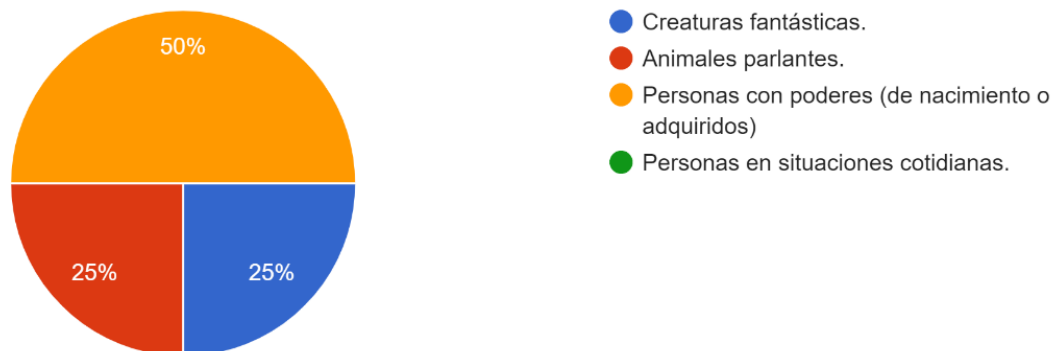
Graphic 5. What kind of character do you like?

As a way of understanding the students' likes and thus determining the activities that would be to their liking, they were consulted about the characters they preferred when reading and writing. According to the graph, 2/4 of the population prefers humans with special gifts this is possible because they like to write and read how people can face the world while at the same time having to face everyday situations with their other identity. Similarly, it is possible to observe that 1/4 of the population preferred to give life to animals and notice how stories can be constructed from interaction either within their habitat or as an organized and modern society. Finally, 1/4 of the population preferred fantastic creatures being the protagonists of stories as a way to expand the imagination, give life to extinct or even imaginary beings performing within an established community.

QUESTION N°6: DO YOU LIKE TO WRITE IN ENGLISH?

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98
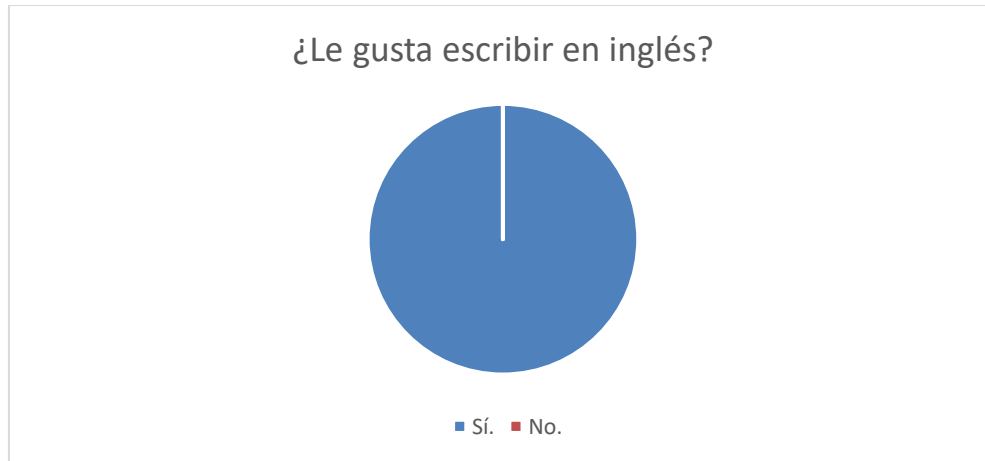
Graphic 6. Do you like to write in English?

From the graph, students liked to write in English. However, this does not mean that it is an exercise commonly performed by students in school spaces or free time. Most of them have chosen this option as a way to show that they want to learn the language through writing so that they can communicate with the English-speaking population and create their texts, but they may not have the primordial tools, activities, or guidance to develop that skill *"es un idioma que me gustaría aprender mucho."* (Participant B).

Likewise, some mentioned that, although they like to write, they did not always understand their writings or feel confused when writing since they did not have the pre-foreign language knowledge to continue with their written productions *"Si. Aunque muchas veces no comprendo."* (Participant D).

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99

**QUESTION N°7: DO YOU LIKE TO READ IN ENGLISH?**



¿Le gusta leer en inglés?

■ Sí.  ■ No.

Graphic 7. Do you like to read in English?

Regarding the graph, it is shown that 3/4 of the population like to read in English since, according to them, it is a way to learn a new language because they learn vocabulary, expressions and can even corroborate their knowledge concerning the foreign language *"Me gusta,pero no tengo mucho conocimiento sobre el vocabulario en ingles,la mayoria de veces no se que decir por falta de vocabulario"* (Participant C).

However, there is 1/4 of the population indicated that they do not like to read in English and this is because they do not know how to pronounce or do not know the vocabulary used

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100

SC-

in the texts so the interest in reading in a foreign language is gradually lost *"No porque no se pronunciar muy bien las palabras" (*Participant D).

From the above, it is worth mentioning that students enjoy reading and writing all kinds of texts in which they find a variety of characters in dystopian, fantastic, and everyday situations. All of this described in their native language: Spanish. As far as the foreign language is concerned, it is possible to identify that despite being interested in learning the language they find certain limits that do not allow progress, all these are linked to the lack of vocabulary, grammatical incomprehension, and not knowing how to pronounce the words in English. Based on this, the activities found in the next section were set out.

### *Written production activities*

In the development of this project, four written production activities (mythological creatures, heroes, cursed objects, and talking animals) were applied that allowed the students to be the authors of their stories. Based on instructions given by the researcher such as the structure of the text, grammatical tense, description of characters and setting, number of lines, and among others, the students wrote their short stories.

These written productions were evaluated from an assessment rubric (*see appendix H*) that allowed an exhaustive review of all the elements to recognize the progress of the students

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101

compared to their knowledge in the foreign language. In this assessment, was taken into consideration communicative, linguistic, and lexical aspects.

**A magical creature/monster as a protagonist.** As far as the first activity is concerned, the students were suggested as the main theme fantastic creatures or monsters as protagonists of a short narrative. With the participation of three students in this exercise, it was determined that:
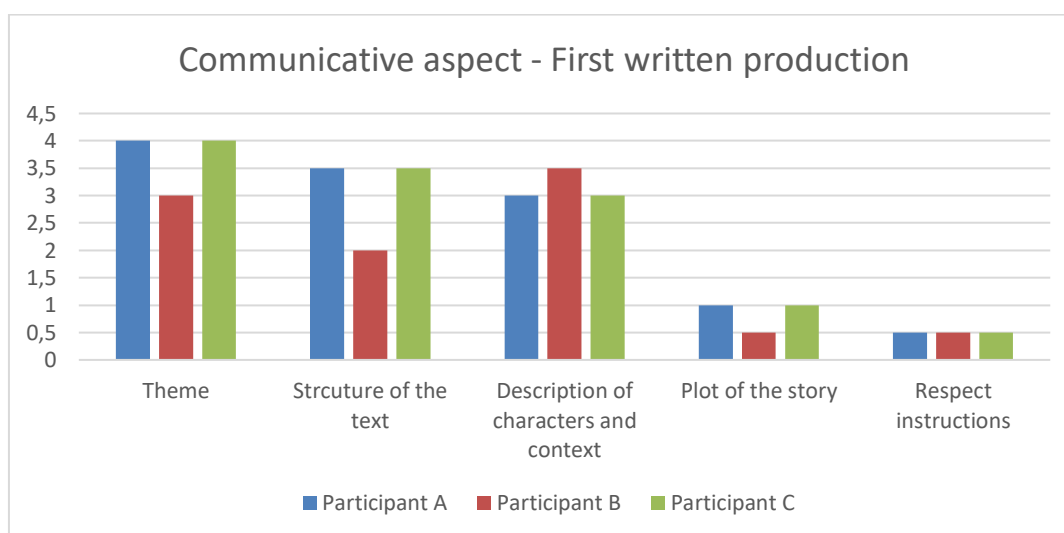


*Graphic 8.. First written production: communicative aspect.*

From a communicative perspective, students fully understood the instructions assigned to them, but this did not mean that they applied them in their exercises. This premise can be observed in the first aspect that refers to the theme that, although all complied with the

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102

creation of a mythological creature, there is the possibility that the characteristics described by the writers are not entirely related to the suggested topic. Similarly, there was a misunderstanding linked to the structure of the text (beginning, middle, and end) in which only the second participant failed because the person could not correctly describe one of the main stages of a short story.

It is also worth mentioning that the students presented difficulties to develop the plot of their stories because at the time of evaluating the productions it was possible to find that more details are missing to achieve a correct understanding of the development of the story. Finally, there is the fact of following the instructions to the letter, in which it is possible to identify that everyone complied with the length of the text.

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103
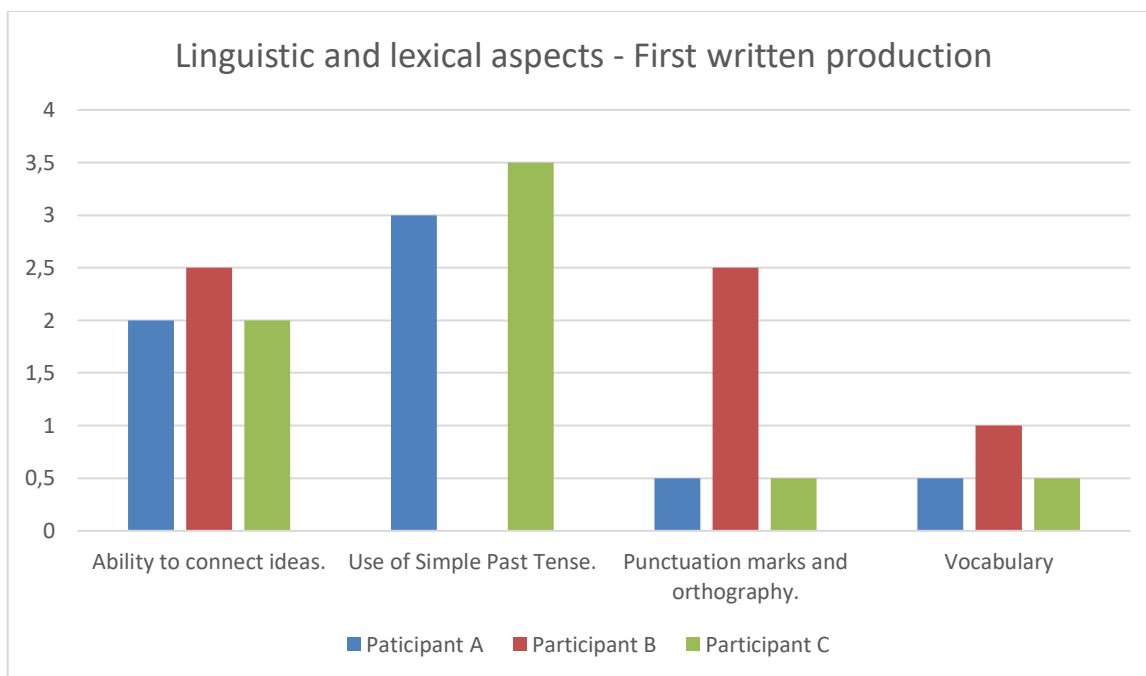
*Graphic 9.First written production: linguistic and lexical aspects.*

However, concerning the linguistic and lexical aspects, it should be noted that students had certain limitations in connecting ideas, which limits the reading and comprehension of texts. All the stories had to be written in the simple past tense, so it was identified that one of the students developed the story in another verbal tense. It should also be noted that, within this aspect, there were certain confusions with the use of the simple past and the past participle which can also generate misunderstandings for the reader.

About the use of punctuation marks, many students presented difficulties because they possibly did not have knowledge about their correct use or avoid using them which

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104

encourages a misunderstanding of the stories. Finally, students had a limited vocabulary since they used the same expressions or words to describe the situations in which the characters of the stories were involved.

**A superhero arrives.** From the second activity, participants decreased their participation leaving only one volunteer in the activity. On this occasion, the student was asked to write about a human whose abilities were superior to the others. Taking into account that the rest of the indications were the same as the previous activity, it could be determined that:

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105

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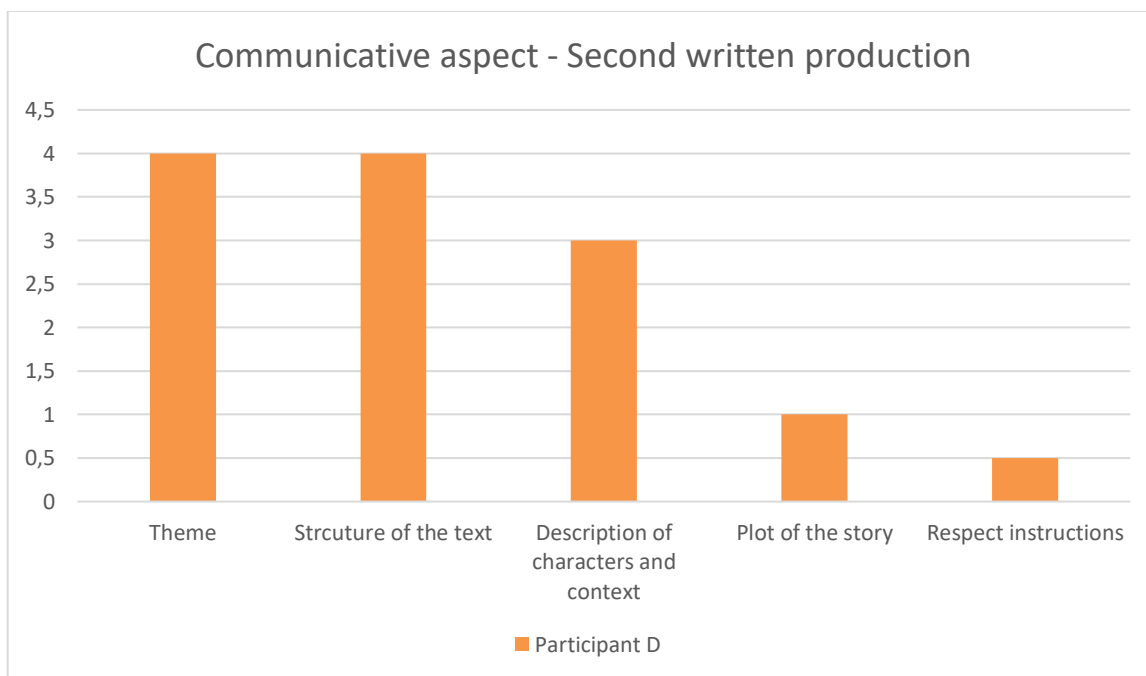
Graphic 10. Second written production: communicative aspect.

From the communicative part, the participant correctly complied with the theme established for the text, in which the beginning, middle, and end were correctly defined. As for the description of characters and the context in which the story took place, certain aspects need to be deepened which could help to understand the plot of the story. Finally, it was established that there are difficulties in complying with all the instructions because despite having good results in the other items, there was a tendency not to respect the limit established for the length of the text.
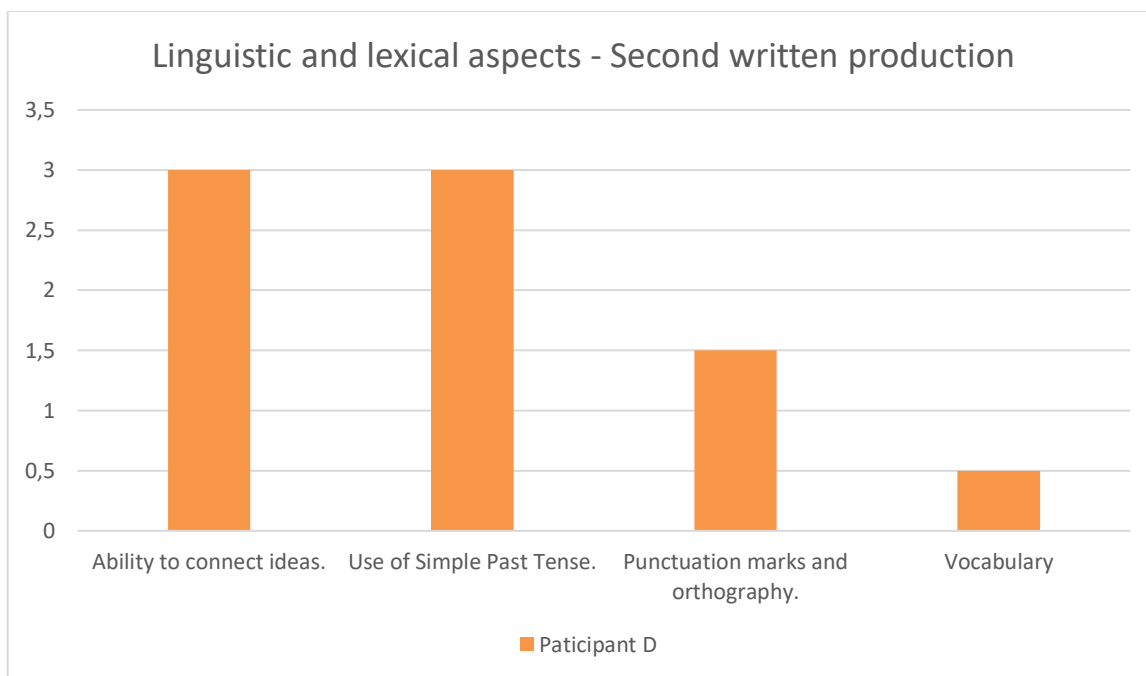
*Graphic 11. Second written production: linguistic and lexical aspect.*

As far as the linguistic and lexical aspects are concerned, there was a tendency to high in which a correct understanding of the text and the good use of simple past were identified. Likewise, it was pointed out that the participant makes correct use of punctuation marks which helped the understanding of the text, however, certain aspects must be improved such as the writing of words where they omit or add extra letters. As for the vocabulary, although there is an effort to use new words, the participant tended to repeat them throughout the story by what the use of synonyms was suggested.

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107

SC-

**A terrible curse lurks in the world.** In the third activity, the participant was asked to write a story related to a curse. From this written production, it could be determined that:
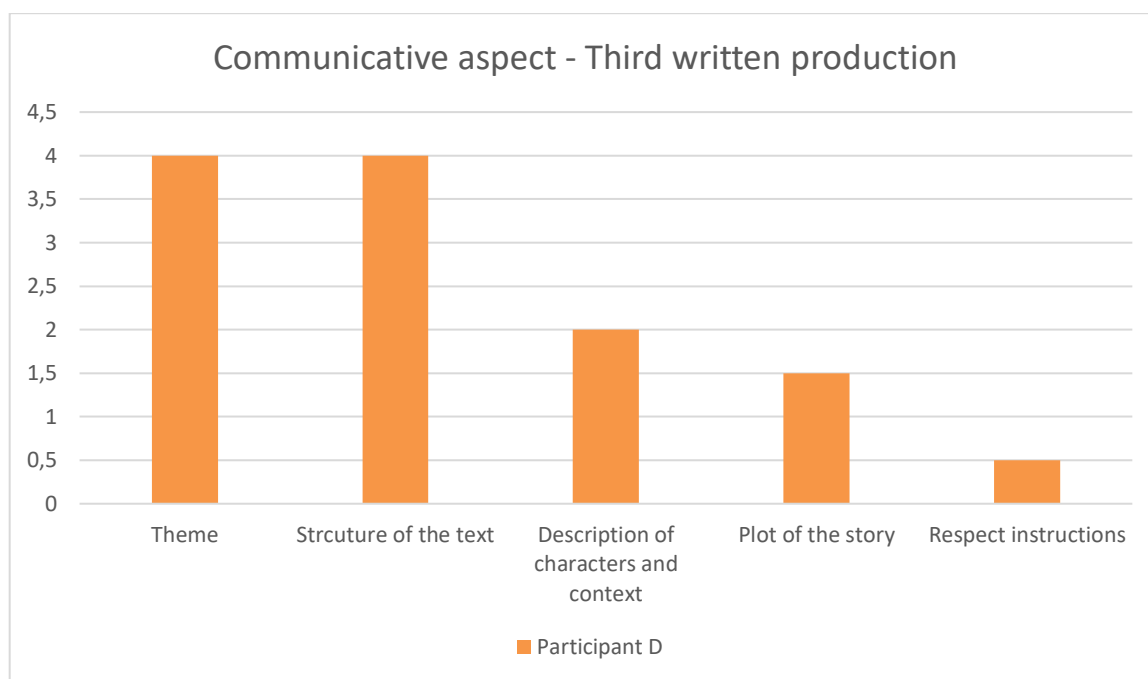


*Graphic 12. Third written production: communicative aspect.*

Like the previous activity, the participant met all the conditions established for the development of the short story, specifically with the theme and structure of the text. Likewise, it was identified that, despite having improved the development of the plot of the story, there was a downward trend regarding the description of the characters and context in which it could be confused when the reader wanted visually recreate the style and personality of the characters. Lastly, there was compliance with the instructions, despite complying with

everything, there was still an engagement to comply with the maximum length that was requested.
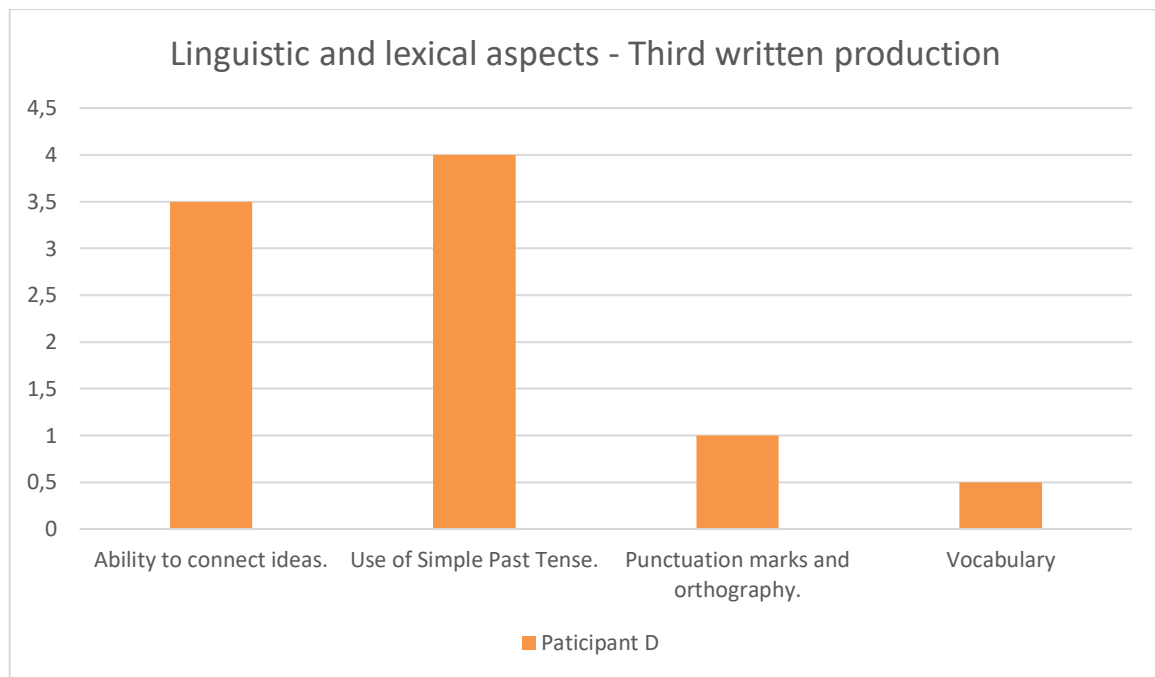


**Graphic 13. Third written production: linguistic and lexical aspect.**

As for the linguistic and lexical aspects, it was determined that, despite presenting a good use of the simple past in the written production, there was a downward trend regarding the ability to connect ideas since there was no good use of punctuation marks. As far as vocabulary is concerned, it remained the same, in other terms, the participant despite using new vocabulary tends to repeat it throughout the story without looking for synonyms that could improve the short story.

**Animals are the main characters of our life.** In the last activity, the participant was asked to make a written production in which the animals were the protagonists of the short story taking into account the guidelines established in the previous activities. From this wording, it was possible to determine that:
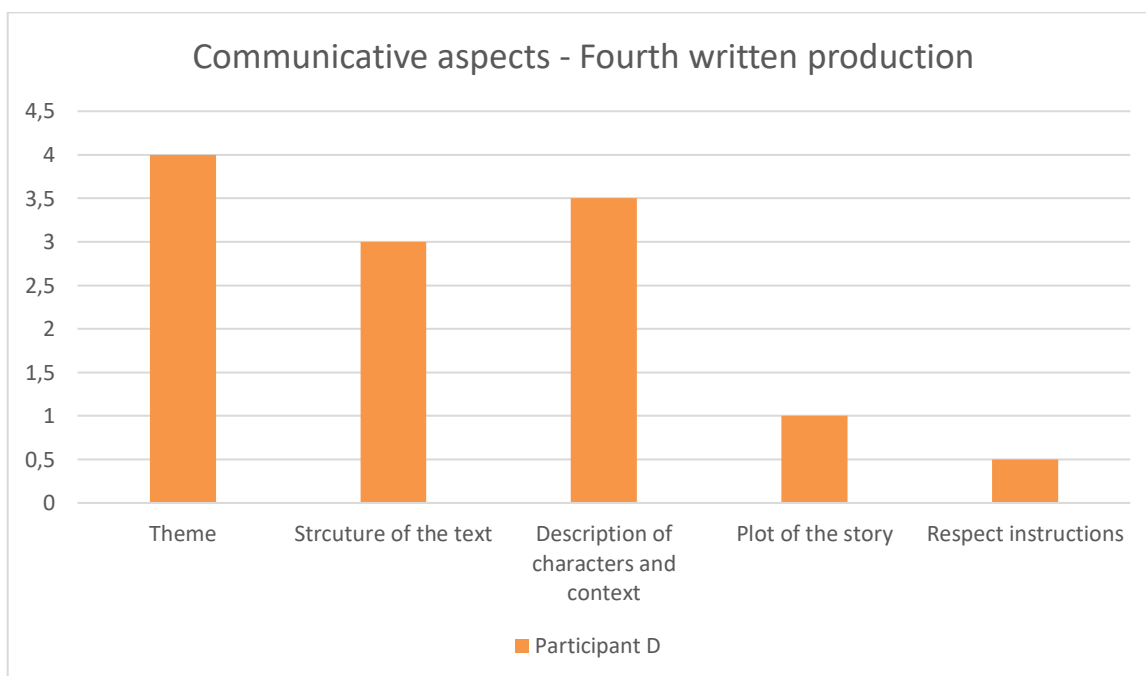


*Graphic 14. Fourth written production: communicative aspect.*

From the previous graph, it was noted that the participant complied with the correct development of the topic, but there was a drop in the development of the structure of the text since one of the main components of a narrative story was not fully understood. And, even

though the description of the characters improved, the plot and compliance with the instructions given remained down.
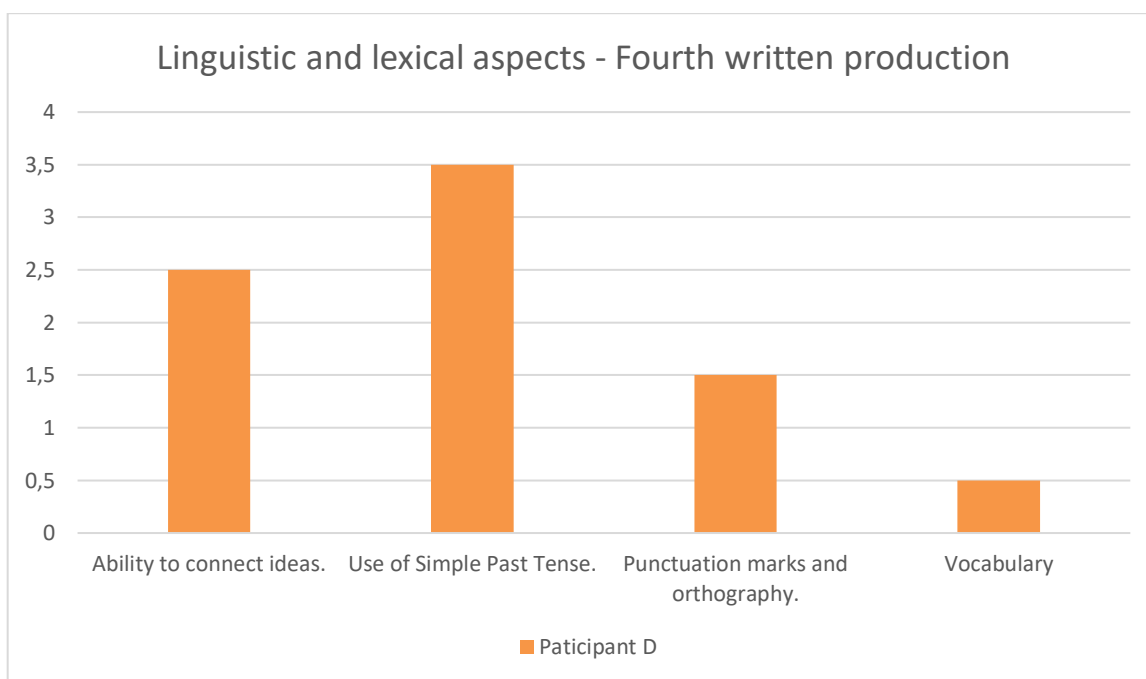


*Graphic 15. Fourth written production: linguistic and lexical aspect.*

Concerning linguistic and lexical aspects, the participant had a persistent good use of the simple past with a tendency to be confused with the past participle. However, the levels of cohesion and coherence of the text decreased since there were limits to connect the ideas with a lack of use of punctuation marks, which drastically influenced the development of the plot and the structure of the text (*see graphic 14*). As for the vocabulary, there was no

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111

improvement, it remained the same; the participant used new words with a tendency to repeat them throughout the short story.

*Reading comprehension activities*

During the development of this project, four reading comprehension activities were applied. Each one of them were divided into three parts: pre-task, reading, and reading comprehension (*see table 12*), with the aim of enhancing the students' reading skills.

| PRE-TASK | READING | READING COMPREHENSION |
|---|---|---|
| A list of useful vocabulary to understand the short story. Students had to look up in the dictionary the meaning of each word and then, make sentences to a better understanding and appropriation. | Once students understood the words went on with the reading and comprehension of the short story. | As a way to self-assess their understanding, students answered questions related to the text. |

Table 13. Reading comprehension stages.

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112

As a way to assess each one of the proposed activities, the researcher designed a rubric to analyze the progress of the participants (*see appendix H*), whose interpretations are below, ranked in order of drafting.

**The Elves and the Shoemaker Story.** In the first activity, the students read a common short story: the elves and the shoemaker. There, the participants learned new vocabulary from the preparation activity as well as the reading space and then answer simple questions linked to the short story. Starting with this reading comprehension exercise, it was determined that:
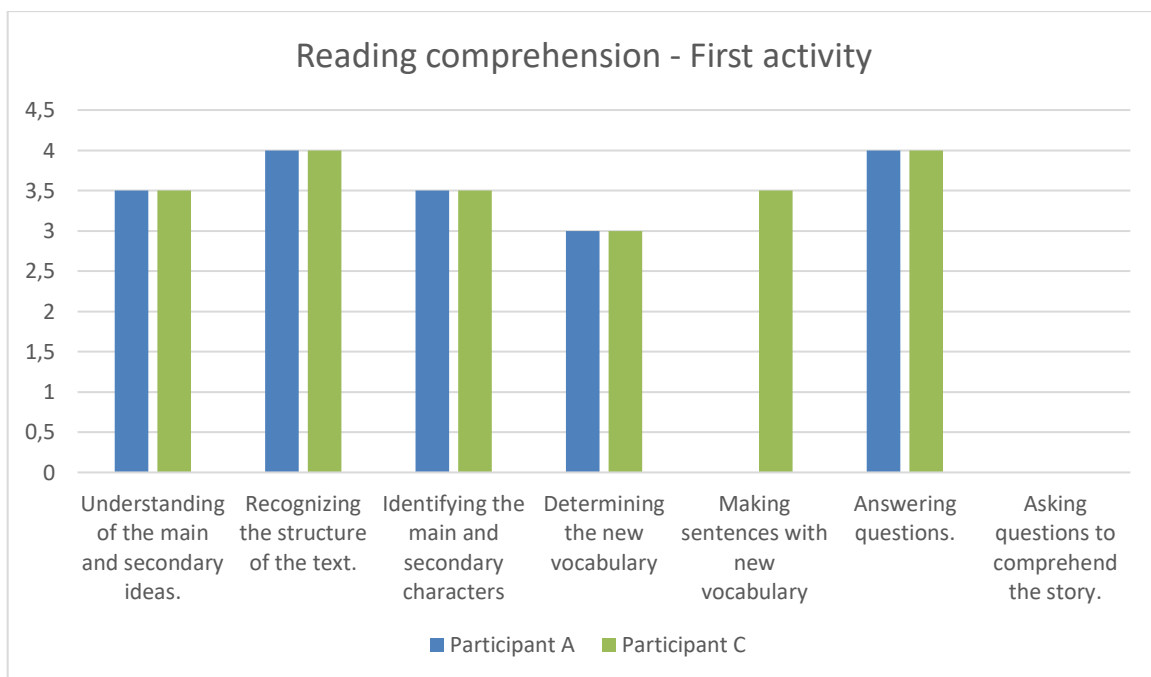


Graphic 16. First reading comprehension activity.

Only two participants fulfilled the delivery of this activity, which demonstrated a good understanding of the ideas, structures, and characters involved in the story. They also demonstrated a high comprehension by answering correctly the questions and finding new vocabulary that could be useful during their training process in the foreign language. However, this utility was only reflected in participant C who performed sentences with the new vocabulary in such a way that he/she could appropriate it. As for the last aspect, no record could determine that they questioned themselves to fully understand what happened in the text, although this can be determined by the compliance and performance of the other items established in the graph.

**Little Dorrit. I**n the second activity, students were asked to read an excerpt from "Little Dorrit" written by Charles Dickens. In this exercise, they were proposed, like the previous one, pre-established vocabulary in the preparation activity, the reading of the extract, and a series of questions that were related to the text that led the student to analyze a little the situations described at that time and relate them to the current reality. From this, it was possible to determine that:

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114
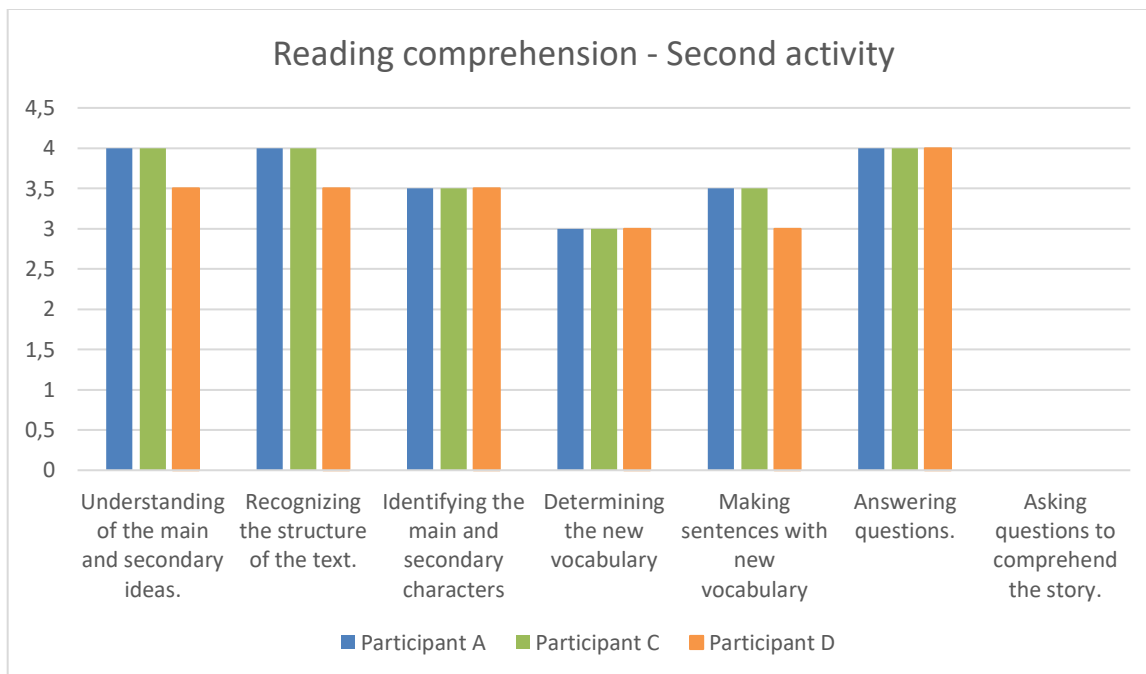
Graphic 17. Second reading comprehension activity.

For this second activity, three people participated. In general, all demonstrated an understanding of the text and even the vocabulary since with the new words they were able to perform sentences, which indicates that the students appropriated them and will be able to use them when they require it. As for the last item, it was not possible to determine their ability to ask questions related to the text since the academic spaces were not generated for its realization, however, as mentioned in the analysis of the first activity, this aspect can also be determined from the students' performance in the activity.

**The Monkey's Paw.** In the third activity, students were instructed to read an excerpt from the book The Monkey's paw written by W.W. Jacobs. Like the other activities, this one was organized from three elements: pre-task, reading, and reading comprehension questions, from which it was possible to obtain that:
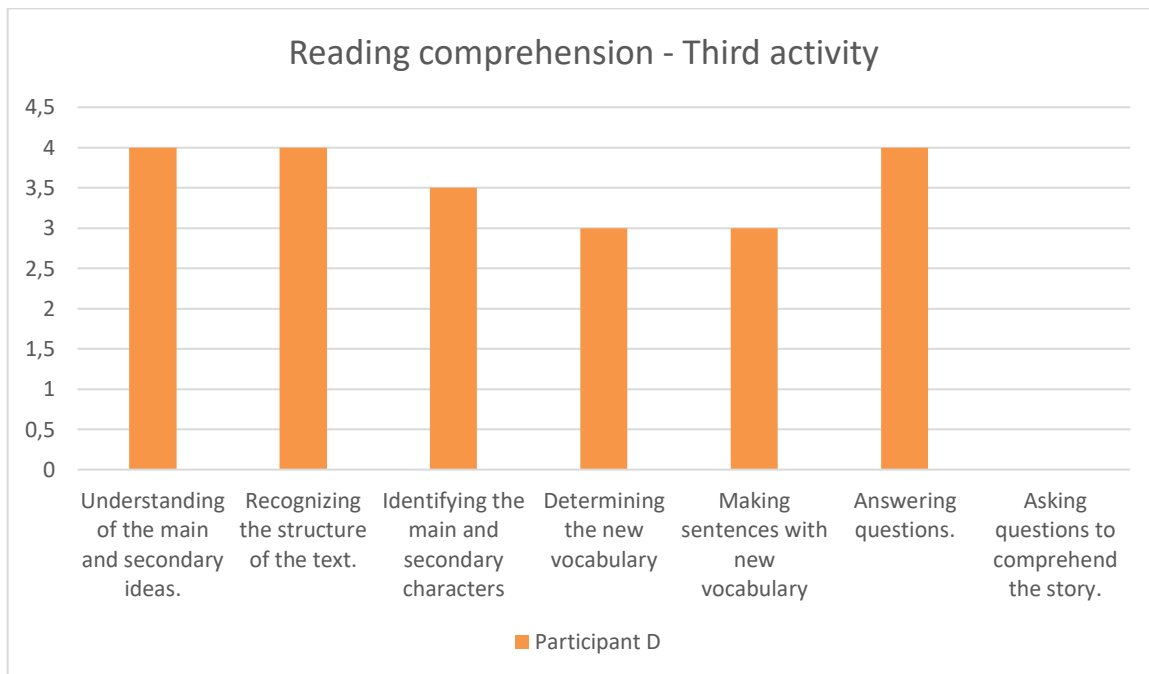


*Graphic 18. Third reading comprehension activity.*

For this occasion, one student participated. The levels of understanding of the text continued to trend high, which means that there was a correct appropriation of the story and identification of the characters, context, and main and secondary ideas. As for the vocabulary, despite showing a good performance, there are certain peculiarities in which the student made

sentences, not with the vocabulary learned without similar words so there is no concentrated appropriation of the vocabulary exposed in the story. And, as in the other activities, there was also no academic space in which the last item could be evaluated.

**The Dog and its Reflection.** In this last activity, the student was asked, as in the previous exercises, to perform three tasks related to vocabulary, reading the text, and answering questions. On this occasion, the text *The dog and its reflection* was used as a tool for the development of this exercise, from which it could be determined that:
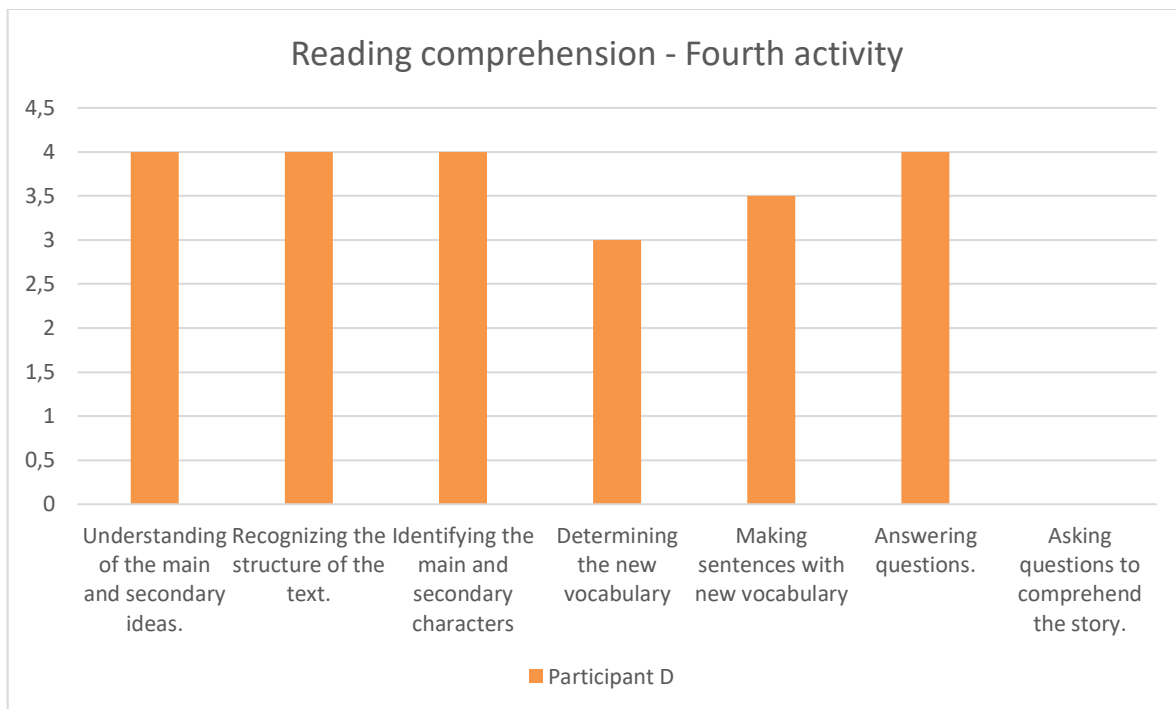
*Graphic 19. Fourth reading comprehension activity.*

In this last activity, one student participated, who demonstrated a high degree of understanding not only of the text but also of the vocabulary since it allowed the participant to answer the established questions and at the same time make sentences according to the vocabulary established for this activity. Like the other activities, there was no space in which the student's ability to discuss or ask questions related to the text could be determined.

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118

**Findings**

In accordance with the elements collected and the previous analyses, the answer of the research questions established for this, were organized into four sections: *the writing of short stories as a way to increase awareness of English language; the use of short stories to improve the tenth-grade students' reading comprehension; ways that short stories contribute to the knowledge of anglophone cultures; and,* t*he use of short stories to enhance reading comprehension and written production of tenth grade students.*

***The Writing of Short Stories as A Way to Increase Awareness of English Language.***

This research question is aimed at recognizing the influence that short story writing has had on improving the skills of tenth graders versus using English. Taking into account the analyses made above, three aspects that can answer the question posed are highlighted: *communicative*, *linguistic*, and *lexical*.

- Communicative aspect. The participants demonstrated that they can follow instructions and project them in each of their written productions. This was possible to identify in the development of the beginning, problem, and end of each story, as well as in the description of the characters and the plot. However, certain aspects need to be improved and that, despite having made feedback to the students regarding their writings, this continued to demonstrate shortcomings to understand

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119

that they had to write their stories in 20 lines maximum. This difficulty can be understood as a possible inability to specifically describe a story.

- Linguistic aspect. The learners showed that, despite having a good understanding of the use of the simple past, they tend to confuse it with the past participle of verbs which can dissociate the true meaning of the actions described. Although persistent feedbacks, this shortcoming continued to be repeated throughout the development of the four activities. Likewise, there are difficulties related to the use of punctuation marks that harmed the plot of the stories and the connection between the ideas.

- Lexical aspect. In terms of vocabulary, participants demonstrated that they can implement new words in their interactions with the English language. However, there were certain occasions when students repeated the same words ignoring the search for synonyms that could enrich their prose.

Considering the above, it is possible to state that the students could increase their knowledge in the foreign language. However, this improvement was inversely proportional since while improving one aspect they tended to neglect or keep the others on the same level. Despite this, students could test their knowledge and reinforce it from these written production exercises, thus discovering their understanding of verb tenses, specifically the

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120

simple past, their agility to create stories that strengthen creative thinking and vocabulary growth.

***The Use of Short Stories to Improve the Tenth-Grade Students' Reading Comprehension***

Concerning improving the skills of understanding texts through short stories, three aspects are established that determine the degree of influence they had on these stories in the tenth graders. These elements are *vocabulary*, *reading*, and *reading analysis and comprehension*.

- Vocabulary. Students demonstrated an appropriation of vocabulary by searching for meanings and creating sentences that included these new words. Likewise, these words guaranteed them a correct understanding of the reading they were about to read in a manner that they could focus directly on the development of the story and not on trying to translate every word described in the texts.

- Reading. Once students appropriated the pre-established vocabulary, they had the opportunity to focus on recognizing the main and secondary ideas, the structure of the text, the characters, and the way they were described and developed throughout the stories.

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121

SC-

- Reading analysis and comprehension. By simply having to focus the comprehension of the text, students demonstrated skills to appropriately answer the questions set for each activity. Likewise, they demonstrated their critical thinking by answering open questions about the analysis of our current reality and everyday situations with those described in each text.

With the above, it is stipulated those short stories allow students to have a better understanding of the texts, which in turn facilitates the learning of new vocabulary expressions, ways of using grammatical times to describe an event, and frequent analysis of our reality when confronting it with the situations presented in the texts established for this project.

### *Ways That Short Stories Contribute to The Knowledge of Anglophone Cultures*

During the development of this project, it was established that short stories would be the main tool to determine the progress of students against their reading and writing skills. However, there is a third objective that allowed the students to know a little more about the culture of anglophone countries, starting from two elements of *British authors* and *traditional stories*.

- British authors. As is well known, writers can create alternative worlds and realities that allow the reader to reflect on the multiple ways in which the human being can

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122

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develop. Likewise, writers have the ability, depending on the time of their heyday, to describe how was the reality of societies before ours was like by detailing the factors that enable the development or destruction of man.

Through the short stories presented in the development of this project, the participants could distinguish famous writers from the United Kingdom such as Charles Dickens and W.W Jacobs writers of Little Dorrit and The Monkey's Paw respectively, of which the participants had to look for information to understand each of the realities that the authors described in the extracts taken for this project. It is through them and their prose that the students not only met famous writers but were also able to identify aspects linked to the way of living from certain periods in history.

- Traditional stories. Short stories such as *The Elves and the Shoemaker* and *The dog and its reflection* are usually used and transmitted during holidays as a way to reflect on human work and give life to fantastic beings that can serve as examples for the building of society due to the values they represent.

The students through the short stories had the opportunity to take a look at how the old and current anglophone societies unfold through reading, biographies of the authors, and the continuous reflection of our reality presented in each text.

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123

***The Use of Short Stories to Enhance Reading Comprehension and Written Production of Tenth Grade Students***

According to the analyses and interpretations described, the students demonstrated an acceptance for the realization of this project since they were willing to improve their knowledge in the English language based on the skills of reading and writing. To determine the degree of improvement of these skills, activities were carried out linked to the reading and production of short stories, from which it was possible to determine that:

- Writing short stories led the student to think in English to develop a story in which he not only had to test his creativity but also his language skills, emphasizing vocabulary, coherence, and cohesion of ideas and the correct use of verb tenses. From these exercises, the participants recognized that there are shortcomings that they can overcome as long as they continuously practice the foreign language.

- Reading and comprehending short stories made it easier for the student not only to appropriate new vocabulary and expressions but also to recognize grammatical and textural structure that allowed to recognize how ideas can be expressed to form longer texts without losing the logic of the texts. Likewise, through the questions, the students self-assessed their understanding and ability to analyze the different situations described in the short stories and then contrast them with the reality in which each one perceives today.

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124

With the above, it determines whether there was an improvement in students compared to reading comprehension and written production. However, it was not possible to establish the degree of improvement since participation was limited and only the progress of a single student could be distinguished throughout the development and delivery of the activities.

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125

## Conclusions

This chapter described each of the pedagogical and investigative elements took into account throughout the development of this project starting from the premise that the tenth-grade students of the José Aquilino Durán school did not have enough academic spaces to develop their reading and writing skills due to they were focused on the continuous realization of fortnightly guides designed by teachers.

Once this phenomenon was determined, the use of short stories was proposed. Its execution included an exhaustive reading of previous studies, which were carefully selected based on the keywords: written production, reading comprehension, and short stories, that determined the guidelines for this project.

For the introduction of these activities, it was applied an action-design research which allowed the inclusion of the pre-service teacher in the students' reality and the implementation of a qualitative and quantitative approach for the present research, as well as the design of an assessment rubric and diagnostic test as essential instruments.

Once the four-reading comprehension and the four-written comprehension activities were carried out, it determined that the students had an outstanding level of reading comprehension since they could recognize the grammatical and textual structures presented

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126

in each short story, as well as demonstrating skills to analyze the texts and relate the situations described in each one to the current reality.

As for the written productions, the students showed understanding to follow instructions and write stories linked to the themes. Nevertheless, they also demonstrated difficulties in connecting and keeping the logic of the ideas described in their narrations what reflected a low understanding of the scoring rules. Concerning vocabulary, in both types of activities, the students showed appropriation of the new words, however, a great omission of the use of synonyms to avoid repetition, cacophonies, redundancies, and pleonasms was highlighted.

The above describes that the students did have improvements, but are not as outstanding as expected possibly because of the low interaction, participation, and little attention to the feedback given by the pre-service teacher. From a cultural perspective, students learned about the past realities of English-speaking countries, as well as famous writers and traditional stories very common at specific times of the year.

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127

**Suggestions**

From the development of this project and the application of short stories as a way to improve the learning of the English language, it is determined that to obtain deeper results it was carried out tests that describe the initial level of the students, followed by the application of the activities of reading comprehension and written production to finally close with a second test showing the real progress of the students facing the implementation of short stories.

Similarly, it is suggested the creation of academic spaces in which students can have a personalized tutorial that allows them to reflect on their writing and reading process so that students feel confident in the prose created and read. It is also considered essential to carry out this type of activity during the classes assigned to students where they have the possibility of interacting with the teacher and avoid extracting texts on the internet or translating online. This action would motivate students to use the dictionary and train their foreign language thinking, which would result in more accurate results.

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128

**Title**

The use of songs to increase listening and speaking skills of elementary students at José Aquilino Durán School.

**Introduction**

Educating a bilingual country is the Colombian government's goal for years to come, however, this cannot be easily done as specific and meaningful processes are needed to promote learning a foreign language, especially English. As mentioned in the previous sections, high school youth along with teachers have guides that evaluate the process of acquiring and learning this language so that the annual goal set for each grade is met.

This orientation process is also given and structured for elementary school students; however, it is not given by the same conditions as children need playful and recreational activities that will help them learn while they are playing. From this, the song was proposed in the project as an element that could improve the learning of the foreign language in primary basic students in such a way that they not only recognize words and learn vocabulary, but also appreciate and recognize the importance of knowing a second language through vocal interaction.

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129

**Justification**

Based on the institutional observation and information given by the primary school teacher, the students did not have someone dedicated specifically to the English area, instead they had a teacher who taught them all the subjects which results in thinking that the children of the school were not receiving the information correctly, let alone are attracted to learning English, since its source of information was not focused or specialized in teaching English as a foreign language.

It was therefore previously suggested that the researcher, as a way to demonstrate his linguistic and pedagogical skills, took the initiative to support the English learning process of elementary school students through the songs. The use of this tool was opted for its multiplicity of purposes and contexts in which it can be used, mainly because it allows the student to learn through movement, hearing and speech that if it relates to images and practical exercises can become an ideal tool to appropriate the language, as well as awaken a certain degree of affinity with English.

**Objectives**

*General objective:*

- To stimulate English learning in elementary school students throughout the song.

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130

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*Specific objectives:*

- To improve the English pronunciation of elementary school students using the song.

- To expand children's English vocabulary through song and movements.

**Methodology**

According to Juan and García (2016), children in elementary school have an innate ability to naturally learn the most relevant aspects of the educational process, as well as the ability to quickly learn a foreign language so their dedication and explanation becomes much easier. However, the authors emphasize that it is imperative to accompany this process along with eye-catching activities that arouse the attention of students as the songs do.

Based on the above, the implementation of this tool within the second, third, fourth and fifth grades, in which the researcher supported the learning of the foreign language, should be suggested. For this use to be significant, the following steps are presented:

| Stage | Activity |
|-------|----------|
|       |          |

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131

SC-

| | |
|---|---|
| Introduce the topic | The students know the topic given by the week guide. |
| Exploring the song | Teacher presents the lyrics' song.<br><br>Provide the vocabulary useful to learn the new topic. |
| Relate vocabulary to picture | Present the vocabulary along with a representative picture to recognize how it looks like taking into account those presenting in the guide. |
| Practice | The pre-service teacher records her voice with the vocabulary for the students practice at home. |
| Remember the song | In the next class, the students shown their practicing through oral exercises and the song. |

Table 14. Stages of the song.

As has been shown, this component included the song as a technique to improve the pronunciation and listening of students in the second, third, fourth, and fifth grades. Since the pre-service teacher began, songs related to the main topics described in each guide were included in each of the meetings. Similarly, the vocabulary arranged for each guide was accompanied by audios, which made it easier for students to practice in non-school hours.

For the implementation of this strategy, the primary school teacher set a weekly hour with each of the grades assigned, so that many of the elementary school students were the beneficiaries of this project. Concerning the development of classes and implementation of the songs, the following describes the steps considered in each synchronous encounter:

| Steps | Description |
|---|---|
| Greeting | Wait for students and greet them. |
| Introduce the guide | Ask for the main topic and vocabulary to be learned. Listen students' pronunciation as a way to verify if they listen and practice the previously sent audios. |

| | |
|---|---|
| Lyrics of the song | Present and pronounce the lyrics of the song that are related to the weekly vocabulary. |
| The song | Listen to the song to practice |
| Song and vocabulary | Share information in common with the song and the vocabulary. Practice pronunciation and recognize its meaning with a picture from the video. |
| Guide | Explain and develop the guide, promoting participatory spaces to listen to the students' pronunciation. |
| Farewell | Finish the encounter resolving doubts and questions link to the guide. |

Table 15. Steps in synchronous classes.

*Implementation of the chronogram*. For the development of this project, it was established a chronogram facilitating the recognition of the activities involved in each of the meetings. They have been developed so far with each of the assigned grades.

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134

| Week | Activity/Description |
|------|---------------------|
| 1 | Introducing myself to the primary school teacher. |
| 1 | Introducing myself to students of the second, third, fourth and fifth grades. |
| 1 | 1st interaction: song about sports (*second grade*), numbers from 1 to 20 (*third grade*), wh-question words (*fourth grade*) and body parts (*fifth grade*). |
| 2 | 2nd interaction: song about sports (*second grade*), numbers from 1 to 20 (*third grade*), wh-question words (*fourth grade*) and body parts (*fifth grade*). |
| 3 | 3rd interaction: song about outdoors activities (*second grade*), responsibilities and must (*third grade*), verb to be (*fourth grade*) and physical adjectives and opposites (*fifth grade*). |

| | |
|---|---|
| 4 | 4<sup>th</sup> interaction: song about outdoors activities (*second grade*), responsibilities and must (*third grade*), verb to be (*fourth grade*) and physical adjectives and opposites (*fifth grade*). |
| 5 | 5<sup>th</sup> interaction: song about numbers from 1 to 100 (*second grade*), duties in the school (*third grade*), politeness (*fourth grade*) and connectors (*fifth grade*). |
| 6 | 6<sup>th</sup> interaction: song about numbers from 1 to 100 (*second grade*), duties in the school (*third grade*), politeness (*fourth grade*) and connectors (*fifth grade*). |

Table 16. Description of the activities.

***Material designed for Elementary students.*** Materials designed to support the foreign language have been limited but entertaining for students, which has facilitated a rapprochement, motivation, and understanding of learning English. The materials used are clarified in the following chart:

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136

| Grades | Materials | Importance |
|--------|-----------|------------|
| Second grade | Videos from YouTube (*see appendix M*) | To show images and lyrics of a song related to the weekly topic. |
| Third grade | Pictures from the video | To present the main aspects seen on the video along with the lyrics to repeat and understand the song. |
| Fourth grade | | |
| | Audios (*see appendix N*) | To send the pronunciation via the WhatsApp group to practice the vocabulary in the guide and be prepare for the next encounter. |
| Fifth grade | | |

Table 17. Material design.

The students showed an appropriation and improvement in pronunciation. This is because students are continually repeating and imitating previously sent songs and audios so that each of the learners can participate in weekly meetings. This is

demonstrated in audios taken as evidence of student progress. Unfortunately, not everyone participates in activities either because they don't have the pertinent tools for connectivity or they just refrain from interacting.

In this support process, guides were not designed by the researcher due to this action was doing by a primary school teacher from another headquarters of the institution what limited a total interaction with students.

**Conclusions**

The use of songs motivated the classes of the students, which allowed them to encourage their participation and improve their pronunciation. This was observed when children participated in each of the meetings by pronouncing the vocabulary presented as well as imitating the accent described in the songs and audios sent. Thus, from this perspective, the songs have worked not only to encourage learning of the foreign language but also to amuse and entertain learners keeping them active in each of the meetings.

However, there were students with digital limitations who unfortunately did not allow them to attend classes or simply preferred not to participate in the proposed activities as happened in the third grade, where only 6 students of the 33 available (with confirmed attendance) participated with their pronunciation through the WhatsApp

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138

instant messaging app. The latter fact suggested that students did not have nor organize

their time in such a way that they could get involved in the classes or they were simply

limited to the delivery of the fortnightly guides.

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139

**CHAPTER V: INTRAINSTITUTIONAL COMPONENT**

**Title**

Integrate into the educational community of José Aquilino Durán school as a way to enrich the pre-service teacher experience.

**Introduction**

Due to current health conditions, José Aquilino Duran school reduced institutional events to a few weekly meetings that only include administrative staff, leaving aside student participation. This approach is based on the institutional schedules attached in the institutional observation section.

Many of these events and meetings between administrators and teachers were focused on the continuous reflection of the educational work that, based on the experiences of each of the teachers, is analyzed, reflected and learned to improve the educational process of teaching and learning.

In light of the above, it is important to create spaces in which students were the protagonists and have the opportunity to interact through the digital medium, but given their economic conditions it is almost impossible for everyone to do it virtually.

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140

**Justification**

However, this project sought to include more events in which students could participate in the events presented in the institutional schedule (*see tables 1 and 2*). As it was perceived students were only summoned to participate in the Eucharistic on Sundays that were broadcast live on the official Facebook page of the educative establishment. As a pre-service teacher, it was fostering a space in which students, including the researcher, feel part of the educational community, so it was imperative to encourage the programming of flag-raising ceremonies and events such as the celebration of language day, where the researcher could be involved in her role.

**Objectives**

*General objective*

- To be integrated as part of the educative community.

*Specific objectives*

- To propose ideas and events allowing students participation.

- To support administrative and scholar activities.

*Methodology*

The above was based on the fact that the pre-service teacher was not only tied to being a support for English classes, she could also be a subject who contributed, supported and allowed the entire community to be participated and included without being limited by virtuality and social distancing. This means that the most important aspect was to generate a space of quality, human warmth and interaction in which everyone could share and spend a pleasant time while attending the digital activity or event.

**Chronogram of the activities developed**

| Date | Activity | Role | Experiences and teachings |
|---|---|---|---|
| April 14, 2021 | Parents' school | Present the prayer of thanksgiving and record all the meeting to send it via WhatsApp Group (*see appendix O*) | This encounter was related to alternation as a way to come back to school, in which parents expressed their opinions about this idea. |

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142

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|---|---|---|---|
| April 15, 2021 | National teacher meeting: learning from our experiences REDPAPAZ | Attend to the meeting (*see appendix P and Q*) | Remote Education vs. E-learning Education |
| April 22, 2021 | Teachers meeting: Guías de flexibilización | Attend to the meeting (*see appendix R*) | Reflect on the way teachers design the guides and how to take advantage of the space and students. |
| April 23, 2021 | Flag-raising: Language Day | Choose students to speak about the importance of learning English. Write and practice the pronunciation of the speech. | Students need help to express themselves in a foreign language. |

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143

|  |  | Edit and send the video to post it later (*see appendix S*). |  |

Table 18. Chronogram of the activities developed.

## Conclusions

During the practicum stage, the inclusion at the institutional level was a little slow. However, when Language Week and parent meetings arrived, my help and availability were needed to collaborate. It allowed me to be part of several events, whose greatest participation was producing a video on the importance of learning English in our current reality. This allowed me to have direct contact with the students, evaluate their strengths and availability to choose the best learners, and train them to obtain a good result and thus present in the flag-raising day.

In the rest of the events, I had an inactive participation in which I had the role of witnessing, reflecting, and taking note of everything exposed to improve my teaching-practicum experiences, the design of the workshops, and reflect on the education and the multiple obstacles that the pandemic brought, to keep students motivated and incentivize their participation in the classes that was almost zero during the synchronous and asynchronous classes.

# CHAPTER VI: REFLECTIVE COMPONENT

The practicum stage was the perfect space to try out all the knowledge acquired during the academic and professional training at university. Along this experience, many events happened, situations that made me rethink and change many of the aspects I had initially proposed for the development of this research project such as the population, the chronogram, the number of activities and tests, and the accomplishment of this training step.

Similarly, I had to deal with the low participation of the learners due to their interaction, motivation, and classes were determined by the delivery of fortnightly guides, so, from their responsibilities and times, there was not enough space to do other activities related to the English language. This could indicate that students were only focused on delivering their tasks to get a grade and approve the year so I rethought the inclusion of grades as a way to ensure the development and delivery of activities, unfortunately, this not produced results so their performance and commitment to English remained the same.

Also, it should point out that students did not appropriate the topics taught because when reviewing the development of their activities many of the exercises demonstrate confusion

and misunderstanding so that learners, for the most part, did not watch and check the material sent to delve into the explanation of the activities and grammar.

All of the above responds to the low participation and evidence presented for this document, because, although activities assigned could improve their academic quantitative performance, they preferred to omit them and limit themselves to the delivery of the fortnightly guides.

As far as primary school was concerned, as already mentioned, participation was limited, and very few students took the time to check and study the vocabulary by practicing its pronunciation with the help of the audios and songs sent.

And finally, the intrainstitutional component that, although it started slowly, I had the possibility of being part of the meetings and events that were organized developing an observer and assistant role, which allowed me to comply with what was proposed for this component.

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147

# CHAPTER VII: MATERIAL DESIGNED

| Sort of Material Designed | Grade | Topics | Description of the content | Objectives to be fulfilled |
|---|---|---|---|---|
| Guide (*see appendix T*) | Sixth | Physical adjectives. | The students learn vocabulary to describe people. | Describe people using physical adjectives. |
| Guide (*see appendix U*) | Sixth | Personality adjectives. | The students learn useful vocabulary to describe personality and expressions to talk about their favorite people. | Describe people using personality adjectives.<br><br>Talk about my favorite person. |
| Guide (*see appendix V*) | Seventh | Emotions.<br><br>Struggle with stressful situations. | The students read about the importance of the emotion and its control and learn about how to deal with cases of stress. | Understand the emotions and its effects in the human body.<br><br>Create strategies to solve the current social and mental health situations. |
| Guide (*see appendix W*) | Seventh | Assertive communication. | The students make a review the use the modal verb CAN and the simple present tense | Develop social attitudes promoting an assertive behavior in society. |

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148

SC-

| | | Review of modal verb CAN and the Simple Present Tense. | while developing social attitudes. | |
|---|---|---|---|---|
| Assessment *(see appendix X)* | Second | Sports.<br><br>Numbers.<br><br>Children's rights.<br><br>Emotions. | The students will find 10 questions linked to the topics mentioned. | Assess acquired knowledge during the second period of the first semester. |
| Audio *(see appendix Y)* | Second | Children's homework. | The students will listen the pronunciation of the children's homework described in the guide N°7. | Listen and pronounce the sentences. |
| Audio *(see appendix Y)* | Second | Children's rights | The students will listen the pronunciation of the children's rights described in the guide N°7. | Listen and pronounce the sentences. |

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149

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|---|---|---|---|---|
| Audio *(see appendix Y)* | Second | Emotions. | The students will listen the pronunciation of the emotions described in the guide N°8. | Listen and pronounce the words. |
| Assessment *(see appendix Z)* | Third | Numbers.<br><br>Duties at home and school. school.<br><br>What? / Where? | The students will find 8 questions linked to the topics mentioned. | Assess acquired knowledge during the second period of the first semester. |
| Audio (*see appendix AA*) | Third | Duties in our school. | The students will listen the pronunciation of some duties at schools described in the guide N°6. | Listen and pronounce the words. |
| Audio (*see appendix AA*) | Third | Wh-question words: what and where. | The students will listen the pronunciation of the Wh-question words described in the guide N°7. | Listen and pronounce the words. |

Table 19. Description of material designed.

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150

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169

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171