

Reinforcing A1 Written production through Flash Fiction Stories and Cooperative Learning  
Approach: An Action Research Among 8:01 Grade Students at Monseñor Jaime Prieto Amaya  
School.

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practice Project

Rafael David Muñoz Betancourt

Villa del Rosario

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Student

Rafael David Muñoz Betancourt

Teaching Practices Tutor:

Paola Pabón

Villa del Rosario, Colombia

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*“Education is a gift that one can take away”*

*American proverb*

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### **General Introduction**

This Research report, which has the name of Reinforcing A1 Written Production through Flash Fiction Stories and cooperative learning, it is presented to the foreign languages program at the University of Pamplona, This proposal is expected to reinforce the writing production among 8:01 students from Monseñor Jaime Prieto Amaya School.

This project it is applied at Monseñor Jaime Prieto Amaya School which is located in Torcoroma III neighborhood, Cucuta- Colombia. The institution is part of a private association called “Fe y Alegria”; however, the service provided to the community is public. The institution offers primary and high education. This report is divided into four (4) chapters, which are the Pedagogical component, the Research component, the Out-reach component and the Administrative component.

The pedagogical component seeks to demonstrate how cooperative learning influences in the written production of the students. The research component seeks to answer the research question which is proposed by the researcher, in the Out-research the objective is to show all the extra activities that this project applies, and in the fourth and last component which is administrative its related with all the administrative aspects related to the school Monseñor Jaime Prieto Amaya.

The main advantage proposed in this project is focused on the improvement of student’s writing production which can be demonstrated through the final results collected by the research methods. In addition, this project allows to reinforce the methodology proposed to eight grade, which is concentrated on working as research teams.

Felder & Brent (n.d.) claim that cooperative learning can be understood as the approach in which students must work as teams with the objective of accomplishing a main goal proposed before, and guided by some specific requirements. In addition, each member of the group must have a specific role concentrated on achieving some responsibilities following explicit instructions.

### **General Justification**

The following proposal is conducted at Monseñor Jaime Prieto Amaya School in Cucuta, Colombia, and it is based on the perceived need; in which CLT is implemented in the teaching process of writing having as a tool Flash Fiction Stories at eight grade students. First, by applying observations, the teacher can identify that the main question is that the students are producing to effort when facing a pedagogical activity in the classroom is a low level of grammar deficiencies and the lack of vocabulary.

The implementation of the method is based on the English class observation that was done during a week by the teacher-practitioner according to the integral practice schedule. During the observation week the teacher-practitioner observed that the English level of the students was not the one that they should have, and it is might be thanks to the environment where the English classes are developed.

Based on the needs of the students it was decided to focus on the student's writing production and then try to improve one of their skill in English, the decision was taken with the help of the supervisor due to the methodology implemented at school.

“Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself”. (Kamehameha Schools, 2007). Writing could be understood

as one of the ways for the people to express what they think about something, everyone has a different way to express their thinking's in a written way, that's way it could be necessary to have a method to express their thinking's in an academic form.

### **General Objective**

To analyze writing production through flash fiction stories and cooperative learning approach among 8:01 grade students from Monseñor Jaime Prieto Amaya School.

### **Specific Objectives**

- To identify the weakness in the English written production in order to solve it.
- To reinforce the writing production using flash fiction stories.
- To determine the specific instruments to gather the relevant data based on the Topics studied.
- To design a schedule which explains the exact place and time where the activities were developed.
- To identify the influence of flash fiction stories and cooperative learning approach Strategy on students writing production.

## **Chapter 1: PEDAGOGIC COMPONENT**

This chapter gives a detailed explanation of the approach and the procedures used during the development of the project, in order to describe the pedagogical component applied to 8th grade students from Monseñor Jaime Prieto Amaya School.

### **1.1 Introduction of the pedagogical component**

Nowadays, education has experienced some relevant changes, which have provided students with opportunities to improve the quality in their learning process. In Colombia, the need of preparing capable students to recognize the demands of the globalized world has been the principal objective pursued by National Education (M.E.N, 2005) due to learning of a foreign language, in this case English, has improved the implementation of alternatives that involve new techniques and strategies of teaching.

These improvements have contributed to skills development, exploration of knowledge and an effective learning (M.E.N, 2005). Thus, the English teaching learning process is in the vanguard of a demanding world where the English language is globalized rapidly and it is very important today.

To achieve valuable results in the second language learning process is to determine and perform the teaching of the four skills that are required in the process of learning a language correlated among them; they are listening, reading, writing and speaking.

This pedagogical component is focused on explaining in detail the two factors that are been studied, which are the variables that can affect either way, positive or negative the students learning process. In first place it is the concept of flash fiction story as a tool in the students writing process, and in the second place it is the main aspects of the written production.

During the observation week it was possible to identify some problems in the students, such as; many of the students have a late responding to the teacher instructions, also in some students it is difficult to understand basic vocabulary implemented by the teacher, one of the more visible lacks are motivation and vocabulary.

### **1.2 Justification of the pedagogical component**

During the observation it was possible to identify the academic environment, student's behaviors and social context of the students, also the teachers of the different areas and the principals of the school, that in this case are more than one and finally all the people that is linked with the school. The Monseñor Jaime Prieto Amaya School it is located in Torcoroma 3 Neighborhood in San José de Cúcuta, it is a public mixed school which offers education in Pre-school, Basic primary. Basic secondary and technical.

The students of eight grade are between the age of 14 and 16 years old, the course 8:01 it is compound by 27 girls and 15 guys, in total they are 42 students in the classroom. Based on the Common European framework they should be in B1 level.

It was necessary to apply a free activity to determine their English level according to the CEFR, it was a free writing activity about a relevant event in their lives, the activity was proposed to be develop in 25 minutes, the text was necessary to be compound by 60 words minimum and 150 maximum.

After grading and checking their activities it was possible to determine that their level was almost enough to get to a A1 level of the CEFR, it is possible to say that students has difficulty to write a text of minimum amount of words, in this case 60 words, they did it with difficulty.



Cooperative learning approach is implemented based on the needs and strategies listed by the school, this approach allows the students to work in team giving responsibilities to each one of the members of the group this approach also allows the students develop the team work skill. In this case, in this case the cooperative learning approach it is applied on the students to work in teams to design the flash fiction story.

The methodology of the school it is based in the team work, that is why, this approach could be the appropriate the most to be adapted in the school needs, and it can be easy to link the activities proposed by the researcher to this project.

This project can be useful for the students due to they have the chance to improve their written production having the flash fiction story as a tool, and also they work in teams which it is one of the most important things for the school, also using the flash fiction stories the students can be open mind and creative at the moment of writing.

### **1.3 Problem**

Based on the observations done at the beginning of the process, it was possible to identify different type of problems related with the English learning process. First of all the population observed does not have the level required by the common European Framework even the level required by the Colombian Ministry of Education. Second, the methodology implemented by the school attempt to make the students lead certain abilities that nowadays they are not able to lead yet because of their English level.

Taking into account that misunderstanding in between the way that they are learning and the way that they must, this integral practice project will offer opportunities to students to reinforce one of their skill, In this case the writing skill, having as a tool flash fiction stories and

cooperative learning process, which together will help the students to have a better development in their English learning process.

### **1.4 Pedagogical Objectives**

This component presents one (1) general objective and five (5) specific objectives to develop during the process.

#### **1.4.1 General Objective**

- To reinforce the written production through Flash Fiction Stories and cooperative learning approach among Eight (8) grade students at Monseñor Jaime Prieto Amaya.

#### **1.4.2 Specific Objectives**

- To write flash fiction stories through the cooperative learning approach.
- To design flash fiction stories following the syllabus of the school.
- To link activities with the curriculum established by the school.
- To apply some of the cooperative learning principles. (“Positive interdependence, Individual accountability, Promotive interaction”)
- To write flash fiction stories following the writing process ( “Pre-writing, Writing the First draft, Editing, Writing the final draft, Publishing”).

## **1.5 Theoretical Framework**

In this part, several theories and papers are taken into account to help and support the process used by the researcher to carry out this project. It is explained from the most general to the most specific according to the structure and steps of the process. Besides, this section explains concepts related to this study.

Writing is one of the major challenges that foreign languages learners face during the process of second language learning, this paper presents how flash fiction stories can influence in the writing process through cooperative learning approach.

### **1.5.1 Common European Framework of References**

The CEFR (n.d) implements a common source to form language syllabuses, curriculum guidelines, examinations, textbooks, etc. The framework is an explanation of what the person who is in the learning process must follow to learn how to use the target language correctly to communicate and also to identify what kind of skills must be developed during the process to perform any kind of task. The CEFR also presents some levels which allow the learners to be classified according to their knowledge.

This proposal is leaded by the Common European Framework (CEFR) that is the one that set the main characteristics and terms that the students should achieve in the different categories already established.

In the next table are compared the levels that are established by The CEFR and the levels or standards that are established by the Colombian ministry of education.

Table 1 *CEFR Levels*

<b>GRADE</b>	<b>CEFR LEVELS</b>	<b>COLOMBIAN STANDARDS</b>
1-3	A1	Beginner
4-5	A2	Basic 1
6-7	A2	Basic 2
8-9	B1	Pre-intermediate 1
10-11	B1	Pre-intermediate 2

The Monseñor Jaime Prieto Amaya School follows the English learning levels proposed by the Common European Framework, the grade chosen by the researcher in this case to apply this research was 8:01, where they were supposed to be in a B1 level based on the standards already established by the CEFR and the Colombian Ministry, it was applied a applied an activity of writing about a free topic to categorize them, where based on the result of the written text it is possible to say that the pedagogical activities and procedures should be developed under the A1 level.

As it was mentioned before this proposal is attempting to reinforce the writing skill on the students from 801 of the Monseñor Jaime Prieto Amaya School, it is necessary to follow the features established by the CEFR for the writing skill. In this case CEFR (n.d) states that people who are in the A1 level must be capable to produce short and simple texts giving specific personal information.

Taking into account the characteristics mentioned above, eight grade students are capable to write short paragraphs where they express simple ideas and also using some types of greetings and simple personal information following the structures leaded by a Basic English level.

### 1.5.2 Flash Fiction

This projects seeks to reinforce the student's writing production having as a tool flash fiction, which are actually known for the writers as one of the best ways for the persons to express what they feel, or to re-tell a personal event in their life in a very short time.

Flash fiction is a piece of extreme brevity literature that concentrate in the components of writing which student-writer usually do not use due to they do not know how to describe them. It usually focuses on re telling in a flash moment a relevant event of life in a person, Leslie (as cited by Lindsay Anderson, n.d)

According to James Thomas & Robert Sharpard (as cited by Lindsay Anderson, n.d) flash fiction has involved the world thanks to its availability in the market, and also because the society its becoming a flash fiction reader due to the people's brain are not dealing with reading long novels, stories, etc. the society instinct want more speed every day at the moment of reading something.

Nat Russo, (2013) says that flash fiction teaches to the writers to economize the words at the moment of writing a story, it means that flash fiction it is necessary to use key words to let the reader to understand the point of the story.

(Debbie young, 2014) claims that flash fiction is the fact of creating a short story, which sometimes can be known by different names such as : sudden fiction or micro fiction, but normally it is named a flash fiction story to those stories that are compound for less than 500 words.

Vanessa Gebbie (n.d) says that, there is not anything to hide at the moment of writing a flash fiction story, because it is basically a short story where the writer decides the shape and the length of the story.

According to Thomas & Thomas ( as cited by Abigail Havens,2014) Flash fiction can be described by different terms and explanation, some of the terms that can be linked or related for its similarity are: micro fiction, sudden fiction, short shorts, and also very short fiction, and their length can be under 100 to 2500 words.

When you write flash fiction stories you can be open mind at the moment of writing, a flash fiction story can be a very important part of your life, that you can re-tell it as the main word says, in a flash time, it is necessary to use the correct words and also pay attention at the moment of choosing the words to compound the story, also it is important to do not waste the words and save as much words as possible to write the flash fiction story.

### **1.5.3 The Essential Elements of Flash Fiction**

Talking about the essential elements to take into account to create a flash fiction story it is necessary to pay attention to all the elements that compound that kind of story.

Letterpile, (2016) state some essential elements at the moment of writing a flash fiction story such as:

#### **1. “Length of the story”**

It is basically about the amount of words that that story it is compound by, it says that a flash fiction story can be as short as just six words, or as long as a thousand words, it depends of the writer how long want to be the story, as long as it is a real story, it doesn't matter the length.

## **2. “Character development”**

The story must have at least just one character, and not more than one, due to the brevity of this kind of stories, there is space just for one character, which must complete the reader’s expectations.

## **3. “Surprise or Twist”**

This part of the story means that the reader must not know the ending of the story , just until the writer mention it, the reader should be guessing all the time. The ending must be something that the reader was not expecting for.

## **4. “Change or Epiphany”**

This part refers to make any change at the end when the flash fiction story it is ready. This part it’s developed before publishing the story.

### **1.5.4 The importance of using flash fiction**

As it was mentioned before, this project seeks to reinforce the A1 writing production using flash fiction stories and cooperative learning approach.

Talking about the importance of flash fiction, different types of journals and online magazines enjoy publishing flash fiction stories, they say it is a very important way to reach to all those who the time is not always with them, The New Yorker and Vanity Fair are one of the most known places that give an important spot on their publications to the flash fiction stories.

Flash fiction stories is here in the 21<sup>st</sup> century to make the life easy to all who loves to read or write and they do not have the enough time to do it,, this types of stories can tell a full and interesting just in a few words.

Gebbie, V( as cited by Lindsay Anderson , n.d) says that using flash fiction as a tool, in the process of student-writers, creates an environment of total relax, where the student can easily become creative at the moment of writing a story.

Pamela Hefferman (n.d) says that writing flash fiction stories propose to the writers numerous chances to improve the different aspects of their style at the moment of creating the stories, it also helps the writer to practice the elements of surprise and suspense when it refers to writing a story.

Michael Wilson, (2004, p 8-9) says that the mind of the writer should open to all the ideas at the moment of writing a flash fiction story, if the writer get inspiration, just write about something and do not wait till a perfect idea comes to the mind. He also states three reasons why should write flash fiction:

his first reason is: “Low risk, little time investment” : he says that when you write a flash fiction story, you might spend just a few hours creating it, and if it is a disastrous story you would have lost just a few hours, you can keep just with the next story and try to do it better.

His second reason is: “Great way to improve your writing skills” : he says that when you write flash fiction stories you get conscious of every word you use, you are able to learn how to write well just using a few words.

His third reason is: “It is fun” : he says that you might not be able to earn a lot of money just writing flash fiction, but you can be recognized and respected in the market for writing well-written stories, and also it can let your mind create fantastic stories in such a very short time.



### 1.5.5 Differences between Flash Fiction Stories and Short Stories

Oyinkan Braithwaite (2014), states some differences between short stories and flash fiction stories, where starts describing the elements of a short story such as:

- 1) A short story is basically as the main word says “short”.
- 2) As the others stories “short stories” have a beginning, a middle and the end, the fact that is a short story, it does not mean that is not a complete story. This type of story include the same elements as a novel length book does.
- 3) The author says that short stories usually are compound between 500 and 1000 words.

And when the author talks about flash fiction he says that the main name means “speed”, so this type of stories should be able to read just in a small amount of time. He mention some specific characteristics such as:

- 1) “Flash fiction stories are very short”.
- 2) In difference with other stories, flash fiction do not have the complete structure of a story such as beginning, middle and the end, it is possible to say that flash fiction always tend to start the story at the middle , when the action or conflict is taking place.
- 3) The length of flash fiction stories it is between 100 and 1000 words.

On the other hand Rebecca laffar smith (2011), states in her article “The craft of writing fiction” some differences between flash fiction and short stories. She says the main difference is that both of them have different structure,

she says that a lot people think that “Short Stories” it is a flash on the life of the characters, when a short story is basically compound by the beginning, the middle and the end,

where the life or the development of the character it is well said, the whole story it is told, in the short stories there are always an “Introduction, characters development, a conflict, and a resolution for the conflict”, it does not have to be a happy ending, but it is necessary to include a conclusion that the reader can find acceptable or pleasing.

When the author of the article talks about flash fiction stories says it is “Flash into a situation”, she mentions three really important aspects that a flash fiction story needs to include such as: one character, conflict, and the resolution. The resolution here in flash fiction can be quite simple as the character making a decision about something that during the development of the story the character was having problems to resolve.

The author also mentions that a flash fiction story can be as simple as just re telling a relevant event in the life of the character where something is accomplished.

### **1.5.6 Using flash fiction to teach writing**

Flash fiction it is used in this project as an innovate tool to reinforce the writing production in the students of eight grade from the Monseñor Jaime Prieto Amaya school, as it is mentioned before flash fiction stories are those which are compound by less than 750 words, it is also mentioned that it can be identified by different names, such as “Micro fiction, sudden fiction, or Short short stories”

(Havens, 2014; Nelles, 2012; Zavala, n.d) states that it is correct to say that “Micro fiction is the writing of the next millennium”, so it is right to suppose that the development of this kind of genres will be more every day and it is due to the needs of the readers and the writers as well.

In the statement above the author refers that micro fiction it will be the writing of the future because it is somehow related with technological evolution that is to say that while the

world it is evolving, the media it is as well (microblogs, blogs, online magazines, where most of the micro fiction stories can be found).

It is possible to say that flash fiction is an appropriate genre that can involve the students in the writing production, nowadays is the time of “postcard at and bumper stickers, so the students are in an authentic way to be in contact with the real language at the moment of writing or reading a flash fiction story.

Paccioni (as cited by Abigail Havens, 2014) states that the implementation of the very short stories in the teaching process tend to be “a spontaneous, accessible, and enjoyable tool for the students to create their own written about relevant topics during the new language learning process” (p.83).

Gomez (as cited by Abigail Havens, 2014) says that when not authentic texts have an important influence at the moment of teaching the language skills, the students will learn an unreal and synthetic language, when the goal of the language teaching it's that the students get an intercultural competence which will be possible if the use of authentic real language is implemented in the classroom.

Tarnopolsky (as cited by Abigail Havens, 2014) states that student's writing motivation its bigger when the written its developed for more than one person, and flash fiction tend to offer the chance to reach to more people thanks to its conciseness and also it is quite simple at the moment to correct a written when it is developed because how it is developed for more than one person it is easier to read and make any change that the written might need.

Shapard ( as cited by Abigail Havens, 2014) says that flash fiction can be a genre that motivate students at the moment to write and read as well, it is said that nowadays most of the

students prefer to read a flash fiction story in a page instead of reading a common story that is compound around 25 pages long.

Shapard also says that flash fiction could be a good option for the students to improve the writing skill because one of the most important things that they must know, it's that even if it is one page story, the story should be a real story. The students when write flash fiction can enjoy more than when they write an academic written, with flash fiction they let their minds flight away and their imagination help them to create a story as short as possible. (p. 48)

Flash fiction can be a motivation for the students because most of the time, the teacher let the students to be creative at the moment of writing a flash fiction story, they can create or re- tell a relevant event in their personal life and it can be adapted just in one page long trying to be as much concise as possible.

### **1.5.7 Writing Production**

Writing is one of major challenges that foreign languages learners face during the process of a foreign language learning, this paper presents how flash fiction stories act in the process of learning a foreign language and their relationship with writing English Skills.

#### **1.5.7.1 The development of the writing skill**

According to Oluwadiya (1992), to acquire the skill of writing, it is necessary to develop different activities and practices, one of them Can be the implementation of different sources which could catch the attention of the student, the cooperation of the students is very important to obtain a successful result, therefore it is very useful in the process of learning, due to it is not a skill that comes with people at the moment of born. That is why it needs to be carefully studied.

Waseem (1999) says that written information is an annotation which can stay in the world for a long time, so when people write, It is necessary to think which are the right words to use and easier to understand, When people are speaking they do not think before claiming something. It is relevant to know how to use in an appropriate way writing skill. Therefore, the successful development of this process could be very useful for proper utilization of written language and a correct usage of writing skill. Consequently, it is vital to make use of different materials and techniques for learning process.

Oberman and Kapka (2001) says that Writing, being an ability could be improved by the learning of repetition, if the teacher takes advantage of the learning process, it may help on teaching valuables strategies to improve the writing skill, the usage of repetition can help students to develop the ability to write in formal or informal way depending on the context. That is to say, if the student practice different exercises related to writing at the end they could write fluently.

Ben, (2001) Proposes some strategies to allow students to develop the writing skill through formulating difficult questions, in order to create a controversy, for example starting by a small conversation about the topic in the classroom and then express the understanding of the topic through a written idea. It refers when in a classroom, the teacher asks for a question and the students have to express what they think about that question and what they understand but they have to do it in a written way.

Hunt, k.w. et al. (1970) say, writing is an ability very important specially on places where a second language is taught, in this case English, in different situations, the writing skill is developed faster in some students than others, and it is because sometimes the students are

capable to articulate more the thinking than others. It depends of the learning process; it is different in every person.

### **1.5.7.2 Writing Process.**

As it was mentioned before, this integral project seeks to reinforce the writing production where the writing process take an important role. It is important to explain the main definition and also all the stages linked to it.

Tompkins (2004) says that writing process is something similar to a race map, where the students, events and thinking can be controlled from the beginning to the end, and says that writing is the way to relax the mind and express the ideas in a creative way. That is to say, students can manipulate all the knowledge that they want to acquire and then they express what they learned in their own way using all the ways possible to let people understand what they acquired.

The University of Tennessee (n.d) states the writing process steps that are very useful at the moment to write a paper about any topic in special, they say that the writing process it is like when a person follow some instructions to get to an unknown place. The Writing Process has five steps:

#### **Step 1: Pre-Writing**

This is the most essential step to have a good paper, before writing you must to think what you are going to talk about, in this step you should create or look for ways to give form to your written. You as a writer should determine your purpose, it means to have clear knowledge of your audience, what is going to be the purpose of the text.

**Step 2: Writing the First Draft.**

In this step you should start creating a “Topic Sentence”, it means in this part of the process you create a simple sentence which can tell the reader what is the topic that you are going to write about, in this step you also set an introduction for your topic, the main idea of the topic and also everything that you can add to the text to be supported.

**Step 3: Evaluating, Revising, and Editing**

In this step you should check your text very deep just in case it has any mistake and you have not realized yet, most of the time the people avoid this step, and that is why many texts are published with many mistakes in it. In this step you have to take the role of a critic, trying to find any mistake in the text, take the perspective of the reader.

You can read the whole paper you have written, loud if you want, and make sure that it has coherence, you might have someone to read what u wrote to have an extra opinion about it.

After checking everything and make sure the text has coherence and not mistakes in it, it means that the text it’s ready to be written as the final draft.

**Step 4: Write your Final Draft**

In this step you are ready to write the final draft after correcting all the mistakes, including “spelling, punctuation, and grammar”. After writing your final draft it might be necessary to check for the last time your text before publishing, just in case you haven’t discovered some mistakes.

### Step 5: Publish the Final Draft

In this step you finally are ready to show to the world what you have done. So it is the time to present it. Or publish if it is the case.

#### 1.5.7.3 Writing in a Foreign Language

This project seeks to make a deeper study in a group of foreign language students, for this it is necessary to know the most important characteristics when you are learning a foreign language.

Alister Cumming (2001) says that the process to learn how to write in a foreign language might be complicated for some people, he says that, it is necessary to take into account some specific dimensions such as: “The features of the text that the people produce”, “The composing processes that people use while they write”, “The sociocultural contexts in which the people write”, it is said by the author that each dimension might be seen from a “Macro” and a “Micro” perspective, as it is shown in the following table.

Table 2 Micro and macro perspective

	<b>Micro</b>	<b>Macro</b>
<b>Text</b>	Syntax & Morphology	Cohesive devices
	Lexis	Text structure
<b>Composing</b>	Searches for words & syntax	Planning
	Attention to ideas & Language concurrently	Revising
<b>Context</b>	Individual development	Participate in a discourse community
	Self-image or identity	Social change



The author explains in a deep way each dimensions and how it is seen in the Macro and Micro perspective.

#### **1.5.7.3.1 “Text Features”**

In the Micro perspective at the text features it is said by the author that some research has demonstrated that the students can get better their precision and their grammatical rules at the moment of writing texts, it is possible to say that it is focused on the syntax of the text and its right development at the moment of writing.

In the Macro perspective, the author refers to the structure of text and how the writers organize their ideas at the moment to write, he also refers to what kind of ideas must be at the beginning, which ones while the developing the written and also which ideas must be mentioned at the end of the text.

#### **1.5.7.3.2 “Composing Processes”**

In this dimension the author made a comparison between “Micro” and “Macro” perspective, saying that in the micro perspective it is established as the fact of making a decision in a flash writing moment, that is to say, the writer make decisions while writing a text, as soon as an idea comes up. Contrary to the macro perspective that the writers its more careful at the moment of writing something, the writer can spend more time before writing a text because takes its time to plan and check in a deep way what they are writing and make sure the texts it is coherent.

#### **1.5.7.3.3 “Context of Writing”**

In this dimension the author says that the micro perspective it is related with the individual process that is developed in a social context, so it means that the writers can take

advantage of their social context to put in practice all their knowledge about a foreign language, the author also link this dimension to the personal experiences that any writer can talk about and picture that experience in a text.

The macro perspective in the context writing it is related with the social change to improve their chances of learning to small groups that are not well treated by the education, it means to all that people which have not had the opportunity to have education.

### **1.5.8 Cooperative Learning Approach**

Cooperative learning approach it's the process which involve the students to work together in small groups with the purpose to achieve the same aims. (Gillies, R., 2007).

It is necessary to mention that this methodology it is very similar with the one that its implemented by the school to the students, the school methodology it is based on the team work, giving the same responsibility to each student, each student has a role at the moment of developing an activity, so each student it is necessary to be able to have a complete succeed at the end of the task.

The K.a.p.e (n.d) states that cooperative learning approach it is the way for the students to learn in small groups. It is also said that thanks to the implementation of the cooperative learning approach in the classroom the students are getting more engage with the learning process.

The k.a.p.e also mentions that it is necessary to know the main purpose of this methodology, that is why four reasons of why the cooperative learning approach it is recommended are established, such as:

**1. “More children actively learning”**

This mean that when cooperative learning approach it is implemented to the Classroom, more students are engaged with developing and learning about something in special, also they are more attentive to the class, this kind of methodology make that students can be listened and treated in the same way, in contrary that the common methodologies that make the students to work by themselves and just listen the teacher.

**2. “Children learn to help one another”**

This methodology makes the students to work in group, being easy for the Students help their classmates if they have any doubt about something, so it is possible to have the chance for the students to use their abilities to help others, instead of just make a competition between them.

**3. “Child-to-child learning support”**

Cooperative learning approach let the “higher-achieving” students be able to help those students that are slow learners, due to those higher- achieving students have a better interaction with their classmates, and so the slow students will pay more attention to them, because there is a better understanding between them. Thanks to those students who help in the classroom, a topic can be better understood for more students.

**4. “Improve motivation through success”**

The cooperative learning approach make feel the students motivated, when it is related with those activities where games are included, this type of feeling it is possible to find in those

classroom where the groups are divided equal with slow learners and high-achieving students, where every group has the same chance to succeed.

### **1.5.8.1 Elements of Cooperative Learning**

Gillies, R. (2007) states five key elements to take into account for the students, and then be able to achieve the goal proposed. Those five elements are the following ones:

#### **1. “Positive interdependence”**

This element refers to the fact that students realize that they must work with each one of the members of the group to be able to succeed, if one of the member of the group does not cooperate or do its job, the group won't be able to succeed. All of them must give the best from each one in order to achieve the goal proposed.

#### **2. “Individual Accountability”**

This element include all the members of the group, each member must be in charge of developing a part of the task proposed, each member must to describe the progress on its part of the task, any of the members must be capable to describe their process to the whole class, and also each member of the group is able to get any reward for developing its part in the task.

#### **3. “Promotive Interaction”**

In this element the members of the group must support and make easy the hardworking of their classmates to achieve the goal proposed, the members of the group will implement their own resources, or knowledge that can be helpful to have better result for the whole group.

#### **4. “Interpersonal and Small-group Skills”**

This element refers to the interpersonal skills and the small group skills, where the interpersonal skills it's about ability for the student to listen actively, share their own ideas, engage with the goal of the group, give a useful judgment.

The small-group skills refers to the process that a small group must develop or follow to achieve their goal, such as : divide the task in between all the members of the group, taking decisions based on the opinions of all the members of the group, and explain between them any possible difference related with the task proposed.

#### **5. “Group Processing”**

This elements takes place at the end of developing the task, the members of the group describe the process done and which of the actions were useful for the development of the task and also making decisions about which actions the group should keep implementing and which one they should change.

### **1.5.8.2 Cooperative Learning Structures**

Felder & Brent (n.d) says that the cooperative learning approach can be used to any kind of task proposed by the teacher in the class, the authors present some of the structures that have been used in the classroom before such as: “*Problem sets, laboratories and projects, jigsaw, peer editing, and peer-led team learning*”.

Based on the context and all the features related with this, this integral project it is focused on the “Problem sets” where The students develop most of their task in groups, in this structure just the name of the students that really worked will appear at the end of the result of the

activity proposed by the teacher, this structure make the students to work with more efficiency, so the reward of the hard working will be to see their names at the end of the task.

In this structure the whole group get a grade, but it is important to mention that during developing the activity each student will be assessed, the fact of evaluating the students one by one it is an advantage because it will give a level of responsibility to the students in the cooperative learning process.

Due to the population of the Jaime Prieto Amaya School, this structure is not complex to be developed, because for example it is easy to realize who came or who didn't come to class, this structure let identify the students who really want to collaborate with the tasks proposed.

### **1.5.9 Developed Activities**

The application of this integral proposal was focused on 4 main activities which some of them were linked with the syllabus of the school, and the others were linked with the A1 level Topics. The activities were developed in two parts, first part on Thursdays and second parts Fridays. Based on the schedule of the school, it were taken one hour and half, it means one hour on Thursdays, and half hour on Fridays.

The practitioner started asking to the students to organize in their groups, being organized the students, the practitioner explains the main points of the activity, starting by explaining what are going to be the variables that will be used during the development of the activity, the students ask about what they don't understand, after having everything clear, the practitioner tells the students all the aspects that their written need, it is necessary to follow some steps for the task to be totally achieved.

## **Pre-test**

In this case a pre-test was applied to students in order to categorize the students, which in this case was about to write a test about any topic no longer than 100 words, with this test the practitioner was able to identify the level of the students, and based on that create activities according to their level, which in this case is A1.

### **1.5.9.1 Activity 1 First Conditional Flash Fiction story**

Based on the topics proposed by the syllabus of the school, one of the topics that eight grade students must accomplish in the fourth scholar period is the structures of the First and Zero conditional, in this activity the students had to create a flash fiction story using the first conditional structure.

The practitioner gave to the students a guide where it was include the “ first conditional structure” and an example of flash fiction story which was created by the practitioner , as much authentic material as possible, the practitioner proposed to create a flash fiction story which Debbie young, (2014) claims that flash fiction is the fact of creating a short story, which sometimes can be known by different names such as : sudden fiction or micro fiction, but normally it is named a flash fiction story to those stories that are compound for less than 500 words. (See Appendix D)

The practitioner gave to the students a flash fiction story example for the students to guide themselves, the students had 50 minutes to develop the first part of the activity, in those 50 minutes the students must lead three of the five steps of the writing process; the “Pre-writing”, where the students must think about the topic they are going to talk about, “Writing the draft”,

the students write their first draft, joining all the ideas from each member of the group, after having written the first draft the students give their activities to the practitioner to be corrected.

The second part of the activity it is developed in just 25 minutes of the next English class, the practitioner gave to the students the activity with some corrections, after the students have the activities back on their hands, they lead the other two steps of the writing process such as: the “Final draft”, where the students must write again the story and fixing the mistakes found by the practitioner, after having all corrected, the students check for the last time the activity, just in case that they forgot to fix a mistake, after being sure that the activity its finished, they “Publish” the story, in this step the students give the activity back to the practitioner to be included in the folder, where all the activities developed by the students will be.(See **Appendix E**)

The main objective of the application of this activity is to create flash fiction story by following the right writing process which Tompkins (2004) says that is something similar to a race map, where the students, events and thinking can be controlled from the beginning to the end, and says that writing is the way to relax the mind and express the ideas in a creative way. The writing process it is here the way to develop the activity.

### **1.5.9.2 Activity 2 Preposition of Place Flash Fiction Story**

This activity was developed taking into account the level of the students, which in this case it is A1, based on the results gathered by the written activity that the students presented to categorize them, in this case the activity proposed by the practitioner was create a flash fiction story using prepositions of place.

The practitioner gave to each group a guide where there was an activity to remember the most common prepositions of place, in the same guide there was a Preposition of place flash



fiction story example, which the students were able to guide themselves to create their own flash fiction story, this first part of the activity must be develop in 50 minutes.

The students started developing the activity translating the prepositions, when they were sure about the meaning of each preposition of place, they started the first part of the activity which starts with the “Pre-writing”, where the students thinks about what they are going to write, each student give an idea to start writing the story, when they are sure about what to write, they started with the second step of the writing process which its “Writing the first draft”, each student of the group it is in charge of developing one part of the activity taking into account the approach needed to develop the activity, “Cooperative learning approach it’s the process which involve the students to work together in small groups with the purpose to achieve the same aims. (Gillies, R., 2007)”. After having all the ideas of each students in the first draft, the students gave the activity to the practitioner to correct the possible written mistakes.

In the next class that it is used to develop the second part of the activity, and it is compounded by 25 minutes, the students got the activity where the practitioner underline the mistakes done by the group at the moment of writing the flash fiction story. Having the activity back, the students correct the mistakes, and they write their “final draft”. When students have wrote the story and checked for the last time the written, they gave back the activity to the practitioner to be included in the folder with the other activities. **(See Appendix F)**

The main objective of this activity was create a flash fiction story based on a A1 topic, which in this case was “Preposition of place”, also guide the students in the writing process while they were creating the story taking as example the one given by the practitioner, another objective of the activity is related with the understanding on how to create a flash fiction story based on the cooperation of the whole group.

### 1.5.9.3 Activity 3 Modal verbs Flash Fiction Story

This it's another activity based on the syllabus of the school, in this case the topic its modal verbs, this third activity started when the practitioner gave the guide to the students to develop the task, which in this case was create a flash fiction story using modal verbs.

the guide given by the practitioner had 3 points, the first one it's an activity where the students has to choose the correct modal verb based on the sentence given and the second point was the flash fiction story example written by the practitioner for the students to guide and write theirs, the third point was for the students to write their flash fiction.

The students developed the activity and then took into account the story given by the practitioner each member of the group share the ideas to start writing their story, as Oberman and Kapka (2001) says that Writing, being an ability could be improved by the learning of repetition, if the teacher takes advantage of the learning process, it may help on teaching valuables strategies to improve the writing skill, the usage of repetition can help students to develop the ability to write in formal or informal way depending on the context. That is to say, if the student practice different exercises related to writing at the end they could write fluently. **(See Appendix F)**

After have discussed and shared their ideas to write the story, the students started developing the story with more efficiency, due to they already know the process they must do to develop the activity, the "Pre-writing" step it is already discussed, so the students started writing their "First draft", which they did a little quicker compared with the two activities developed before. After have checked the story the students give the story to the practitioner to be corrected.

The next day after have corrected their stories, the practitioner gave back to the student their stories for them to write the Final draft, the students got the story and started writing their

“Final draft”, when they finished writing their final draft, they gave to the practitioner the story to be included in the folder with the other stories.

Talking about this activity it is possible to say that the students when develop a kind of activity often, they get used to it, and they can improve a skill, in this case the writing skill which According to Oluwadiya (1992), to acquire the skill of writing, it is necessary to develop different activities and practices, one of them Can be the implementation of different sources which could catch the attention of the student, the cooperation of the students is very important to obtain a successful result, therefore it is very useful in the process of learning, due to it is not a skill that comes with people at the moment of born. That is why it needs to be carefully studied.

The main objective to accomplish in the application of this activity is to use the different modal verbs given in the guide, to create a flash fiction story, being this topic part of the syllabus of the school. This story is applied in order to achieve one of the main objectives of this component.

#### **1.5.9.4 Activity 4 School Subjects Flash Fiction Story**

This activity was developed based on the level of the students which it's A1, taking into account the results of the activity applied for the students to categorize them. In this case the topic it is about the school subjects, which it is something they were really excited to talk about.

The activity started with a quick conversation between the practitioner and the students in which they were talking about their favorites subjects in the school, each student has a different favorite subject, so it was necessary for each group to choose one subject to be able to create the flash fiction story. After having the conversation the practitioner gave the guide to each group, in the guide there were 3 main points, the first one was a short activity about to match pictures and

subject, depending the context of the picture, the second point was the flash fiction story created by the practitioner for the students to guide to create theirs, and the third point was the one that the student must to create the flash fiction story.

The students discuss each other in their groups about the story they are going to write, after knowing the ideas of each one of the group, they started writing their first draft, they take into account the story given by the practitioner to create theirs, when they finished their first draft of the story, they give the activity to the teacher to correct the possible mistakes made by the students.

The next class the activity it is given by the practitioner to the students, the students write their final draft, when the final draft it is written, the flash fiction story it is given to the practitioner to include the story in the folder with the other stories.

It is necessary to mention that this final activity had a positive development, due to the students were really interested about that topic, and they were able to create a story, based on a situation with any of the school subjects. **(See Appendix G)**

This kind of stories make the students to be original as Gebbie, V (as cited by Lindsay Anderson, n.d) says that using flash fiction as a tool, in the process of student-writers, creates an environment of total relax, where the student can easily become creative at the moment of writing a story.

The main purpose of this activity is to create a flash fiction story based on an A1 topic, which in this case is “the school subjects”, also let the students be creative when creating their story, another objective for this activity is to correct the possible mistakes that students commit.

**Post- test**

In this case a post test, was applied to the students at the end of the development of the activities, in order to identify possible changes, due to the implementation of the different strategies by the practitioner. In this case the post- test was to write about a special topic, which in this case, was to write a story about “Halloween”, this topic was chosen by the practitioner in consultation with the students. It was possible to say, based on the results of this post-test, that the majority of the students reinforced their writing production, thanks to the tools used by the practitioner during the whole development of the process of this integral practice project.

**1.6 Schedule**

It was necessary to establish a schedule to carry on all the activities to develop the main purpose of the pedagogic component, the schedule was established based on the English classes schedule during the whole week, and also asking to the teacher in charge for the availability of the hours. It was necessary to take into account the ordinary schedule to be able to know the exact schedule of the English classes.

The following table shows the English schedule for the group chosen to develop the activities of this integral project

Table 3 Ordinary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6:25-7:15</b>				801	
<b>7:15-8:05</b>					
<b>8:05-8:55</b>					
<b>8:55-9:25</b>	B	R	E	A	K
<b>9:25-10:15</b>					
<b>10:15-11:05</b>					
<b>11:05-11:55</b>	801				
<b>11:55-12:40</b>	B	R	E	A	K
<b>12:40-13:30</b>					
<b>13:30-14:20</b>					801

## Chapter 2: RESEARCH COMPONENT

This second component it is focused on describing the type of research chosen to carry out this project, also describe the main features of the approach, method, methodology, sample, data collection and analysis, it is possible to say that this chapter gives a detailed information about the steps used in this project.

### 2.1 Introduction of the Research Component

This component it is based on an action research, which Watts ( as cited by Eileen Ferrance) says that action research refers to the different types of research methods to recognize a

difficulty or a feebleness, they can be academic, organizational or instructional, action research also help the teacher to find a useful and a quick solving for those possible problems.

This chapter shows, as well as, the main features of the approach such as : method, sample, and data collection and data analysis that was chosen to be apply during the development of this integral practice project, it also include the instruments proposed to carry out the application of this project such as: observation, Likert scale, and the questionnaire.

In this case the first instrument applied in the process was the observation, that was applied at the beginning of the process in the school, the second and third one were applied to the students at the end of the process with the purpose to gather some specific information from the students based on the process done by the practitioner.

It is necessary to mention that in this component it will be also explained in a detail way all the data gathered during the developing of this integral practice project, it will be explained also the results obtained from all the instruments applied to the students.

## **2.2 Justification of the research component**

Being the aspects observed and identified during the process of this integral practice project a guide, it was stablished and educational problem linked with the written skill in the students. That is why it is possible to use action research in this integral practice project. Mills (as cited by Gregory S. C., 2013) says that one of the purposes of action research in the education it's to improve the children's life, but action research can also improve the life of those professionals who are involved in educational systems. That is to say that all those who are involved in the education area can use action research with the purpose to solve any educational problem.

Consequently, action research attempts to analyze the influence of the implementation of flash fiction stories through cooperative learning in order to reinforce the writing production. Writing production was applied in English classes through the creation of flash fiction stories, with the purpose of getting attention from the students. The use of flash fiction stories and different tools were applied during the development of the whole development of this integral practice project, those activities were mentioned in the theoretical framework to support this project.

It is necessary to say that this integral practice project seeks to show how flash fiction stories can be used as a tool for developing the writing skill of the students. It is important to take into account all the theories mentioned in this integral practice project to guide each one of the activities developed in this project, also the data and the results gathered during the development of this integral practice project.



### **2.3 Objectives of the research component**

This integral practice project proposes one (1) general research question, and four (4) specific questions to answer through the development of the whole process.

#### **2.3.1 General question**

- How does the use of flash fiction stories influence in the writing production through cooperative learning approach among 8 grade students?

#### **2.3.2 Specific questions**

- How do students of eight grade react during the implementation of flash fiction stories to reinforce the writing production?
- What is the advantage of using flash fiction stories to improve writing production?
- What are the advantages of applying cooperative learning activities in the writing production?

### **2.4 Type of research**

Action research and mixed methods are the main instruments and elements that are proposed for this integral practice project to achieve the main purpose which it is at the beginning of this project. O'Brien, R. (2001) "The Action research has the purpose to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously", that is to say that action research give the chance to solve a problem immediately and also to promote the purposes of the science at the same time.

Action research it is implemented in this integral practice project to lead the pedagogic proposal through the cooperative learning approach. This approach place the practitioner in the

real context, in order to identify the right way to teach and support all the data collection, it is possible to say that the students of foreign languages can perceive that this component was very useful at the moment of analyzing the context of the school where a second language is taught, it is possible to gather information about the relation Teacher-Student, and identify how it influences in the development of the class.

Lingard (2008) states that action research it is the approach the most common used for researchers to improve their conditions and practices, and it is because this approach involve the practitioners to conduct the systematic research with the purpose to help themselves in their personal practice processes.

Lewin (1946) states that action research is the word which describes the integration of action, when teacher implements a plan in the classroom during the development of a process, with research, when teacher is able develop a very effective teaching method to the students.

#### **2.4.1 Type of action research**

Ferrance, E. (2000) states that there are different types of action research and it is depending of the participants, the author stablished 5 main steps, those steps are developed during the process of the class, which takes place in a school setting, some of the teacher involved in this process try to find a solution to that possible mistake and enhance their strategies.

The steps mention by the author are: “Individual action research, collaborative action research, school wide research, district wide research”, those steps are used in favor of students to improve their learning process.

- **Individual action research:** this type of research focuses on the main problem in the classroom, that is to say, it is when a teacher try to find the solutions to solve a

specific problem having different strategies or material that can be helpful for the students to solve the problem and learn at the same time.

- **Collaborative action research:** this type of research it is developed by a group of teachers who have the same purpose “ Try to solve a specific problem found in the classroom”, this research takes into account more than one classroom with the same problems, all the teacher involved in this type of research are at the same time improving their practices.
- **School-wide research:** this type of research it is focused on the same problems that the whole group might have in order to solve, groups created in the same school work together with the same purpose such as the formulation of questions, gather and analyze the data, and finally design a plan to enhance the student’s development.
- **District-wide research:** this the type of research its more complex at the moment of its development, it also uses more resources comparing with the others.

Taking into account the types of research stablished by the author, it is possible to say that this integral practice project applies the “Individual action research”, due to it is focused on improving a skill and also the process it is just conducted by one person, the practitioner in this case.

### 2.4.2 Steps of action research

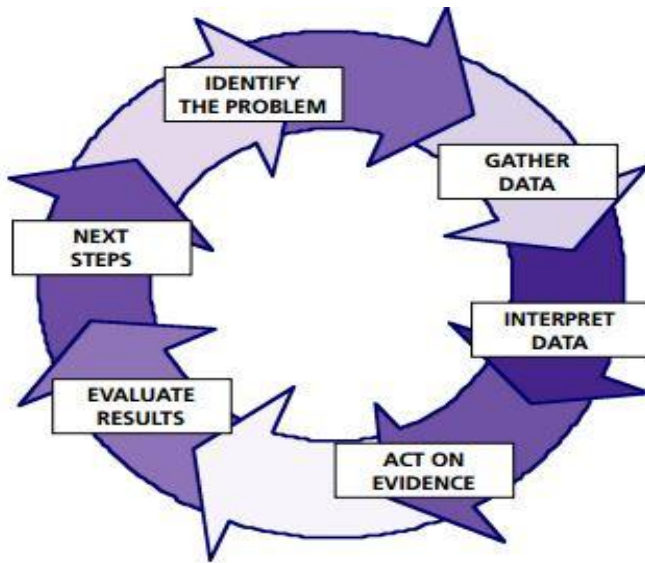


Figure 1 Action research steps (Ferrance 2000)

Ferrance (2000), states 5 steps in order to carry out an action research, it can also vary depending on the researcher, the process of those steps can be seen on the figure above, and the steps have an order beginning with: “Identify the problem, gather data, interpret data, act on evidence, and evaluate results”.

#### 1. “Identify the problem”

In this first steps the teacher must to evaluate its process by identifying the main problem in the classroom, look for the ways to solve the problem, taking into account the student’s needs, after finding the problem the teacher must to propose a question to start a research, based on this, teachers must to apply different types of strategies looking for solving the problem and improving the students process.

## **2. “Gather data”**

In this steps the teacher is in charge of collecting all the data possible from the students to investigate, it will be necessary to apply some sources in order to collect the data, sources such as: “Observation, questionnaires, Likert scales, and others”.

## **3. “Interpret data”**

In this steps the teacher its basically focused on analyzing all the data gathered with the help of the sources, it is also necessary to classify the data gathered between the qualitative and quantitative data, which must be reported by tables, statistics and summarize it.

## **4. “Act on evidence”**

In this step the teacher has the challenge to organize all the data gathered and think about what kind of action apply in the classroom to try to make a positive change, it is relevant that just one variable is modified, because if more than one variable change, it will be difficult to know which action it is the responsible of the result.

## **5. “Evaluate results”**

In this final step it is necessary to study all the results to define if there was any improvement in the student’s process, and make sure if the gathered data support the evidence show, and if there was any negative result, think about what kind of changes implements to improve those results.

### **2.5 Research Method**

This project follows an action research using mixed methods to gather data through observations, Likert scale, questionnaire, beliefs, and thoughts. The objective is to gather

information about how does the use of flash fiction stories influence in the writing production through cooperative learning approach among 8 grade students and how do students of eight grade react during the implementation of flash fiction stories to reinforce the writing production.

### **2.5.1 Research Design and General Approach**

This project applies a mixed methods approach that Johnson & Turner (2007) define as the type of research where a researcher implements feature of both qualitative and quantitative approaches in order to have a holistic understanding and support of data.

Creswell (2014), claims that mixed methods is the combination of both approaches, qualitative and quantitative methods with the purpose is obtain a clear understanding of the research phenomenon. That is why mixed methods research it's followed, data is collected by two forms: qualitative as the opinion, points of view, and insights as well, and In the other hand the quantitative as the percentages, the number of the sample and population, ages , etcetera.

Mixed methods can solve problems where the data collected is not clear, therefore using both, qualitative and quantitative designs, detailed information gathered about the topic that is being studied. For that reason, this project applies mixed methods in order to have an in-depth analysis from the two types of results and at the end of this process, both results can help the researcher to compare and answer the research question.

### **2.6 Participants of the study**

The development of this project was in eighth grade, it were three classroom that were observed at the beginning of this integral practice project, and the sample was chosen just from one of those classroom, to be exact from 801.

### **2.6.1 Sample**

Martyn Shuttle (2009), says that sampling is the process of selection the population of interest from a big group, to be part of the research; sampling is an important step of the research that is why the researchers should know how to choose the sample of the group it is important to keep in mind different aspects at the moment of choosing the sample, take into account if it is useful to gather the right information to complement or identify possible solutions.

The sample of this study was chosen taking into account the schedule of the researcher-student and also the availability of the course observed. This study observes students of eight grade from the Monseñor Jaime Prieto Amaya School. The population chosen is between the ages of 13 and 16 years old, 11 women and 3 men, Colombian nationality and all of them with a Basic English level.

In this class all the students are from eight grade, they were 42 students in total, it was necessary ask one by one who wanted to be part of this integral project and the sample was chosen by convenience.

### **2.6.2 Sampling Method**

The sample technique used in this case Non-Probability Sampling which (Babbie 97) defines as a good way to get the sample with low or no cost and also for those projects which do not need an illustration of the sample. This sample technique was chosen to be able to get the sample with the people who really want to be part of the research, and the type of Non-Probability sampling used in this action research project is convenience which (Fink 18) says that it involves people who are immediately ready to be part of the project and also that agree to actively participate in what the researcher needs.

In this case the way to choose the sample was for convenience, asking each student who of them wanted to be part of the project and also collaborate with the teacher and take them as the part of the observation and the different instruments used during the development of the project.

## **2.7 Data Collection**

Data collection is the process where the researcher gather all the information possible from the students through the instruments applied during the development of the classes.

Bernard (1988), states that there are some general instruments in order to gather data such as: “observation, Likert scale and study of documents. As a method of data collection for research purposes, observation is more than just looking or listening (Bernanrd (1988:2). Observations are conducted in the natural setting while the sample develops their class activities to gather clear data in order to analyze based on real information.

The current project applies mixed methods using the qualitative and quantitative approach, in order to collect data to achieve as in depth information as possible. In the qualitative approach, it is necessary instruments such as observations, and in the quantitative approach, it is necessary instruments such a questionnaire and Likert scale. They can be applied to a big amount of people and help the researcher to save time and money. It is also useful for the researcher due to the people are able to respond questionnaires regarding controversial issues in particular that their responses are anonymous. (Leedy & Ormrod, 2001)

### **2.7.1 Observation**

In this integral practice project was developed as the first type of data collection the Non-Participant observation. The Non-Participant observations were applied during the development



of this research to identify the main problems with the English learning process and where the researcher did not have any contact with the students observed.

According to William (n.d) “non- participant observation is relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants, that is to say that students are observer by the researcher while they develop their daily activities during the class, and the researcher take notes about their behavior and his participation in the class.

The first data was collected through a non-participant observation applied to eight grade of Monseñor Jaime Prieto Amaya School, which describes the main aspects of this group during the observation.

It is possible to say that the researcher took cautiously notes about every single observation applied in the classroom, without manipulating or influencing the environment of the sample studied. In order to conduct the observation, an observational report was designed, this observational report was created with two main objectives to observe during the development of the classes such as: “Analyze the team work development” and “Describe the attitudes of students when creating flash fiction stories”.(See Appendix...)

### **2.7.2 Questionnaire**

The second instrument that this integral practice project uses to collect qualitative and quantitative data it's the questionnaire. According to Babbie (as cited in Acharcha, 2010), says that a questionnaire it is an appropriate way to ask for some specific information in order to analyze it. That is to say this is a tool which include questions linked with the variables of the

project, the questionnaire it is applied with the main purpose to gather the quantitative data from the phenomenon that it is being studied in this integral practice project.

The questionnaire was implemented with the purpose to collect as much information as possible from the students, this instrument it is applied to obtain quantitative data which can support the qualitative data of this integral practice project. (**See Appendix H**)

This questionnaire has two main objectives which are: “Analyze the team-work while developing the activity”, and “Describes the student’s attitude when creating flash fiction stories”.

The questionnaire it is compound by 15 questions, the type of questions is mixed, some of them are open-ended questions and some of them are ranked, in this way, the sequence tries to demonstrate the influence of flash fiction stories to improve writing production. At the same time, the question were proposed to gather data to be analyzed.

### **2.7.3 Likert Scale**

The third instrument applied in this integral practice project was the Likert scale which (Bertram, n.d) states Likert scale as a method used to measure different attitudes in a scientific way, and it refers to all attitudes that can be measured and interpreted in a metric scale.

In the Likert scale it is usual to find just a number of items, this method it is in charge of measuring aspects of agreement or disagreement of a specific statement.

Likert scale it is implemented in this integral practice project with the purpose of gathering some specific data from the sample related with the implementation of flash fiction stories in order to reinforce their writing production through the cooperative learning.

The Likert scale applied to the sample in this case was compound by 12 statements related with strategies implemented by the researcher to reinforce the writing production. This Likert scale was design in Spanish for the 801 students in order to have them to answer as clear as possible. (See **Appendix I**)

## 2.8 Data Analysis

John Tukey (1961) Claims that data analysis is the process which the researcher answers the questions and classify the data by using a detailed and coherent interpretation to explore each one of the components given by the data. The data analysis is important in research because it helps the researcher to obtain a result, it also helps to maintain the human tendency far from the result of the researcher with the help of the suitable analytical process.

In this research, it is analyzed the quantitative and qualitative data, in a way that the people understand what kind of data is gathered and also to explain where all the information is gathered from, how it is collected and also describing all the instruments used to gather the information from the participants, such as observation, questionnaires and Likert Scale.

To analyze the data gathered is a relevant procedure in a project due to this let the researcher examine in a deep way all the information obtained during the data collection process and then be capable to formulate a conclusion and justify if the objectives proposed in the project were achieved.

In a mixed methods project is relevant to connect the instruments if one of the goals is to obtain personal thinking, people behaviors and any kind of numerical information from the participants, trying to let the people understand what it is included in this data analysis is very important to define in a deeper way the qualitative and quantitative data.

### **2.8.1 Qualitative Data Analysis**

Miles and Huberman (1994) States that Qualitative data analysis is the procedure through which the qualitative data that have been gathered from the population and situations are studied and interpretate in a perceptive or analytic way by the researcher.

Qualitative data analysis is proper to identify relevant and representative information from the participant, and it allows the researcher to obtain their thinking about any situation in their lives that can help the development of the project.

In qualitative data analysis, there are some categories, which can help to gather more relevant and productive information for the project such a documentation, categorization, Connection of the data, Corroboration by evaluating alternative explanations and reporting findings.

#### **2.8.1.1 Documentation**

Schutt (2009) Says that the “documentation” in qualitative data is the process which intend to show the data in a clear and understandable way, seeking to recognize the tendency and connections in agreement with the research purposes. This technique is very important to evidence the development of the information gathered in a systematized form, this procedure let the researcher to enhance and summarize the data analysis process.

This procedure is used to have a sequence of all the information gathered while the development of the observation in this case this procedure includes an observational part where all the activities developed during this process are explained, 14 students are the sample chosen to be analyzed.

The information that completes after the observation are activities, which are developed by the students during the class, After the observation, the researcher takes notes about the attitudes of the students and also analyze the team work during developing the activities, everything during the development of the class is taken into account with the purpose to obtain all the information possible from the natural setting to verify if the objectives are being achieved.

### **2.8.1.2 Conceptualization, Coding, and Categorizing**

Saldana (2013) Claims that this technique is applied to analyze and interpret the observations and all the information gathered from the participants in a detailed way, this information is presented in a chart or something called “matrix” by organizing the data collected according to the objectives specified in each observation which are the same for all of them.(See Appendix)

It helps the researcher to have a clear understanding of all the data gathered through the observations and also it is a useful way to explain all the information in a short way, taking into account the relevant information without omitting any important detail and at the same time comparing all the information gathered from each observation to expose if something has changed from the first observation to the fourth one.

The data gathered in the observation is taken through the developing of each class, to support the observation the researcher takes photos to evidence and also in case if the researcher misses something, The information gathered is presented in clear results by categorizing the aspects to observe the data collection procedure.

### **2.8.1.3 Reporting Findings**

Mayring (2004) says that one of the relevant parts of a project is report the findings gathered from the participants and different instruments to confirm if the objectives of the project are achieved. This procedure it is presented after making the observation and applying the Likert scale to make clear in a narrative way the results of each instruments.

In this case the ones which were applied to the participants in the classroom such as observation, questionnaires and Likert scale, at the moment of reporting findings the researcher express in a written and detailed way all the information gathered, this procedure let the researcher provide the final results from instruments applied to the participants.

### **2.8.2 Quantitative Data Analysis**

Heaton (2008) says the quantitative data analysis is the process where the researcher reports the results, findings and relevant information gathered from the participants or instruments in a numerical way.

One of the most common instruments to gather quantitative data is the questionnaires where the researcher can represent all the information gathered through different types of graphs such as Bar-chart, Histograms, Frequency polygon and pie –chart, and if the researcher wants to explain the results in a form of measure of central tendency can use the Mode, Median and mean.

In this case to analyze the numerical information it were used bar-charts and pie-charts as a graphics and for measure of central tendency was used the Mode.

### **2.8.2.1 Bar Chart**

David Lane (2005) says that Bar chart is the graphic used by the researcher to represents the number, the frequency or any information related with measure. It is used this graphic because let the researcher explain the information gathered in a simple way and then very easy to understand, there are different types verticals and horizontal bars, it depends how the researchers wants to represent the information. In this case, the researcher uses bar chart to explain in an organized way all the numerical information gathered from the questionnaire answered by the participants.

### **2.8.2.2 Pie Chart**

The University of Leicester (2009), States that pie charts it is a round graphic, which presents different sections that provide a global result. It is used to present the results of some answers given by the participants, this graphic it is very useful for the researcher to illustrate the information that is classified into theoretical or statistical categories. In this case, the researcher uses pie chart to show the percentage represented by each category and also to let the reader understand in a better way all the information gathered.

### **2.8.2.3 Mode**

Edelman, D. (1990), Claims that the mode is the most common measure of tendency used to presents the amount with the highest recurrence. It is very easy to calculate just organizing the numerical scaled obtained and then choosing the one who repeats the most, in this case, the mode it is used just to represent the information gathered from a question of the questionnaire answered by the participants of this study. It consisted in separate all the numerical sequence, and choosing as the mode the number the most repeated.

## 2.9 Results

In this part all the results from the different instruments used during the development of this integral practice project will be explained.

### 2.9.1 Results of the observations

The observations applied during this integral practice project were based on the observational report objectives which helped to achieve the research ones. (See **Appendices P, Q, R, S**)

In this case it is necessary to mention that the observations were applied during this integral practice project in two phases, the first one was at the beginning during the observational week where the practitioner had to lead the non-participant observation, where the practitioner did not have any contact with the sample studied. During this period of time, it was observed the daily activities developed in the classroom, where it was possible to identify that they follow a type of procedures during the whole day in class, starting with a prayer lead by the teacher, after that the teacher starts by conducting the topic proposed to be studied. It was observed that the classes are mostly based on grammar structures and vocabulary, the class it is structure just to develop some activities during the class and in the board, the teacher rarely apply written activities during the class, so that is one of the reason why they have lack in the writing production, because they do not develop written activities often, Moreover, it was observed that even the activities that the students develop in class, correspond to the level that they are supposed to be, based on this observation it was necessary for the practitioner to decide to focus its research on the written production and look a way how to reinforce it.



Different problems were identified during those observations which the teacher has to deal with, such as: the big amount of students in the same classroom, there was not electricity in the classroom, not all of the students have their desks, and it is because they broke their desks, and many of them have not the money to pay to repair them, this type of situation affect directly the development of the class and the learning process of the students.

The second phase where observations were applied in this integral practice project was when the practitioner applied some specific activities, in this case four observation were applied during the pedagogical process.

It was necessary to have two main objectives at the moment of doing the observational report; the first one is “Analyze the writing production when working in groups” and the second one is “Describe the attitudes of the students when writing flash fiction stories”.

**First objective:** “Analyze the writing production when working in groups”

The first objective for this second phase of the observation was “analyze the writing production when working in groups”, one of the main purpose of working in groups is to let the students reinforce their writing production, in each one of the activities was asked to work in group to develop a specific task, in this case to create a flash fiction story, in each task the practitioner asked to the students to assign a role for each one of the member of the group to be able to obtain a final result, which in this case is write a final text with the help of each member of the group.

The students were able to share ideas between them, and thanks to it, each member of the group was in charge of developing a part of the flash fiction story. Each member in the group listened carefully to the other members at the moment of giving the ideas to create the story.

It is possible to say that when the students worked in group they can produce more effectively, due to they work together and they can help each other at the moment of writing, when the students work in group to produce a text, they worry more to accomplish the task than when they work individually, and it is because all of the members of the group have the same aim, which in this case it is produce a flash fiction story based on a specific topic.

Based on this it is possible to say that the students can improve their writing production when they work groups, because all the members of the group support themselves to achieve the task proposed by the researcher.

**Second Objective:** “Describe the attitudes of the students when writing flash fiction stories”

The second objective of the second phase of the observation is “Describe the attitudes of the students when creating flash fiction stories”.

First of all, it is necessary to mention that the students were interested at the moment of implement this tool “Flash fiction stories”, to reinforce the writing production, due to many students took advantage of the flash fiction stories implemented by the researcher to create theirs.

It is possible to say that the students were motivated when writing the flash fiction stories, and it is because it was something new in their learning process, their positive attitude in front of using this tool to reinforce the writing production, the students who were really interested about writing this type of short stories, asked many questions about the structure and the length of the stories.

It is possible to say that the students got the idea of how important can be using flash fiction stories, due to that type of stories, let the students imagination go far, and also make them to be cautious at the moment of write a flash fiction story, due to one of the characteristics of this

type of stories is that they are compound for a few words, so the students try to create their story as better as they can with less words as possible.

It is visible that the students can react in a positive way to a new learning strategy, due to that they are bored with the traditional ways of teaching.

### 2.9.2 Results of the Questionnaire

The questionnaire was compound by (15) fifteen questions, and it was applied just to the sample that was chosen for convenience in 801 grade, in order to obtain a better understanding of each one of the questions proposed by the researcher. The questionnaire was applied in Spanish to the students in order to gather clear data.

The students answered to this instrument based on their experiences with the activities developed with the researcher.

#### 2.9.2.1 Results Demographic Data

The demographic section it is compound by three question, related with gender, age, and nationality. The following graphics show the result gathered by the questionnaire as instrument.

1. What is your gender?

**Interval:** Yes No

Table 4 Sample Gender

ITEMS	
Yes	11
No	3

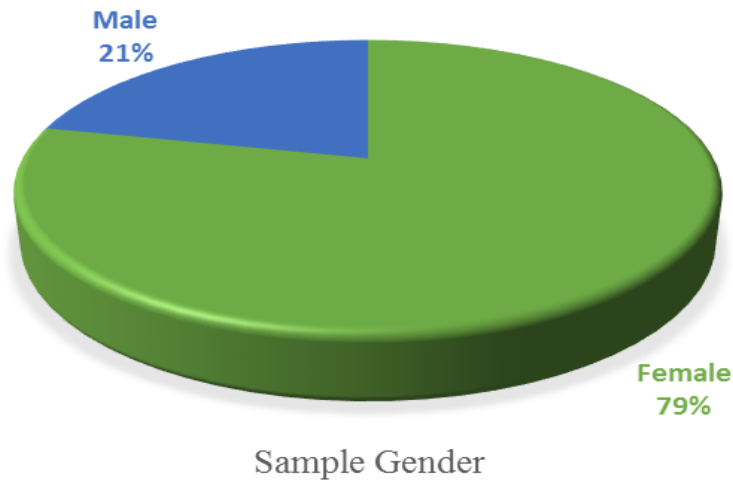


Figure 2 Sample gender

In the previous graphic it is possible to see that the sample was mostly compound by females, it was exactly the 79% of the sample compound by females, and the other 21% of the sample was compound by males.

2. What is your Age?

**Interval:** 13 14 15 16 Other

Table 5 Sample Age

ITEMS	
13	4
14	3
15	2
16	4
Other	1

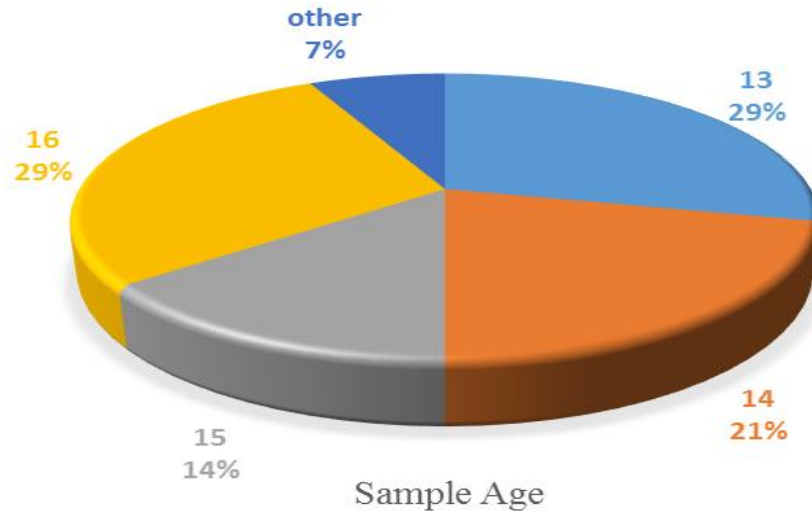


Figure 3 Sample age

According to the graphic it is possible to say that 29% of the sample is in the age of 13 years old, 21 % of the sample is in the age of 14 years old, in the other hand the 14% of the sample is in the age of 15 years old, the other 29% of the sample is compound by students in the age of 16 years old, and just the 7% of the sample it is compound by other age.

3. What is your nationality?

**Interval:** Colombian Venezuelan Other

Table 6 Sample Nationality

ITEMS	
Colombian	13
Venezuelan	1
Other	0

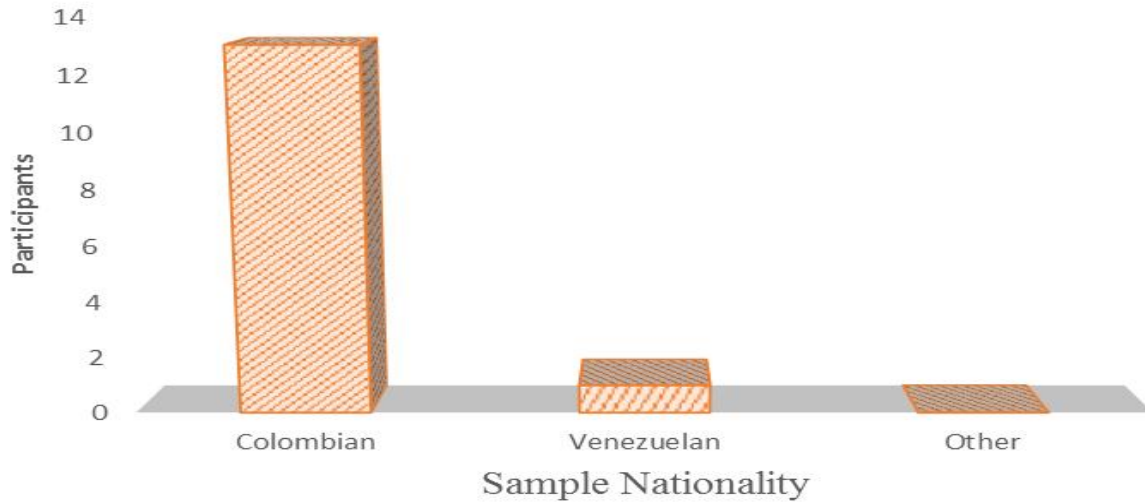


Figure 4 Sample Nationality

Based on the result of the question number 3, it is possible to say that most of the sample has Colombian nationality and just one member of the sample has Venezuelan nationality.

**2.9.2.2 Results of the variables studied**

In this part, all the question are analyzed one by one, in order to show the results gathered by the instruments applied.

**4. Do you like write in English?**

**Interval:** Yes No

Table 7 Do you like write in English

ITEMS	
Yes	11
No	3

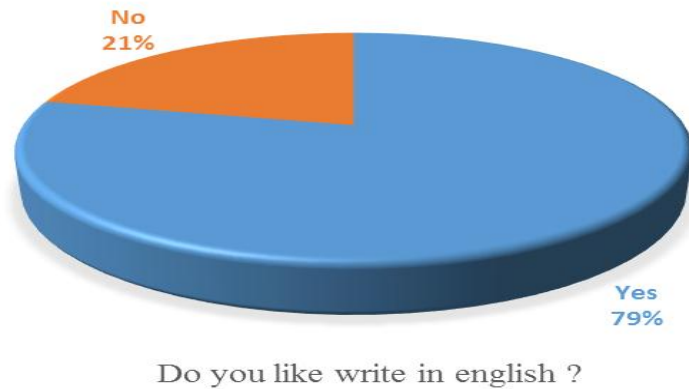


Figure 5 Do you like write in english?

Based on the information gathered in the answers from the sample it is possible to say that most of the students like to write in english, just a small part of the sample do not like to write in english, some of the students steted that they like to write in english when it is not a long written, because as longer is the text , as much vocabulary they need.

5.Do you participate in activities where the writing skill is developed during the class?

Interval: Always Sometimes Rarely Never

Table 8 The writing skill developed

ITEMS	
Always	10
Sometimes	2
Rarely	2
Never	0

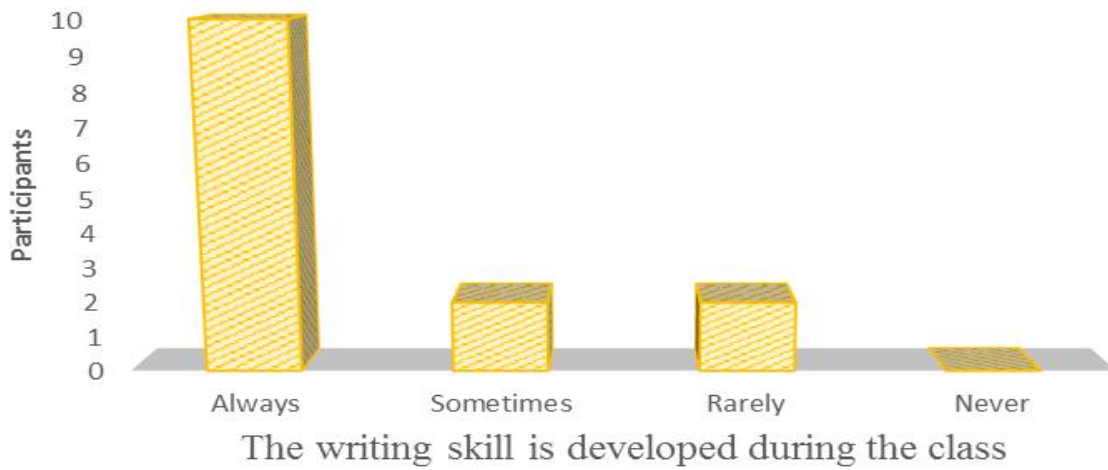


Figure 6 The writing skill is developed during the class

The writing skill is useful in a foreign language learning process, the question asked to the students was if the participate in activities where the writing skill is developed, according with the findings which are represented in the graphic more than half of the students said that they “always” participate in those type of activities, in other hand, some of the students stated that sometimes and rarely participate in activities where the writing skill is developed.

6. Do you like the flash fiction stories implemented by the researcher?

**Interval:** Yes No

Table 9 Do you like the flash fiction implemented

ITEMS	
Yes	13
No	1



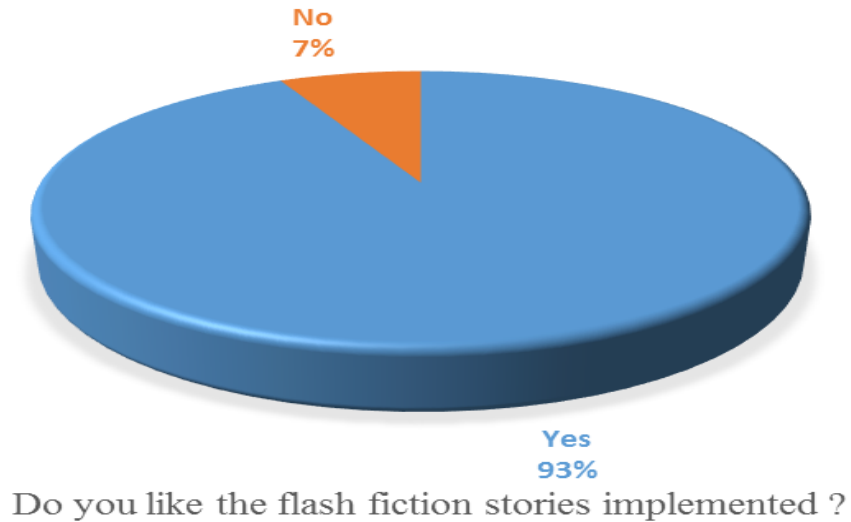


Figure 7 Do you like the flash fiction stories implemented?

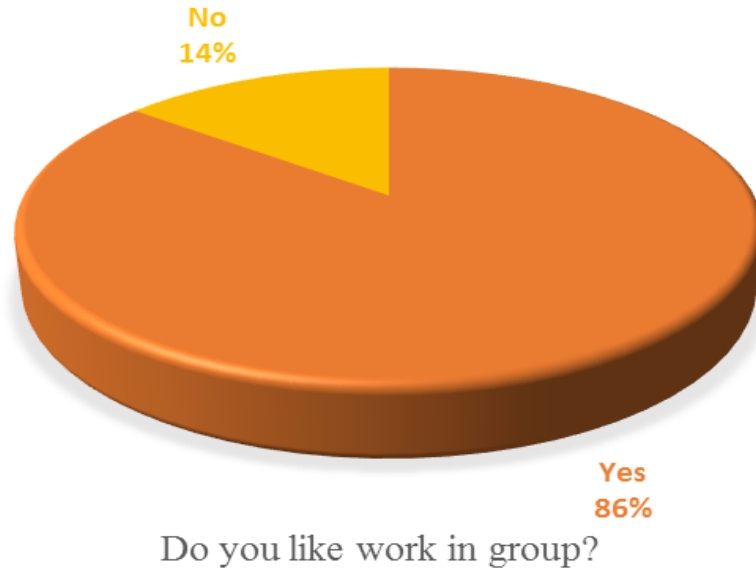
The flash fiction stories used by the teacher during the development of the class were previously created by the teacher to help the student in their process, being represented the results of the question in the table and in the graphic, where the question is “Do you like the flash fiction stories implemented by the researcher”, it is possible to say that most of the students liked the flash fiction stories implemented by the researcher, the 93% of the students stated, in the other hand just the 7% of the sample stated that they do not like the type of the stories implemented by the researcher.

7. Do you like work in groups?

**Interval:** Yes No

Table 10 Do you like work in group?

ITEMS	
Yes	12
No	2



*Figure 8* Do you like work in group?

Based on the results represented in the table and the graphic, it is possible to say that majority of the students like to work in group while developing the activities implemented by the researcher, some of the students stated that working in group they were easily able to develop their activity.

8. Place in order of importance to you the relevant aspects of the cooperative learning approach, being 1 the most important and 6 the less important.

- Interval:** Take a role in the group    Work in group    Share ideas    Develop easier the activity  
   Learn to create a text                            Recognize the writing process

Table 11

*Aspects of cooperative learning*

ITEMS		
take a role in the group	1,1,1,1,1,1,1,1,1,2,3,6,6,6	Mode: 1
Work in group	1,1,1,2,2,2,2,2,2,2,2,3,3,5	Mode:2
Share ideas	3,3,3,3,3,3,3,3,3,4,4,4,5,5	Mode:3
Develop easier the activity	3,3,3,4,4,4,4,4,4,4,4,4,5,5	Mode:4
Learn to create a text	4,4,4,4,5,5,5,5,5,5,5,5,6	Mode:5
Recognize the writing process	3,3,3,4,4,4,4,6,6,6,6,6,6,6	Mode:6

In this case, the question was asked to the students with the purpose to choose which cooperative learning aspect is the most useful for them, the students gave a number from 1 to 6 to choose the level of importance, being 1 the most important and 6 the less important, in this case, based on the information obtained from the questionnaire it is possible to say that the students think that “take a role in the group” is the aspect the most important from the cooperative learning.

9. Do you think cooperative learning approach and flash fiction stories can improve your writing production?

**Interval:** Always Sometimes Never

Table 12 Cooperative learning and flash fiction can improve writing skill?

ITEMS	
Always	12

Sometimes	2
Never	0

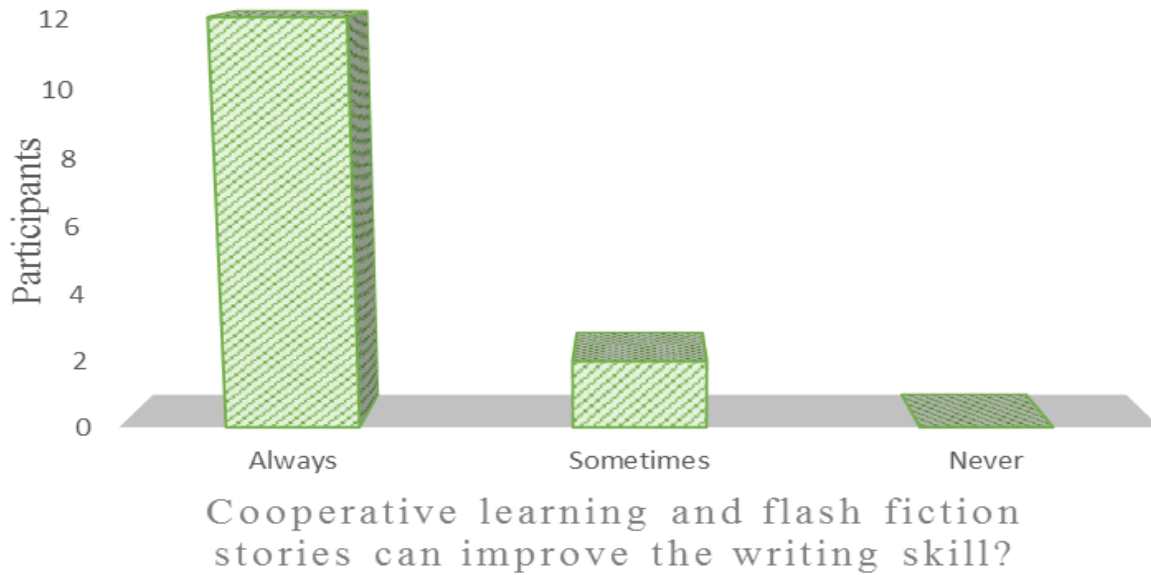


Figure 9 Cooperative learning and flash fiction stores can improve the writing skill?

The Cooperative learning and flash fiction stories are useful tools on the process of the development of the writing skill, the question asked to the students was “Do you think cooperative learning and flash fiction stories can improve the writing skill”, according with the findings which are represented in table and the graphic, most of the students think that “Always” cooperative learning and flash fiction stories can help to improve the writing skill.

10. How do you consider your English writing skill?

**Interval:** Bad Good Very Good

Table 13

*How is your writing skill?*

ITEMS	
Bad	1
Good	12
Very good	2



*Figure 10* How is your writing skill?

The question number ten in the questionnaire was asked to the students in order to obtain the information about how they consider their writingskill, According with the information gathered from the students which it is represented in the graphic, it is possible to say that some of the students consider, they have a good writing skill, in this case 805 of the students think they have a good writing skill.

11. Do you consider flash fiction stories important to improve your writing skill?

**Interval:** Yes No

Table 14

is flash fiction important to improve writing skill?

ITEMS	
Yes	12
No	2

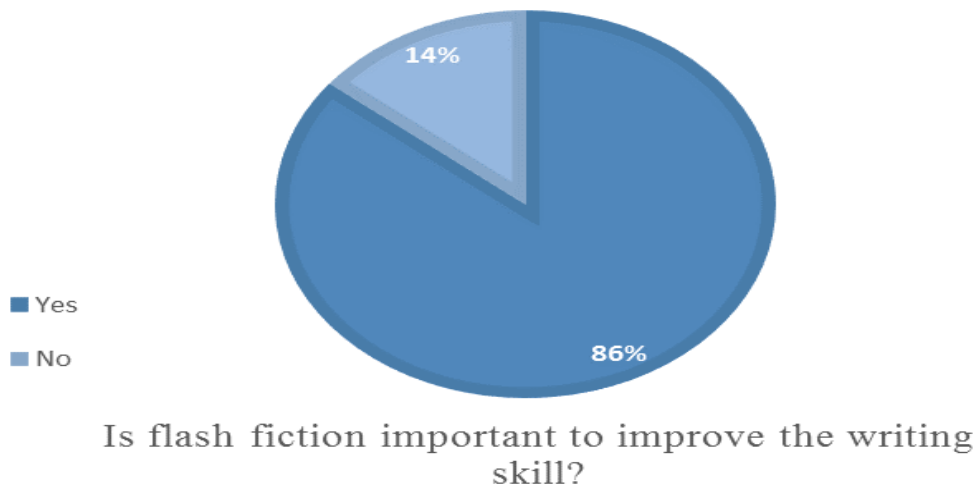


Figure 11 Is flash fiction important to improve the writing skill?

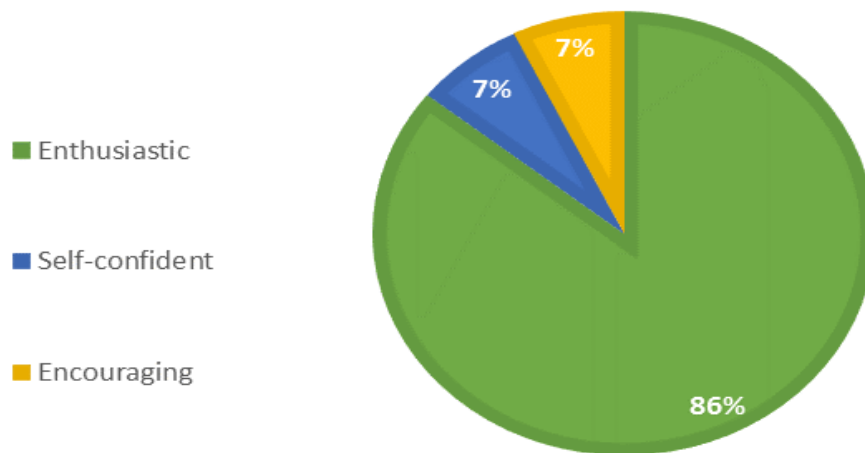
Based on the results obtained from the questionnaire to the question number 11, it is possible to say that most of the students take flash fiction stories as important to improve their writing skill, in this case the 86% think that flash fiction stories are important to improve the writing skill, and the 14% of the sample answer “No” to this question.

12. How do you feel using flash fiction stories in the English class?

**Interval:** Enthusiastic Self-confident Encouraging

Table 15 How do you feel using flash fiction stories?

ITEMS	
Enthusiastic	12
Self-confident	1
Encouraging	1



How do you feel using flash fiction stories?

*Figure 12* How do you feel using flash fiction stories?

The question number 12 was asked to the students with the purpose to know how the students feel using flash fiction stories during the class, According to the information gathered in the questionnaire which it is represented in the graphic, it is possible to say that the students feel “Enthusiastic” at the moment of using flash fiction stories during the class, this option was chosen by 86% of the participants, based on the answers it is possible to say that another part of the participants”7%” feel “Encouraging” when using flash fiction stories in the class, and the other 7% of the participants feel “Self-confident”.

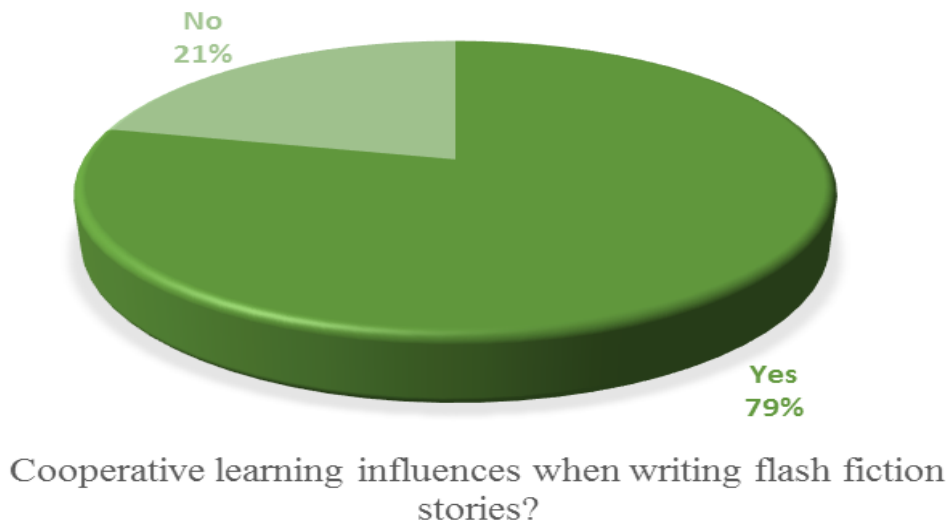
13. Do you think cooperative learning approach influences at the moment of writing a flash fiction story?

**Interval:** Yes No

Table 16

*Cooperative learning influences when writing flash fiction stories?*

ITEMS	
Yes	11
No	3



*Figure 13* Cooperative learning influences when writing flash fiction stories?

The question number 13 was asked to the students with the purpose to know if cooperative learning influences when writing flash fiction stories, thanks to the information gathered from the students it is possible to say that most of the students think that cooperative learning influences when they are writing flash fiction stories, the 79% of the participants answered yes to this question, in the other hand the 21% of the participants answered “No” to this question.



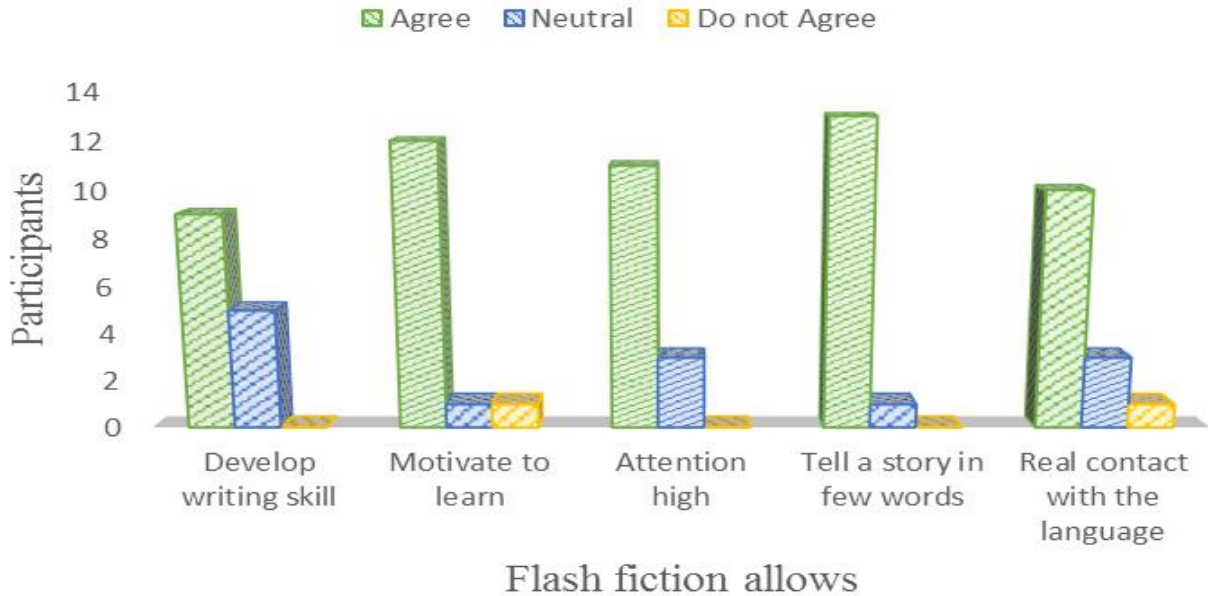
14. Do you think flash fiction stories allow, circle the number under the initial that applies?

**Interval:** Develop writing skill Motivate to learn Attention high Tell a story in few  
words Real contact with the language

**Sub-interval:** Agree Neutral Do not Agree

Table 16 Flash fiction allow

ITEMS			
	Agree	Neutral	Do not Agree
Develop writing skill	9	5	0
Motivate to learn	12	1	1
Attention high	11	3	0
Tell a story in few words	13	1	0
Real contact with the language	10	3	1



*Figure 14* Flash fiction allow

In this case the question was divided into five items, according with the information gathered from the participants in the first item, most of the students think that flash fiction allows develop the writing skill, and other part of the participants are neutral in front of this item.

The information gathered from the second item represented that most of the participants think that flash fiction stories motivate them to learn more about English, this option was chosen by 12 participants, one of the participants is neutral with this option, and just one participant disagree with this option.

In this case in the third item it is possible to say based on the information gathered that most of the students think that flash fiction make them have an attention high, 11 participants choose this option, in the other hand 3 participants are neutral in front of this option.

With the fourth item, it is possible to say that the majority of the participants think that flash fiction stories allow them to tell stories in few words, this option was chosen by 13 participants, and just one participant is neutral in front of this option.

The fifth and last item represented in the graphic it is possible to say that the majority of the participants agree with the option that flash fiction stories make them to be in real contact with the language in this case English, this option was chosen by 10 participants, in the other hand 3 participants are neutral in front of this option, and just one of the participants disagree with this option.

15. Indicate the importance to you the following methods to develop writing skill.

**Interval:** Write in English every day    Create flash fiction stories    Work in groups    Write about different topics

**Sub-interval:**    Very important    Important    Neutral    Unimportant    Very important

Table 17 Importance of method

	ITEMS				
	Very Important	Important	Neutral	Unimportant	Very Unimportant
Write in English every day	10	3	1	0	0
Create flash fiction stories	7	4	2	1	0
Work in groups	9	3	2	0	0
Write about different topics	5	3	3	2	1

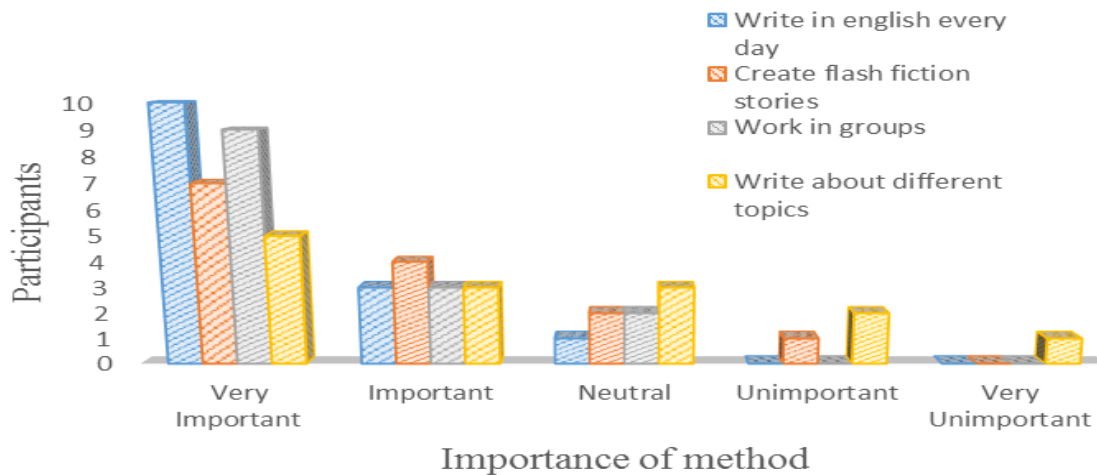


Figure 15 Importance of method

This question is divided into 4 items, in this case the table and the graphic represents the different results gathered from the question number 15, which it is, “indicate the importance to you the following methods to develop writing skill”. It is possible to say that thanks to the information gathered from the participants, “Write in English every day” is a relevant method, being chosen by 10 participants as “Very important”, in the other hand being chosen by 3 students as “Important”, and just one participants choose the option “Neutral”.

Having as the second item “Create flash fiction stories”, it is possible to say that this option is not relevant for the participants, being chosen by 7 participants as “Very important”, and in the other hand chosen by 4 participants as “Important”, this third option was chosen by 2 participants which is “Neutral”, one student think that this option is “Unimportant”.

Having the third item “Work in groups” it is possible to say that the participants think that this method is relevant, being chosen by 9 participants as “Very important”, in the other hand 3 participants think that his option is “Important”, in just 2 participants are Neutral in front of this option.

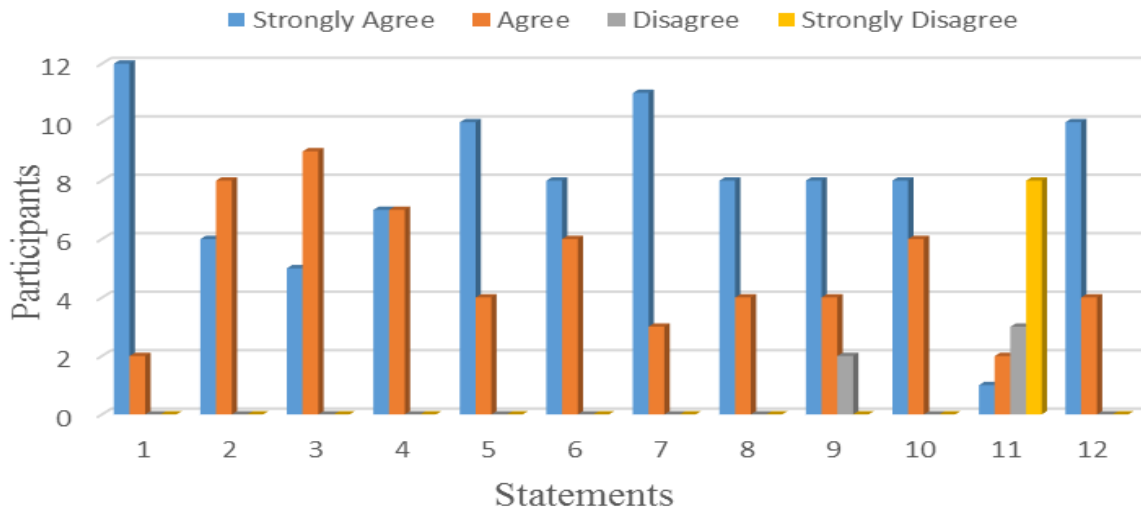
And the fourth and last item which is “Write about different topics”, It is possible to say that 5 participants think that his item is “Very important” to develop their writing skill, in the other hand 3 participants think this option is “Important”, 3 participants are Neutral in front of this option, 2 of the participants think that this option is “Unimportant”, and just one of the participants think that this option is “Very unimportant”.

### 2.9.3 Results of the Likert Scale

The Likert scale was applied to the sample which was compound by 14 participants, it was composed by twelve statements related with the variables studied. All the statements had five options to choose such as: “Strongly Agree, Agree, Disagree, Strongly disagree”, the following table shows the data collected by this instrument.

Table 18 Results of the Likert scale

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Agree</b>
<b>1</b>	12	2	0	0
<b>2</b>	6	8	0	0
<b>3</b>	5	9	0	0
<b>4</b>	7	7	0	0
<b>5</b>	10	4	0	0
<b>6</b>	8	6	0	0
<b>7</b>	11	3	0	0
<b>8</b>	10	4	0	0
<b>9</b>	8	4	2	0
<b>10</b>	8	6	6	0
<b>11</b>	1	2	3	8
<b>12</b>	10	4	0	0



*Figure 16* Results of Likert scale

Taking into account the data gathered from the Likert scale applied to the participants, it is possible to give some interpretations such as:

**Statement 1:**

The results from this first statement which is “La implementacion de flash fiction stories es apropiado para desarrollar la habilidad de la escritura”, it is possible to say that most of the participants are “Strongly Agree” with this statement, being chosen by 12 of the 14 participants, the other 2 participants are just “Agree” with this statement, based on this result it is possible to say that most of the participants think that flash fiction stories are important to develop their writing skill.

**Statement 2:**

Based on the result of this statement which is “Los ejemplos de flash fiction stories dadas por el professor me ayudaron a desarrollar mi historia”, it is possible to say that most of the students are comfortable with the examples of flash fiction given by the researcher during the

development of the class, being chosen by 8 participants the option “Strongly Agree” and the other 6 participants choose the option “Agree”, which it is very similar to the first one, analyzing this result it is visible that the students took advantage of the flash fiction stories given by the researcher to develop theirs.

**Statement 3:**

Taking into account the results obtained in this statement which is “Realizar actividades de escritura por medio del aprendizaje cooperativo es util para mayor la produccion escrita”, 5 of the participants choose the option “Strongly Agree”, in the other hand the option “Agree” it is chosen by 9 of the participants, with this result it is possible to say that most of the students enjoyed working in group as an strategy to improve their writing skill implemented by the researcher.

**Statement 4:**

The result from this statement which is “Comprendo claramente los pasos para crear una flash fiction story”, taking into account the option chosen by the participants, it is possible to say that students learnt the steps to write a flash fiction story, process that was told by the researcher in order to have a successful result of the activities developed during the english classes.

**Statement 5:**

Taking into account the results gathered from this statement which is “Siguiendo los pasos del proceso de escritura puedo mejorar la produccion escrita” it is possible to say that from the beginning of the process and until the end, the participants took advantage of the writing process to be able to write a final text, most of the students are “Strongly Agree” with this statement, being chosen by 11 participants, and in the other hand 3 of the participants choose the option “Agree”.

**Statement 6:**

Analyzing the results from this statement which is “He encontrado interesante el escribir ingles durante este Proyecto”, it is possible to say that most of the participants were not used to write that much, it can be told based on what the participants said, during the development of this integral practice project, the participants involved showed that writing in this project was interesting for them.

**Statement 7:**

Based on the results of this statement which is “Conozco el roll asignado en mi grupo al momento de desarrollar la actividad”, it is possible to say that the majority of the students knew their role while they were developing the activities, the role assignment was necessary for this activity, in order to apply the cooperative learning approach while they developed their activities, the assignment of roles was explained by the researcher at the beginning of the project, in order to have a better result and have an activity developed by the whole group.

**Statement 8:**

The results from this first statement which is “Las indicaciones dadas por el professor son claras para desarrollar mi actividad”, It is possible to say that the majority of the participants understood the indications given by the researcher, which were told by the researcher at the beginning of the project, and remind it in each one of the activities to the students, in order to have a successful activity.

**Statement 9:**



Taking into account the results gathered from this statement which is “Al trabajar en grupo me ayuda a desarrollar mayor la actividad puesto que aprendo de mis compañeros”, it is possible to say that this statement was asked to the participants in order to get from them, if they were taking advantage of working in group while they developed the activities, and based on the results it is visible that most of the students took the advantage at the moment of working in groups to learn from their classmates.

**Statement 10:**

Analyzing the results from this statement which is “Haciendo un trabajo cooperativo puedo compartir ideas y conocimientos con mis compañeros”, it is possible to say that most of the students are “Strongly Agree” with this statement, being chosen this option by 8 participants, in the other hand the option “Agree” was chosen by 6 of the participants, based on the results it is visible most of the students shared ideas and knowledge with their classmates while they were developing the activities.

**Statement 11:**

Based on the result of this statement which is “Se me dificulta al escribir flash fiction stories en ingles”, it is possible to say that the participants think that flash fiction stories are not difficult to be written by them, most of them reacted choosing the option “Strongly Disagree” answering to the statement, which in this case it is a positive answer from them when they choose “Strongly Disagree”, just a small part of the participants are agree with this statement, it is due to some of them it is difficult at the moment to write a flash fiction story.

**Statement 12:**

Having the result of this statement which is “Al seguir el proceso de escritura (Antes de, Borrador, Revision, Correccion, Publicacion) se me facilita la actividad”, it is possible to say that the participants can easier develop the activity when they know the writing process, which was introduced to them by the researcher at the beginning of the project, most of them are “Strongly Agree”, this option was chosen by 10 of the 14 participants involved in the research, the other 4 participants choose the option “Agree” in front of this statement.

### **2.10 Conclusions and suggestions for further studies**

The main purpose of this action research was to reinforce the writing production through cooperative learning using flash fiction stories, according to the results all the questions were understood and answered by the participants.

The information was gathered with the purpose to achieve the objectives proposed in the research component, the attitude of the students when using flash fiction stories as a technique, in order to reinforce the writing production through cooperative learning approach.

It is necessary to mention that it is admirable how the students had the ability to work in group and create flash fiction stories, in order to reinforce their writing production.

In order to create a flash fiction story, it was necessary to follow different steps in which the students not only have the opportunity to reinforce their writing production, but to learn a process how to write a text and also let their imagination flight away.

The advantages of observing the whole process, is that is possible to analyze all the data gathered from the participants, and it is possible to identify the pros and cons of applying this integral practice project, it is visible that the students improvement depends on the activities or methodologies implemented by the teacher.

Furthermore, it is possible to say that student's perceptions which was gathered from the data collection instruments help to conclude that the students find enriching this type of activities for their learning process.

For further researches it is recommended to apply more activities related with their level, due to it will be possible for the students to be more creative and do not be forced to write about something in special, let the student write about what they want, it will make the activity more fruitful.

Talking about the limitations in this integral practice project, it is necessary to say that, it is need it more time to do deep study with each one of the variables, and also

This action research project can benefit teachers and also students who can be interested in reinforcing the writing skill through flash fiction stories and cooperative learning approach.

It is possible to say that developing this project and based on the results, the researcher learns how to act in front of a problematic in the English learning process and also learn how try to solve it, using different tools and in this case flash fiction stories to reinforce the writing production, something that can be difficult for the students at the moment of acquiring English as a foreign language.

### **Chapter 3: OUT-REACH COMPONENT**

This third component explains the extra-activities guided by the practitioner at the public Monseñor Jaime Prieto Amaya School.

#### **3.1 Introduction to the out-reach component**

In this case this component in the integral practice project, the practitioner is able to participate in extracurricular activities where the community it is involved, in this case those activities are related with classes. Likewise, in this case “the English Song Festival” was implemented with the purpose to join all the students, and also to motivate them to improve more their English process.

This component it is applied with the purpose of including the practitioner with the rest of the school population, in this case the students, applying activities which in this case are related with English but not with any academic activity.

The practitioner has the challenge to guide the whole activity, and make sure everything is well done during the development of the festival.

Another of extra-activity was the academic reinforcing to the eighth grade students for strengthen their English learning process.

### **3.2 Justification of the Out-reach component**

“English Song Festival” is an activity proposed in order to promote the abilities such as singing, dancing and body language, in the other hand making the classroom environment less formal and the students feel with more freedom.

Creating this type of extra-curricular activities where the students can practice the foreign language, by expressing themselves at the moment of singing their favorites English songs.

In this case, the students from Monseñor Jaime Prieto Amaya School, it is able to develop this activities in order to make the students long shift more enjoyable, and also to celebrate the importance of the English nowadays as a foreign language.

The idea to develop this activity was given by the English teacher of the school, where they said, it is something that they develop almost every year, so in this case, the activity was conducted by the practitioners, trying to get involved with the rest of the school population.

The other extra-activity which in this case is the reinforcing to the students about some specific academic topics, which they were a little behind and they had to present a test, to be able to get a better score in the last failed period.

### **3.3 Objectives of the out-reach component**

#### **3.3.1 General Objective**

- To promote the abilities such as singing, dancing and body language in the Monseñor Jaime Prieto Amaya Students.

#### **3.3.2 Specific Objectives**

- To make the students enjoy an activity while using a foreign language in this case English.
- To develop communicative skills in the English language through the song.
- To reinforce some specific topics to the students to get a better grade.
- To create a program for the English festival song.
- To make participate at least one student from each grade in order to represent a English song.
- To improve the students weaknesses in English.
- To give a recognition to the students and teacher who participate in this English song festival.

### **3.4 Methodology**

The methodology of this component, is basically, in the first part to create a program for the English song festival, and try to subscribe all the students possible to participate in the activity. This activity was proposed by the teachers to the practitioners, and from the practitioner to the students.

Talking about the English song festival the practitioner give the instructions to the students and a member of each group is designed to be one of the participants of the song festival. To let the students feel more free at the moment of choosing the song to represent, it was said to them for choosing their favorite English song, after choosing the song the students were guided by their teachers to practice the song that they were to represent, as many time as they could.(See Appendix)

In this festival song, the judges were the practitioners, which were in charge of, grading the pronunciation from the students, their body expression, and how they act in the stage in front of their other classmates.

In the other hand, talking about the other extra-curricular activity, which in this case was reinforce the weaknesses from eighth grade students, presented in the last periods, the main purpose of the this activity was re-explain some specific topics to the students, in order to get a better grade from some failed english period before.

After explaining to the students some specific topics, they were supposed to apply a test to get a better grade, and the be able to achieve their goals in English subject.

### **3.3 English Song Festival**

The following are the instruction to develop the English song festival, this activity is composed by two moments, Partly, we are going to stay in the central pitch from six thirty (6:30) to eight o'clock (8:00).

Secondly, we are going to go to our classrooms from eight o'clock (8:00) to a quarter to nine. (8:45), there, the student for eleventh grade are going to share an interesting activity using faith and joy (f e y alegria) vocabulary. (See Appendix L)

Now (Student's name) let's begin, are you ready? The first place we are going to see students that would like to be singers.

The second place we are going to see some different dancing which taking into account no only the English song music history, but also we are going to learn about different rhymes, sounds, and movements among others.

### **3.4 Reinforcing the student weaknesses**

This extra-curricular activity was develop during the week of September 19<sup>th</sup> till September 30<sup>th</sup>, during this week was developed a reinforcement from the last periods to the students who failed the english subject, so the practitioner in order to participate in this activity, explained to the eighth grade students, some specific topics seen by them, the last periods, after explaining and trying to improve the students weaknesses the practitioner achieved another extra-curricular activity, which in this case involved the students.(See **Appendix M**)



## **Chapter 4: ADMINISTRATIVE COMPONENT**

This four chapter of this integral practice project, focuses on describing the main important aspects from the administrative field, this chapter also presents the administrative division in the school and its norms.

### **4.1. Introduction of the Administrative Component**

As it was mentioned before, this integral project was conducted at Monseñor Jaime Prieto Amaya School, the main objective of this chapter, is to present the administrative aspects, such as: the rules of the school, location, its beliefs and its main organization.

This chapter study in a deep way the more important administrative aspects which help the institution with its development, also it focuses on showing the people who is charge of the well development of the school during the whole scholar year.

In this chapter it is also shown the list of the main grade took as the sample of the researcher, which in this case is eighth grade, it is also mention their schedule taken into account in the development of this integral practice project.

This component helps the practitioner to know exactly how is the school is structured, and based on that, be part of the school , and contribute with its development .

### **4.2 Justification of the Administrative Component**

This chapter it is one of the most important part of this project, because it is where the institutional structured it is shown and also the most relevant aspects related with the school and its development.

This integral practice project mentions also the most important aspects of the institution, this chapter has a main purpose of helping the practitioner to explain the development of the school where its project was conducted.

The aspects of the school were an important key for the practitioner to know all the authorities of the school, and also to identify the school methodology, which was relevant at the moment of choosing the topic that was going to be studied during the development of this integral practice project.

### **4.3 Objectives of the administrative component**

This chapter it is based on just (1) one general objective, and (4) four specific objectives with the purpose to know the whole division and its development.

#### **4.3.1 General objective**

- To analyze the whole structure of the school and its development during the scholar year.

#### **4.3.2 Specific objectives**

- To describe the more relevant aspects from the structure of the school
- To identify how the administrative and academic authorities are divided in the school.
- To analyze some of the relevant aspects from the (PEI).
- To know the physical distribution of the school.

### **4.4 Institutional observations**

The institutional observation started from September 6th and 9th, It started first meeting the teacher in charge of the English area, After that the groups were assigned to each one of the

practitioners, each practitioner ended up with three groups, The groups were chosen between seventh, eighth and ninth grade. The groups are compound by 42 students or more; each group has a classroom with a good natural lights and ventilation. Each student has their own chair, also there is a sweeper which it is used by the students to collaborate with the cleaning of the classroom The physical aspect is the following: they are 6 lights, no fans, there are no window for one side of the classroom, there is one board, one teacher's desk and each student has their desk, and there is also a big speaker which is mostly used by the principal or coordinators to transmit any kind of information.

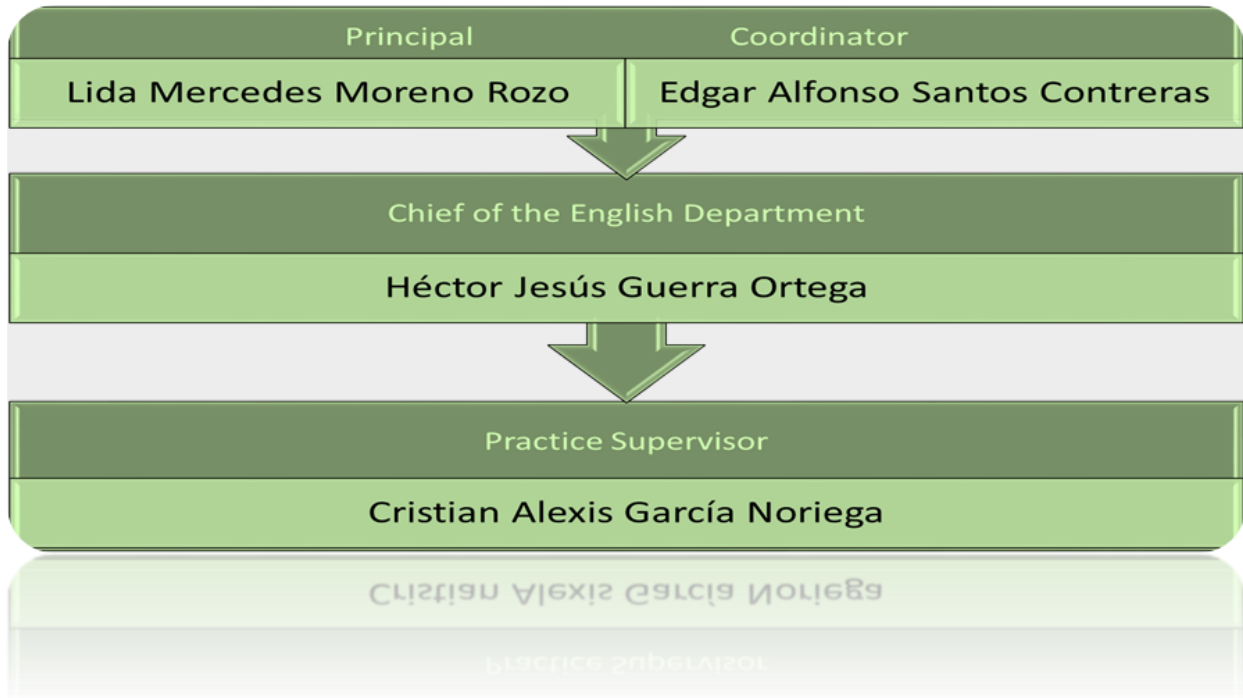
The Monseñor Jaime Prieto Amaya School has got physical characteristics as well as internal authorities. The following chart shows a general understanding of its location and administrative operative.

The official name of the school it is:	“Intitucion Educative Monseñor Jaime Prieto Amaya”
The location: the school it is located in	“Cucuta, Norte de Santander, Colombia”
The principal of the school is:	“Lic. Lida Mercedes Moreno Rozo”
Nature of the school:	“Official”
Type:	“the school include both sex students” (Male-Female)
Owner:	“Department of Norte de Santander”
Address:	“13 <sup>th</sup> Street, 15 <sup>th</sup> and 16 <sup>th</sup> , Avenue Torcoroma III, Neighborhood”.
Nit (Tax Identification Number)	“354001012173”

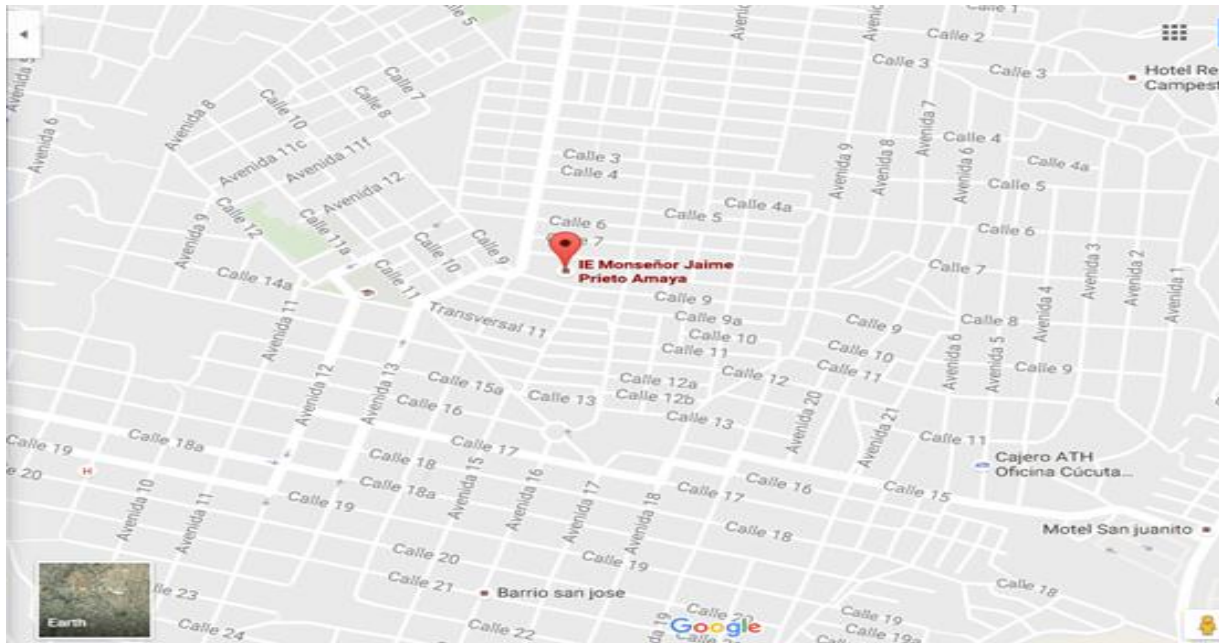
#### 4.4.1 Academic authorities

Firstly, the Monseñor Jaime Prieto Amaya School has a principal, an educational coordinator, a chief of each educational department, and in this case a supervisor for each practitioner.

*Figure 17* Authorities names of the institution



#### 4.4.2 School Location



#### **4.4.3 Relevant Aspects of IEP**

The PEI (Proyecto Educativo Institucional) was made with the whole educational community involvement. In this case, the project was prepared under the parameters of the Law 115 of 1994, Decree 1860 of August 3, 1994, Chapter III, Article 14, 15 and 16, taking into account the general, pedagogical and organizational aspects. Addressed by the Constitution of Colombia (1991), Law 115 of 1994 establishes the routing of education in Colombia in training people with the capacity to generate development with clear life plans enclosed by the Institutional Educational Project, the addresses the pedagogical towards forming active citizens in society.

#### **4.4.4 Environment and context**

The Institution Jaime Prieto Amaya collects relevant information related to the context, which was obtained using instruments as parent's surveys, observation guide and meeting with authorities near to the community (Catholic Church, Adventist, Quadrangular, President of the Community Action Board of the neighborhood Anniversary, Police, House of Justice and Peace, Health Care and Social Garden of ICBF).

#### **4.4.5 Philosophy of the institution**

The School's philosophy is inspired by the ideology of Fe y Alegría, comprehensive Popular education movement, which builds and develops a project of social transformation, Based on Christian values of justice, participation and solidarity.

Fe y Alegría is a movement of popular education and social promotion, targeting Disadvantaged and excluded from society, born and driven by the Christian faith population;

Therefore, based on work on a Christian humanist conception of learners, recognizing their Uniqueness and corporeal, spiritual nature and responsible freedom.

**Conceives a person as:**

- A transcendent person in progress, endowed with a few gifts to faculties to awake the moral, emotional and intellectual and social environment.
- A personal being, single, master of himself and of things, a person in time (historical) that is building himself.
- A social Person called to live in relationship with others and with deep awareness of the society in which he lives, personally and collectively undertakes to history.
- A Christian person saved and redeemed that recognizes, appreciates and respects The dignity of him/herself and other.

According to this view, will aim at imparting comprehensive training that enhances all Dimensions and encouraging the development of autonomy.

**4.4.6 Objectives of the Institution**

Fully educated children and youth in their dimensions: axiological, cognitive, spiritual, socio - affective, labor, creative and cultural from the principles of the Christian faith and pedagogy of joy, to realize their potential and reality around them are agents of change, agents of their own development and contribute to the transformation of social reality.

Integrated educational agents in a real active and participatory community that continually build and implement an educational project, capable of transforming the lives of its students and its context.

Learning – Teaching process: To promote the usage of a pedagogical proposal based on the development of educative quality which responds to different needs in the context and contribute to the transformation of the society

Cohabitation and Citizenship: to develop actions which let to share of a harmonious school climate that contributes to the development of meaningful learning and build a school project that responds to the need to live in a more just and peaceful country.

#### **4.4.7 Mission**

Fe y Alegría Integrated School offers to the community of Los Patios, Norte de Santander is a formal educational service in pre-school, basic and technical media, with a liberating pedagogy and social transformation that allows the development of new men and women with a fundamental ethical, human, Christian, aesthetic, scientific and technological within democratic environments that promote a just society with better quality of life.

#### **4.4.8 Vision**

The vision of Fe y Alegria School is to be a leader in the education of children and educate young people with a human solidarity, justice of meeting its commitments and take the transformation and renewal of society.

#### **4.4.9 Institutional Symbols**

The symbols of Fe y Alegría are: heart, faith, motto, flag and anthem.



#### **4.4.9.1 The Red Heart**

This symbol means love, fundamental virtue to an education based on Jesus Christ's gospel and imparted with the main purpose to promote integrated education in new men and women. The Red Heart also has inside a silhouette of two boys and one child holding hands; it represents the dynamism, and spirituality.

#### **4.4.9.2 Flag**

The flag of Fe y Alegría in Colombia, is in White color, it means peace, harmony, truth and transparency, which must be accompanied by their actions.

#### **4.4.9.3 Anthem**

It expresses the birth of the movement Fe y Alegría, because of an experience of faith in which joy flows and the commitment in the construction of a participatory and just society.

Anthem Fe y Alegría School:

Faith gives joy,

Faith gives illusion

We build together

The hope of God (Bis)

Hope is life, it is justice and love, we are not satisfied when there is sorrow (Bis)

We'll form people with a noble heart,

Where our fellows don't suffer from oppression (Bis) Fight for Colombia with desire, showing in

life the exigence of love (Bis)

For the soul of Colombia hope of God

It will be light in my light your message of love.

#### **4.4.10 Component of teaching learning**

##### **4.4.10.1 Teaching approach**

The institution has a clear intention of transforming today's society marked by injustice, imbalance, inequality and inequity passing to promote the comprehensive development of the actors in the educational process, in order to take responsibility for their own personal transformation and their community; the pedagogical approach that will guide the design of the curriculum and the curriculum should be consistent with those intentions.

The Monseñor Jaime Prieto Amaya's Curriculum articulates principles and practical guidelines for the training of the person in the entirety from human dimensions, which emphasizes the link between the individual and his environment, taking into account this aspect as an element that focuses on the person as part of a collective rather than individual; Likewise, the option from the popular, that you take for a pedagogy that is supported from a pedagogical learning, which allows individuals to discover themselves and become aware of the world around them.

Through this curriculum the institution promotes the formation of professionals preparing students, by using means and methods that enable to find the human, intellectual excellence and personal accomplishment. It will allow the integral development, improving the living conditions of students and therefore the social transformation of the context in which the school is located.

#### **4.4.10.2 Pedagogical model**

In the educational system, the pedagogical model is the main reference in the work of educational institutions founded and which determines the set of methodologies, content and processes involved in everyday teaching and learning.

The critical socio pedagogical model, proposed by Paulo Freire is a model that seeks to transform the learning style of students, since learning of this model is based on the experiences and reflections which it is made to the students, generate a critical awareness, and reflective, so that in this way they can handle their own judgment, Its purpose is to ensure the formation of a free and autonomous man, through cooperative work. Knowledge is built from everyday problems, social values and political positions. Prioritizing the needs, interests and problems of the immediate environment where the teacher is able to innovate and involve students in research processes and teacher-student relationship is participative.

However, despite of this pedagogical model is the ideal which the school want to reach with some conscious processes, Also of what they want the students to learn, it is necessary to realize about the diverse institutional reality where students come with different rhythms and learning styles which must be brought to a homogeneous walking letting become consistent with the principles of this model; at the same time this pedagogical model becomes the inspiration for the work of all teachers, requires knowledge and get into the reality of each of the content and educational theories underlying this paradigm of education.

#### **4.5 Description of the physical structure of the School**

Monseñor Jaime Prieto Amaya School has a large physical structure composed by all the main areas that facilitate the educational process. The building is divided. Into:

Table 19 Structure of the School

<b>Classrooms</b> (32)	<b>Restrooms</b> (8)	<b>Photocopier</b> (1)	<b>Cafeteria</b> (1)	<b>Multimedia</b> room (1)	<b>Field</b> (1)
Library (1)	Targeting signals	Security alarms (5)	Fire extinguishers (6)	Chemical laboratory (3)	Virtualteca (1)
Yards (2)	Restaurants (1)	Infirmery (1)	Basketball court (1)	Teacher's room (1)	Principal's office(1)
Secretary office (1)	Coordination office(1)	Parking (1)	Maintenance room (1)	Plant operation (1)	Sport's department (1)

## 4.6 Manual of coexistence

### 4.6.1 Chapter 1

#### 4.6.1.1 Registration and Admission

The admission is the act by which Fe y Alegria School receives to the students who qualify to enroll themselves in the corresponding course

#### 4.6.1.2 Enrollment

1. To have good academic and disciplinary performance in the previous grades.
2. To show commitment in the process of integrated education according to the Proposition included in the P.E.I.
3. To deliver the required documents such as;

- The complete registration form duly filled out.
- Civil Registration.
- Certificates of marks from previous years.
- Sisben, E.P.S or student insurance.
- Three photos.
- Bill in which appears the social stratum.
- Photocopy of the (ID) Identification Document.
- To acquire the scholar uniforms required by the educative institution.

#### **4.6.1.3 Masculine mess uniform**

- 1- White short sleeved T shirt, White the shield of Fe y Alegria at the left side.
- 2- Dark blue pant.
- 3- Blue stockings.
- 4- Black shoes without any other color.
- 5- Black belt. The short sleeved T shirt must be inside the pant.

#### **4.6.1.4 Feminine mess uniform**

- 1- White short sleeved T shirt, White the shield of Fe y Alegria at the left side, and  
It must be worn inside the skirt.
- 2- Dark blue skirt up to the middle of the knee.

3- Dark blue stockings.

4- Black shoes without any other color.

5- Black belt

#### **4.6.1.5 Concepts and Criteria**

The evaluation of the students, in every one of the levels and grades, will be according to the laws and criteria of the Institution, evaluation will be permanent and formative, and it will be expressed in concepts which indicate the achievements and shortcomings that present the student, like the suggestions that seek to improve the learning process.

The evaluation seeks to help the learner to appreciate his/her advance in the acquisition of knowledge in his/her learning process. The evaluation in pupils will be continuous and complete and it will be done with four periods of equal duration in which the scholar year will be divided.

#### **4.6.1.6 Types of marks**

The assessment of a student will be **EXCELLENT** when:

1. Get every achievement proposed in the maximum expected level, without complementary activities.

2. Present homework well done.

3. Have a good behavior in the different scholar activities and get good social

Relations.

4. Show sense of belonging for the Institution.

The assessment of a student will be **OUTSTANDING** when:

1. Get the majority of achievements proposed, without complementary activities.
2. Present little absences and justifies them.
3. Have a good behavior in the different scholar activities and get good social relations.
4. Show sense of belonging for the Institution.

The assessment of a student will be **ACCEPTABLE** when:

1. Get a mid-level the achievements proposed with or without complementary activities.
2. Present frequently absences in class, interrupting his/her learning process.
3. Present homework out of the required time or without the demanded quality.
4. Show sense of belonging for the Institution.

The assessment of a student will be **INSUFFICIENT** when:

1. Get a minimum of proposed achievements.
2. Frequently, he/she didn't go to class and doesn't justify his/her absences.
3. Develop the minimum of scholar activities required.
4. Present meaningful shortcomings that affect the behavior and healthy living.

5. He/she shows lack of sense of belonging.

#### **4.6.1.7 Misdemeanor**

Misdemeanors are those that are committed spontaneously without any acquiescence or will and they are done by a natural instinct like reaction or attend to an external stimulus without physical or moral prejudice to others.

1. To eat food inside of the classrooms.
2. To disobey the indications or dispositions given by the teachers or directors.
3. To enter in the classrooms in hours which are not allowed such as: recess, or at

The moment when students need to be required in extracurricular activities.

4. The use of extravagant garments that go against the aesthetic, hygiene and good presentation of the uniform inside and outside the institution.
5. To absent or to come late to class without justification.
6. The inappropriate posture, gestures, hints which are not parts of the moral and manners.

#### **4.6.1.8 Pedagogical actions for misdemeanors**

Student who commits any of these offenses will be applied the following disciplinary actions.

1. Readings of writing homework with the manual of social coexistence. Reflexive activity of the offending student before the person, the group of the institution



when the misdemeanor is with them.

2. Confiscation of items which are a distraction in its inappropriate usage, when the items be brought back to the student, he/ she will sign the hand over.
3. To make reflections about the misdemeanor made.

#### **4.6.1.9 Gross misconducts**

It is consider a gross misconduct the relapse in misdemeanors and those types of behaviors which violate laws of people and interfere considerably in the performance of the institution which are contrary to the manual of coexistence.

1. To be seen doing graffiti on the walls of the institution.
2. To intentionally damage the real and personal property and natural environments of the institution.
3. Libel or slander proven.
4. To do acts of bad behavior inside or outside of the educative institution in community, sportive, cultural religious, recreational events and so on.

#### **4.6.1.10 Due process to the gross misconducts**

1. Identification of the foul.
2. Notification of the charges to the involved or guardian.
3. Student's defense. The student will have three days to submit releases or accept the foul.

4. To write the foul in the student's observer must be done by the teacher who is aware of the situation and also the student who committed it, must sign in the student's observer, and finally the teacher must make a photocopy of that case for giving it to coordination.

#### **4.6.1.11 The Grossest misconducts**

1. Any act that threatens life, the integrity and the peacefulness of the members of the educative community, like the physical or verbal aggression, blackmail, bribe, threat and comments that goes against of the physical and moral integrity of people who integrate the educative community.
2. To be presented under the influence of alcohol to the escolar activities.
3. To have, distributed, eat, or be under the influence of psychoactive drugs which alter the students' behavior.
4. To commit an offense against the scholar patrimony such as; to steal, swindle, Extort, abuse of confidence, calumny, use of anonyms, blackmail, threat of the word of action in any member of the institution.
5. The usage or distribution of cigarettes, alcohol, narcotics and all of them which are in the children's code.

## **4.6.2 Chapter VI**

### **4.6.2.1 Student welfare**

One of the priorities of the institution is the welfare of the educative community, in which will be developed activities such as; spiritual retirements, connivances, seminaries, pedagogical and cultural journeys, recreational groups, dance groups, group of cheerleader, marching band every single activity done by the school is going to be planned, controlled, and evaluated with the approval of the educative community.

## **4.7 Institucional Schedule**

The schedule managed by the school varies depending on the day or the activities, but in general the entry is at 6:15 a.m. and the leaving is at 2:20 p.m, there are two breaks. The first one it is just after the third hour of class, 8:55 to 9:25 a.m. And, the second one it is after the sixth hour, 11:55 to 12:40. Each hour of class takes around fifty five minutes for its development

### **4.7.1 School schedule**

This institution has two main schedules according to the activities proposed for each day.

#### **Schedule 1 (Monday, Tuesday, Thursday, and Friday)**

First hour: 6:25 – 7:15

Second hour: 7.15 -8:05

Third hour: 8:05-8:55

First Break: 8:55-9:25

Fourth hour: 9:25-10:15

Fifth hour: 10:15-11:05

Sixth hour: 11:05 – 11:55

Second Break: 11:55- 12:40

Seventh hour: 12:40-13:30

Eighth hour: 13:30-14:20

**Schedule 2 (Wednesday)**

First hour: 6:25 – 7:15

Second hour: 7.15 -8:05

Third hour: 8:05-8:55

First Break: 8:55-9:25

Fourth hour: 9:25-10:15

Fifth hour: 10:15-11:05

Sixth hour: 11:05 – 11:55

**4.7.2 Students Schedule***801 Schedule*

I.E. MONSEÑOR JAIME PRIETO AMAYA						
HORARIO DE CLASES - CURSO: 801 Periodo 3						
Hora	Día 1	Día 2	Día 3	Día 4	Día 5	Día 6
6:25 - 7:15	ARTISTICA (MARÍN MENDEZ YAMIT)	()	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	()	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	()
7:15 - 8:05	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	()	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	ETICA (CONTRERAS CÁCERES AMPARO)	FISICA (MORALES CABRERA EDGAR DARIO)	()
8:05 - 9:25	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	ARTISTICA (MARÍN MENDEZ YAMIT)	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	ETICA (CONTRERAS CÁCERES AMPARO)	()
9:25 - 10:15	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	QUIMICA (AGUDELO VALENCIA JOSE IVAN)	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	BIOLOGIA (AGUDELO VALENCIA JOSE IVAN)	ARTISTICA (MARÍN MENDEZ YAMIT)	()
10:15 11:05	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	FILOSOFIA (HINCAPIÉ VÁSQUEZ EDDY DANIEL)	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	()
11:05 11:55	INGLES (MAYORGA NIETO VERÓNICA)	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	()
12:40 13:30	BIOLOGIA (AGUDELO VALENCIA JOSE IVAN)	INGLES (MAYORGA NIETO VERÓNICA)	()	SOCIALES (OÑATE LUQUE LUZ MILENA)	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	()
13:30 14:15	SOCIALES (OÑATE LUQUE LUZ MILENA)	SOCIALES (OÑATE LUQUE LUZ MILENA)	()	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	INGLES (MAYORGA NIETO VERÓNICA)	()

## 802 Schedule

I.E. MONSEÑOR JAIME PRIETO AMAYA						
HORARIO DE CLASES - CURSO : 802 Periodo 3						
Hora	Dia 1	Dia 2	Dia 3	Dia 4	Dia 5	Dia 6
6:25 - 7:15	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	()	SOCIALES (OÑATE LUQUE LUZ MILENA)	()	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	()
7:15 - 8:05	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	()	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	BIOLOGIA (AGUDELO VALENCIA JOSE IVAN)	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	()
8:05 - 9:25	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	ARTISTICA (MARÍN MENDEZ YAMIT)	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	INGLES (MAYORGA NIETO VERÓNICA)	()
9:25 - 10:15	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	INGLES (MAYORGA NIETO VERÓNICA)	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	()
10:15 - 11:05	INGLES (MAYORGA NIETO VERÓNICA)	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	FILOSOFIA (HINCAPIÉ VÁSQUEZ EDDY DANIEL)	ARTISTICA (MARÍN MENDEZ YAMIT)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	()
11:05 - 11:55	ETICA (BLANCA AYALA YELA)	TECNOLOGIA (MOLINA SOLANO LISBETH CAROLINA)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	ETICA (BLANCA AYALA YELA)	SOCIALES (OÑATE LUQUE LUZ MILENA)	()
12:40 - 13:30	SOCIALES (OÑATE LUQUE LUZ MILENA)	MATEMATICAS (GÓMEZ SANCHEZ HENYI MARYAN)	()	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	ARTISTICA (MARÍN MENDEZ YAMIT)	()
13:30 - 14:15	BIOLOGIA (AGUDELO VALENCIA JOSE IVAN)	QUIMICA (AGUDELO VALENCIA JOSE IVAN)	()	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	FISICA (MORALES CABRERA EDGAR DARIO)	()

## 803 Schedule

I.E. MONSEÑOR JAIME PRIETO AMAYA						
HORARIO DE CLASES - CURSO : 803 Periodo 3						
Hora	Dia 1	Dia 2	Dia 3	Dia 4	Dia 5	Dia 6
6:25 - 7:15	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	()	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	()	FISICA (MORALES CABRERA EDGAR DARIO)	()
7:15 - 8:05	ETICA (CONTRERAS CÁCERES AMPARO)	()	ETICA (CONTRERAS CÁCERES AMPARO)	ARTISTICA (MARÍN MENDEZ YAMIT)	TECNOLOGIA (MOLINA SOLANO LIBSBETH CAROLINA)	()
8:05 - 9:25	INGLES (MAYORGA NIETO VERÓNICA)	INGLES (MAYORGA NIETO VERÓNICA)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	SOCIALES (OÑATE LUQUE LUZ MILENA)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	()
9:25 - 10:15	TECNOLOGIA (MOLINA SOLANO LIBSBETH CAROLINA)	SOCIALES (OÑATE LUQUE LUZ MILENA)	ARTISTICA (MARÍN MENDEZ YAMIT)	INGLES (MAYORGA NIETO VERÓNICA)	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	()
10:15 - 11:0 5	BIOLOGIA (RIANOS SANJUAN JOHAN ALEXIS)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	MATEMATICAS (MORALES CABRERA EDGAR DARIO)	TECNOLOGIA (MOLINA SOLANO LIBSBETH CAROLINA)	INFORMATICA (SANCHEZ RIVERA JOSÉ LIBARDO)	()
11:05 - 11:5 5	MATEMATICAS (MORALES CABRERA EDGAR DARIO)	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	MATEMATICAS (MORALES CABRERA EDGAR DARIO)	ESPAÑOL (HURTADO ORTIZ TERESA DEL ROSARIO)	MATEMATICAS (MORALES CABRERA EDGAR DARIO)	()
12:40 - 13:3 0	ARTISTICA (MARÍN MENDEZ YAMIT)	MATEMATICAS (MORALES CABRERA EDGAR DARIO)	()	FILOSOFIA (HINCAPIÉ VÁSQUEZ EDDY DANIEL)	SOCIALES (OÑATE LUQUE LUZ MILENA)	()
13:30 - 14:1 5	EDUCACION EN LA FE (BELTRAN SARMIENTO SERGIO ANDRES)	EDUCACION FISICA (URBINA OSORIO GUSTAVO)	()	QUIMICA (RIANOS SANJUAN JOHAN ALEXIS)	BIOLOGIA (RIANOS SANJUAN JOHAN ALEXIS)	()

**4.7.3 Ordinary Practice Schedule**

Table 20 Ordinary Practice Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6:25-7:15</b>				801	
<b>7:15-8:05</b>					
<b>8:05-8:55</b>	803	803			802
<b>8:55-9:25</b>	B	R	E	A	K
<b>9:25-10:15</b>			802	803	
<b>10:15-11:05</b>	802				
<b>11:05-11:55</b>	801				
<b>11:55-12:40</b>	B	R	E	A	K
<b>12:40-13:30</b>		801			
<b>13:30-14:20</b>					801

**4.7.4 Integral Practice Schedule**

Table 21 Integral practice schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>6:25-7:15</b>				801	
<b>7:15-8:05</b>					
<b>13:30-14:20</b>					801



**4.7.5 Lists of Students**

N°	LAST NAMES- NAMES	801
1	AGUIRRE PINZON ROSSY VALENTINA	
2	ALVAREZ ARLEX STEVEN	
3	ARENAS TAMI DARWING DARYANNY	
4	AREVALO APARICIO JOSE FELIPE	
5	ARIAS COLMENARES SHIRLY STEPHANIE	
6	BARBOSA VILLARREAL ANGELLY ISABELA	
7	BLANCO BUITRAGO LEIDY KARINA	
8	BUITRAGO FERNÁNDEZ FABIÁN ALEJANDRO	
9	CACERES CARVAJAL YEIMY ALEXANDRA	
10	CACERES NINO JEAN CARLOS	
11	CAPACHO RODRIGUEZ JEISON JAVIER	
12	CARRILLO TORRA JUAN SEBASTIAN	
13	CASTELLANOS CORTES ANGYALO ALEJANDRO	
14	CAVARICO COTE JESUS DAVID	
15	CAVARICO COTE JUAN ESTEBAN	
16	CHAUSTRE AMADO WENDY DAYANNA	
17	FERNÁNDEZ CASTELLANOS FRANK SEBASTIÁN	
18	FERNÁNDEZ CIFUENTES LAURA SOFÍA	
19	GIL RINCON ANGELA YAIRY	
20	GONZALEZ URIBE CAROLIN FABRIANA	
21	JARAMILLO QUINTERO ANYELI GRISELDY	
22	LOPEZ RUIZ LAURA VALENTINA	
23	NIETO VELASQUEZ MIGUEL ANGEL	
24	OJEDA ESCAMILLA LAURA TATIANA	
25	ORDONEZ RINCON LISETH NATHALY	
26	OSPINA ROJAS LIZETH BRIDGETTE	
27	PINEDA PIMIENTO CAROLINE LAILYN	
28	PUCHE JAUREGUI JOANE SEBASTIAN	
29	QUINTERO MEZA MARIA FERNANDA	
30	QUINTERO SUAREZ LUISA DANIELA	
31	RAMIREZ LOPEZ FRANCISCO MAGDIEL	
32	ROSS AYALA ALEJANDRA VALENTINA	
33	SALAMANCA ERAZO SHARYK VALENTINA	
34	SANCHEZ BARBOSA MARIA ALEJANDRA	
35	SANCHEZ BECERRA ISABELL MARLENY	
36	SANCHEZ FLOREZ KAREN YULIETH	
37	SANDOVAL VELOZA WILSON FERNEY	
38	SEPULVEDA ÑAÑEZ ANDRES FELIPE	
39	SERNA SILVA LECSNY DAYANNA	
40	SIERRA PEREZ JERLY ALEJANDRA	
41	SILVA PUENTES MARIA FERNANDA	
42	TUTA RÍOS KAREN JULIETH	
43		
44		

Table 27

*Student list-802*

N°	LAST NAMES- NAMES	802
1	ACUNA MORENO JESUS ANDRES	
2	ALVAREZ RAMIREZ JADE KATHERINE	
3	ANGARITA PARRA ANGELA YURLEY	
4	BALAGUERA MENDEZ FABIAN ANDRES	
5	BETANCUR MORA JEFFERSON ARLEY	
6	CAÑAS FLÓREZ JONATHAN ALEXIS	
7	CASTIBLANCO DUARTE KAREN NATALIA	
8	DUQUE GARCÉS NAYDU LILIANA	
9	ESCAMILLA GRACIA SOFIA ALEJANDRA	
10	GELVES CONTRERAS KARLA MARIA	
11	HERNÁNDEZ RINCÓN SHARON YORGELIS	
12	JAIMES TOLOZA LEIDY NICOLE	
13	LEON OVALLOS ANDRES DAVID	
14	MAESTRE ROJAS CARLOS ANDRES	
15	MARIN CAICEDO SEBASTIAN	
16	MEAURI ACOSTA LINA GABRIELA	
17	MENDEZ PEREZ BRITNEY GWISELL	
18	MOLINA BARRETO OSCAR FERNEY	
19	OROZCO DE LA HOZ JESUS ANTONIO	
20	OROZCO MORENO MANUEL DAVID	
21	ORTEGA ALDANA ANDRES FELIPE	
22	PEÑARANDA ROJAS DAYANA MICHEL	
23	PEREZ DUARTE YAIR SEBASTIÁN	
24	PEREZ IGUARAN FABIAN ANDRES	
25	PEREZ NUNEZ ANGELI JULIETH	
26	QUINTERO CARRILLO JUAN JOSE	
27	QUINTERO MELO JUAN DAVID	
28	REYES RODRIGUEZ DANIEL BALTAZAR	
29	RODRIGUEZ BUSTO KARLA JULIANA	
30	RODRIGUEZ CAICEDO ANYI CAMILA	
31	RODRIGUEZ DIAZ LUIS FERNANDO	
32	SALAZAR RODRIGUEZ JENNIFER DAYANA	
33	SÁNCHEZ RINCÓN NICOLE JOHANNA	
34	SANGUINO PEREZ DANIEL JOSUE	
35	SILVA BUSTAMANTE KEYLA CAROLINA	
36	SOTO GRIMALDOS KAREN TATIANA	
37	SUAREZ PARADA ANA CAMILA	
38	VERGEL GIL YOLEIDIS FABIANA	
39	VILLAMIZAR DIAZ JUAN DAVID	
40		
41		
42		

Table 28

*Student list- 803*

N°	LAST NAMES- NAMES	803
1	ARAQUE ROJAS LEONARDO ESTEBAN	
2	BALLESTEROS PINEDA KAREN DAYANA	
3	BERMONTH SANDOVAL ESTHEFANNY YAIRUD	
4	CACERES MOYA BREYNER JOSE	
5	CASTRO MOLINARES EMELY YURLEY	
6	CEBALLOS MANOSALVA LUISA FERNANDA	
7	CEDIEL PRADA YEISON ANDRÉS	
8	CELY BARAJAS JHON VAIRON	
9	COGOLLO SANTANA PAOLA ANDREA	
10	CORZO CORZO JAIME MIGUEL	
11	CUETO OVALLOS JUAN EDUARDO	
12	ECHAVARRIA GELVES PABLO JESSE	
13	GUTIERREZ PEREZ JUAN PABLO	
14	HERNÁNDEZ PACHECO LUZBETH FABIANA	
15	LAZARO PEREZ BRENDA JULIETH	
16	LEAL OLIVARES JOEL ANDRÉS	
17	LIZARAZO GUILLÍN JARVEY	
18	LÓPEZ DUARTE ESTEFANÍA	
19	MONTAÑEZ RANGEL JHEYLI MARCELA	
20	MORA VARGAS JAVIER STEVEN	
21	NIETO SANDOVAL KEILA LILIANA	
22	ORTEGA GUERRERO ISABELLA ALEXANDRA	
23	PEÑALOZA JAIMES KAREN ADRIANA	
24	PÉREZ ARTEAGA ALEJANDRA ROXANA	
25	PÉREZ ARTEAGA LEIDI PAOLA	
26	PINEDA TORRES LISETH NATALIA	
27	PINEDA TORRES LOREN YULIETH	
28	RAMOS QUINTERO JHOFRAN JHODANNY	
29	REY PUENTES JINETH DANIELA	
30	REYES GARCÍA SHIRLEY ANDREINA	
31	REYES GUERRERO LISSET TATIANA	
32	RIVERA CARREÑO DARLY SELENA	
33	ROMERO VELÁSQUEZ DAIRIS ESTELLA	
34	SANABRIA PACHECO IVAN ENRIQUE	
35	SOTO ZABALA JAIRO ALEJANDRO	
36	URBINA CARREÑO ANGIE MILENA	
37	VASQUEZ RODRIGUEZ BAIRON HAMIR	
38	VILLAMIZAR LUNA KAREN ALEXANDRA	
39	VILLAMIZAR ORTIZ RAFAEL ANTONIO	
40		
41		
42		

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# **APPENDICES**