



Formando líderes para la construcción
de un nuevo país en paz

Enhancing writing skills through narrative strategies in 6th grade students at the Institution

Escuela Normal Superior de Bucaramanga.

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Faculty of Education

Bachelor's degree in foreign language: English – French

Practicum Stage

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Chapter 1

General presentation of the report

Presentation

The following research study aimed at the description of the launch of the pedagogical proposal to enhance writing expression in 6th grade students. This research project contains three chapters divided as follow: Chapter 1: Institutional observation and diagnosis; chapter 2: Investigative and pedagogic component; Chapter 3 Intra-institutional activities component.

The first part of this paper is the general presentation, aimed at providing an overview of what the general project is about highlighting the background, the importance of being set in motion, the frame through which it will be conducted, and finally, to describe the implementation of the project in the target population.

Followed by the first chapter related to the first step of this project: the institutional observation, a pre-service teacher' immersion to the institutional context of the practicum stage at a public educational institution aiming at providing a real environment of teaching and learning to analyze and reflect on. Administrative, pedagogic, technological, and population level are part of the institutional observation primary phase.

The second chapter is the investigative and the pedagogical component, consisted on providing strategies to achieve BDA Ministry of National Education goals at the Escuela Normal Superior de Bucaramanga and to contribute to its improvement through an effective, reliable



strategy; an issue that is corroborated from one-week institutional observation as the first step of this process. During this documentation, the pre-service teacher evidenced lack of abilities in the English production performances such as writing, considerably affecting the students' communicative skills when receiving (reading) and producing (writing) inputs. That is why the strategy to be carried out to “enhance sixth grade students' English writing skills in Bucaramanga where the practitioner will implement a methodology adapted to the students' needs that could guarantee its success. Alongside with this, a sub-project is implemented in primary school based on primary school willing to meet English training needs in Bucaramanga and integrate the training in foreign languages of those undergraduates belonging to the Bachelor Degree in Foreign Languages: English and French. Among this chapter, the extension community component is integrated by the companion of the course 2-05 in the Escuela Normal Superior de Bucaramanga. This component exposes the supporting primary-school teacher's work during four hours a week by a constant support to students and teacher with tasks, reviewing and revising coursework and homework.

Finally, the third chapter, the intra-institutional activities component, is closely related to all the activities that emerged from the institution. It comprises the pre-service teacher' role within the intra-institutional activities designed and developed in the institution chronogram. The practitioner participates in any activity, transversal project, meeting, etc. as she is invited to.



Introduction

In times of globalization, Colombia needs to develop the ability of its citizens to handle at least one foreign language. In this context, the Ministry of Education formulates the National Bilingualism Program 2004-2019, which includes the new Standards of communicative competence in English. The Common European Framework was the reference for setting the levels of proficiency to be achieved (Jiachen, 2019). A program that strengthens competitiveness and incorporates the use of new technologies for learning a second language.

Being bilingual is essential in a globalized world and mastering a second language means being able to communicate better, to open borders, to understand other contexts, to appropriate knowledge and circulate it, to understand and be understood, to enrich oneself and play a decisive role in the development of the country. To be bilingual is to have more knowledge and opportunities to be more competent and competitive, and to improve the quality of life of all citizens.

In this regard, the Colombian Ministry of Education announced its commitment to this need and has established some resolutions, norms, and policies for the students to be at the forefront of this process; for instance, the National Bilingual Program which was created to offer Colombian students the opportunity of becoming bilinguals in order to visualize their own productivity in this new world (MEN, 2004). But unfortunately, there is still a gap between what is expected and what students obtain at their schools, which means that both primary schools and high schools are not undergoing any major transformation (Correa & González, 2016).



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In 2020, as it was confirmed by the World Health Organization, a new coronavirus was detected. This new virus, Covid-19, changed completely people lives, causing not only chaos in this current dynamic society, but also a really hard economic, social, health emergency in the entire world. Education was not the exception and thousands of schools around the globe have to close their doors because of the risks it represented and because of the mandatory confinement in every city, state, and country. Schools had to restructure their methodologies and change the way they provided classes for virtual or distance ones. After two years of virtual classes, schools finally went back to in-class methodology since January 2022, nevertheless, the gaps of virtual education are now visible in the classroom and on spontaneous performance.

Considering the two years of virtual classes, it was visible that English language was taught partially focusing mostly on grammar and reading comprehension through workshops, leaving aside production skills such as writing. In order to overcome this issue, this proposal worked on sixth-grade students' English writing implementing narrative strategies by pedagogical materials adapted to their language level and guided by the pre-service teacher.

Justification

The importance of this project comprised three aspects. The first one was related to the practicum stage in which the pre-service teacher was immersed in a real context of language teaching, assuming and understanding of a FL teacher. In this sense, the practitioner had to replace or even improve the pedagogical and teaching skills putting into practice what was learnt



during the training in the FL program, trying to be critical, reflective, and creative when assuming this role when immersed.

Secondly, this proposal lied on the need of enhancing sixth-grade students' English writing skill using pedagogic strategies seeking to help students to better perform when writing. Nonetheless, FL learners' mother tongue can interfere with the writing production of English language, in terms of syntax, semantic and pragmatic; therefore, it is intended to work on the vocabulary and sentences order as well as to create an appropriate atmosphere by activities where the students do not feel threatened or judged as they tend to get stressed when facing scenarios where they must test their English skills inside the classroom (Salim, A., Terasne., & Narasima, L., 2020).

Additionally, this project took into consideration the pre-service teacher's reflective process during the practicum stage since it aims at equipping the practitioner with analytical and self-observation tools to distinguish between daily actions and reflective actions. Moreover, as it is the first FL students' teaching process in the Bachelor degree, it is seen as the step of understanding the difficulties of being a teacher, one's self actions and the knowledge of models and approaches in order to understand and solve future situations.

Objectives

General objective.

- To enhance English writing skill by implementing narrative activities in sixth-grade students at Escuela Normal Superior de Bucaramanga, Santander.



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Specific objectives.

- To implement pedagogic strategies to enhance written production in English.
- To encourage FL learning by developing the writing skill as a basic process of learning practice.
- To evaluate the positive impact of the strategies implemented to promote students' meaningful learning with respect to English writing skills.
- To engage pre-service teacher in intra-institutional, academic and administrative activities at Escuela Normal Superior de Bucaramanga.

General conclusions

Writing was the main focus of this project, in language learning is necessary to manage a fundamental skill to communicate and those are constituted by the production skills. This project focused its attention on enhancing sixth-grade students' English writing, a population that was struggling in their written productions since they were not able to clearly transmit their ideas because those were not understandable, through the implementation of the multiple creative writing techniques.

Generally speaking, and answering respectively the research questions, this research project concluded that the creative writing techniques can contribute to the students' imagination, interest, curiosity and make them endeavor their writing. Although the students' practice was not sufficient to make great improvements, it was observable that it helped the students gain



confidence, autonomy, responsibility, and most important: interest. In terms of specific of writing elements, the students got to comprehend and use the linguistic aspects while writing such as syntax and semantics corresponding to elementary sentences. Therefore, it is possible that with more commitment and enthusiasm the creative writing and narrative techniques will enhance students' writing competence.

Regarding the outreach component conclusions, the pre-service teacher joined the second-grade students while they had their normal curses and institutional activities. In that sense, the teacher could interact and know more about multiple tasks done by the elementary students. Likewise, the researcher concluded that there were impediment with the implementation of the project regarding their institutional calendar that did not allowed to have a full development of the proposal and as a result, the conclusions are not as satisfactory as expected; nevertheless, it nourished the course management processes, since the pre-service teacher attended in first hand the students' needs.

Finally, and considering the intra-institutional activities component, the fact of being immersed on real, academic, religious, and cultural activities proper of an educational institution allowed the pre-service teacher to know the role and the responsibilities of being a teacher and reflect on the misconception of thinking that the word "teaching" is just related to the act of being in the classrooms, but to be engaged in every space of reflection, learning civism, among others.



Although the pre-service participation was done in-person, the experience was extremely satisfactory since it was required responsibility, effort and willingness to attend to those important events. At Escuela Normal Superior de Bucaramanga, teachers are a big community always willing to help and warming people around with respect and admiration.

Chapter 2

Institutional Observation Diagnosis and Report of the Escuela Normal Superior de Bucaramanga

As an initial step to educational practice, it was important to recognize the different characteristics that compose the academic context and the socio-cultural and contextual elements of the environment in order to understand and respond to educational needs. In this sense, field work was necessary, and for this reason a week of observation and documentary collection of the institution in which the practice was carried out, in order to recognize and relate correctly with the academic environment.

In order to identify the guidelines of the institution it was necessary to carry out a documentary review of the Institutional Educational Project (PEI), which is the road map for the design, development and execution of the academic and educational objectives of the institution. It was also contemplated the revision of the coexistence manual, administrative distribution, physical resources, teaching methodology and other aspects to be explored during the observation week.



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The information was collected through institutional documents and an interview with the 6th grade English teacher Blanca Pinzon, whose answers helped to structure the information. (see annex 1)

Escuela Normal Superior de Bucaramanga

The institution ENSB is located at the heart of the Bucaramanga city, in street 30 N. 27-167 Sotomayor, Bucaramanga, Santander. General Francisco de Paula Santander was responsible for the first public instruction plan (1826-1846) with different dispositions in different years, among them the Decree by which the Normal Schools were created in the capitals of the departments that made up the Great Colombia.

Later, Law 2 of 1870 issued by the Congress of the United States of Colombia again reorganized education and authorized the government to hire foreign teachers. Based on the new guidelines, the first German Mission arrived to organize the Normal Schools in the capitals of the states and because of this, on December 28, 1874, the Decree was issued by virtue of which Bucaramanga deserved the designation.

The School began working on April 15, 1875 under the direction of Miss María de Jesús Páramo. At the end of 1877, the first female teachers graduated.

Decree 968 of June 9, 1995 modifies Decree 2963 of 1994 and establishes the procedures and conditions for the restructuring of the Normal Schools, setting 1996 as the last date for granting the title of Bachelor of Education to its graduates. Since 1887, when the first graduating class graduated, 3109 female students have graduated. In the validation and professionalization



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courses organized by the CEP from 1968 to 1997, 2392 teachers have graduated. In conclusion, the Escuela Normal de Bucaramanga has graduated 5518 teachers as of 1997.

Physical description of Escuela Normal Superior de Bucaramanga

The Escuela Normal Superior de Bucaramanga has multiple locations for its operation: the main one, “Sede A” is located in Street 30 N. 27 - 167 has a land extension equivalent to three blocks.

In the main headquarters there are the following offices:

- + 80 Classrooms.
- 4 Audiovisual classroom.
- 1 Guidance office.
- 1 Computer room.
- 3 Sports classroom.
- 4 football fields.
- 1 Principal office.
- 6 Coordination office.
- 2 secretary offices.
- 1 Chapel.
- 3 Coffee shops.
- Bath Batteries
- Bathrooms for teachers.
- 1 library
- 2 copy shops
- 4 specialized laboratories
- 1 kitchen
- Multiple parking lots
- 2 Deposits.
- Teachers room



Institutional authorities

The school authorities are based on the institutional board and it is divided into the following institutional charges:

Table 1 Institutional authorities

INSTITUTIONAL CHARGES	NAME
Principal	Liliam Helena Lizcano Castellanos
Academic Coordinator	German Chapeta
Grade Coordinator	María Socorro Jáuregui Torres
Kindergarden-1st and 2nd grade	Luisa Fernanda Peña Rodríguez
3rd, 4th, 5th grade Coordinator	Amparo Elizabeth Sandoval Sandoval
6th, 7th grade Coordinator	Angélica Flórez Cárdenas
8th and 9th grade Coordinator	Cesar Augusto Trujillo Tarazona
High School Coordinator	María Eugenia Franco Acosta
Complementary teaching program (PFC) Coordinator	Deicy Ruth Jurado Briceño
Coordinator of conviviality	German Chapeta



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Administrative level

Institutional Educational Project (PEI)

The Institutional Educational Project is the construction of a single community, identified with an institutional policy, a motto, a mission, a vision, purposes, symbols, curricular proposal (pedagogical model, conception of evaluation, curriculum, pedagogical evaluation, curriculum, pedagogical projects, transversal training processes towards pedagogy and research), organizational structure, administrative and financial structure, school government.

The Escuela Normal understands the need to transform the institution towards an inclusive approach and in this sense supports initiatives and opens its doors so that children and young people, regardless of their social and economic conditions, sexual orientation, gender identity, creed and ideals, race, among others, can benefit from and have access to quality education. The School will attend to Special Educational Needs to the extent that the available resources allow it, trying in any case that each student in particular, can advance in their development process.

In order to achieve the institutional purposes, the Escuela Normal leads and strengthens the following institutional programs and projects:

- Education Program for the Exercise of Human Rights, which "seeks to form active subjects of law, people who are aware of their rights and who exercise them in the socio-cultural context where it is up to them to act".



- Sexuality Education and Citizenship Construction Program (PESCC) which "conceives sexuality as a human dimension and a pedagogical opportunity for students to know, understand, exercise and promote human, sexual and reproductive rights".

The Environmental Education Program, committed to a green and harmonious school, is, above all, a pedagogical strategy that enables the study and understanding of local environmental problems and contributes to the search for solutions in accordance with the realities of each region and municipality, in a natural, social, cultural, political and economic context.

- Inclusion Program, it is important to note that Education by definition is inclusive given that the educational institution and those who make it up are not identical beings; however, at ENSB the attention of deaf students has been prioritized by integrating them into the regular classroom with hearing students.

The Complementary Training Program prepares high school graduates or graduates from other institutions to work as preschool and elementary school teachers. The duration of the PFC is 4 semesters for the normalists and 5 semesters for the Bachelors no normalists. It has an hourly intensity of 38 hours per week.

- Bilingualism Program that seeks to strengthen the communicative competencies in English of all students, as well as the pedagogical and linguistic training of new preschool and elementary school teachers.

- Project Cátedra para la Paz implemented from the pedagogical strategy of the Calendar for Peace, whose objective is to strengthen the interpersonal relationships of the students, with the



family, with peers and in the strengthening of their life project with a vision in the management of citizenship, emotional (affective) competencies.

- **Healthy Lifestyles Project**, which enables an ethical view of self-care of oneself and one's environment, for a healthier and more harmonious life of the self and the world, by raising awareness of the effects that are generated through actions related to: healthy eating, emotional health, hygiene habits and physical activity.
- **Road Education Project**. This is a strategy to prevent accidents among pedestrians and drivers of all types of vehicles with the purpose of forming citizen awareness in the educational community in order to guarantee in the medium and long term a society with a better level of road safety. This process includes curricular actions in the different educational levels, promotion and prevention actions in coordination with the traffic authorities and also administrative actions to organize and optimize the circulation of the members of the educational community in the school's own facilities.

Mission

The Escuela Normal Superior De Bucaramanga, has as its mission the formation of preschool and elementary school teachers, self-managers of their life project, competent in emotional, intellectual, labor and environmental aspects, in a democratic, complex and changing society.

Within this framework, the student-teacher is conceived as the main agent of educational action, protagonist of his/her own life project, manager of the development of his/her attitudes and skills to survive in the interacting world of the 21st century; that is, a person capable of



communicating, making decisions, being flexible, tolerating diversity, solving problems, reaching agreements, accepting risks, managing time, valuing nature and, in short, understanding him/herself, others and his/her environment.

As a future educator, he/she is trained to assume the changes and challenges of every day and to project the future with a suitable pedagogical preparation that allows him/her to rationally take advantage of the technological advances of the moment, to dynamize society and to permanently review the scientific and pedagogical paradigms.

Vision

The Escuela Normal Superior De Bucaramanga envisions itself in 2026 as an entity that builds itself through reflective, systematic and historical practices that revolve around its understanding as a leading institution in the northeast of Colombia in the training of teachers, creative thinkers, innovators, defenders and protectors of nature, which are expressed in a variety of languages.

Pedagogical model

The pedagogical model adopted by the Escuela Normal Superior De Bucaramanga is cognitive with humanistic approach, based on the principles:

- I. To learn to think (Piaget and Vygotsky):
 - To have as a starting point for learning, experience, perceptions, explorations.
 - In the face of diffuse information, reach agreements (truth).



- Ask how students learn; how their mental structures change; work on

logical THINKING PROCESSES:

- Keep in mind that an object continues to exist whether or not it is part of your spatial or temporal field. In this way, you can refer to the object even in its absence, as well as to others with which it shares certain similarities.
- Understand a relationship of reciprocity, work with assumptions and understand the hypothetical.
- Recognize that the same result can be achieved in different ways (establish the associative relationship).
- Recognize the possibility of an object to return to the initial state after undergoing various transformations, i.e., to grasp the identity.
- To conceive generality, i.e. the possibility of applying a law in other contexts.
- Establish objective, "true" links; points of relationship between two or more objects, phenomena or situations. In other words, establish causal, temporal, logical, coherent relationships in the search for explanations to a fact that attracts his attention or on which he is problematizing.
- To reason in two ways: inductively (rising from the mere verification of facts to their meaning, to the concept) and deductively (extracting from general concepts their consequences to the plane of objects).



- To grasp the transitive relation: that if $A=B$ AND $B=C$, then, $A=C$.
- To understand reversibility, the possibility of reversing an action and returning to the starting point.

II. To learn learning (Piaget and Vygotsky):

- To conceive learning as an individual and collective construction of knowledge.
- To value and stimulate group work.
- Provide spaces for individual reflection
- Work with concept maps, graphs, summaries that show relationships.
- Work with internal motivation (not with external stimuli).

III. To learn suspecting (Socrates y Morin):

- Manage the technique of questioning and questioning.
- To favor the consultation of different types of sources to obtain and verify information.
- Handle the counterexample as a strategy to provoke cognitive imbalance.
- Privilege the summary of what has been learned as a strategy to verify the level of knowledge construction.

IV. To learn meaningfully (Ausubel):

- To privilege meaningful learning
- To base teaching on problems and projects.
- Promote disciplinary integration
- Start from pre-knowledge



- Show relationships and interconnections

V. To learn to express (Vygotsky and Garner):

- To privilege LANGUAGE as a vehicle of thought.
- Encourage expression through different languages: music, movement, plastic arts, painting, theater, literature, computers, English, mother tongue, symbols, images.
- To develop communicative skills: speaking, listening, reading and writing.

VI. To learn to teach (Blyte Perkins Feuerstein):

- Act as a teacher mediator who designs learning environments.
- Conceive the lesson plan as a unique act of creation.
- Recognize individual differences
- Act as teachers who "accompany" learning (they know when to intervene and how to do it).
- Conceive the teacher as a teaching model who learns with his or her students.
- Share the lesson plan with students to ensure individual commitment to learning.

VII. To learn to live (C. Rogers, Goleman, José Bernardo Toro):

- ARE BASIC LESSONS FOR SOCIAL COEXISTENCE
1. Learning not to attack the other.
 2. Learning to communicate



3. Learning to interact
4. Learning to decide in a group
5. Learning to take care of oneself
6. Learning to take care of the environment
7. Learning to value cultural knowledge.

Organigram

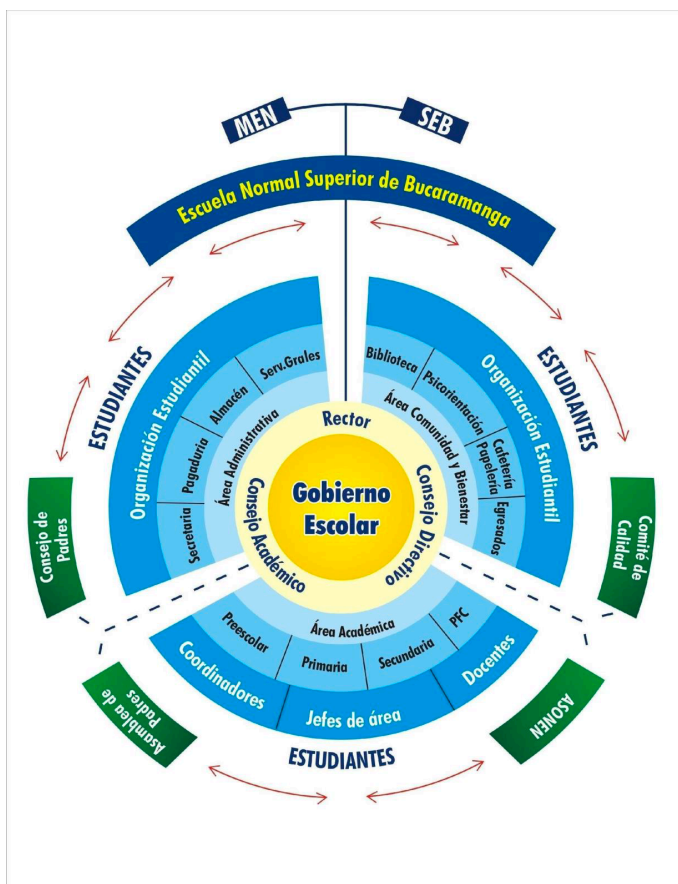


Figure 1 School organigram



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Institutional coexistence handbook

For the Escuela Normal Superior de Bucaramanga the Coexistence Manual is contained in the Institutional Coexistence Handbook, built based on the legal guidelines, the Transversal Programs of obligatory compliance contemplated in the General Education Law 115 of 1994, the Project of School Coexistence and Training for the exercise of Human, Sexual and Reproductive Rights and the Prevention and Mitigation of Violence. (Law 1620 of 2013 and Decree 1965 of 2013), the Code of Children and Adolescents (Law 1098 of 2006) and Decree 1421 of 2017 on inclusive education.

Institutional purposes

- To train educators for the preschool and elementary school levels, protagonists of their life project, competent in the mastery of pedagogical knowledge and in expressing themselves in a variety of languages (signs and symbols, mother tongue, English, sounds, movements, images, scientific, technological and computer languages).
- To guide and lead the being and work of the Institution by dynamizing and strengthening the pedagogical, research and administrative processes, with the democratic and autonomous participation of all the strata of the community.
- To project the Institution to the local-municipal, regional and national community, through extension projects and services that respond to the needs, expectations, aspirations and interests expressed in the municipal, departmental and national education plan.



- To reconstruct the pedagogical knowledge of teachers and teacher educators in a body of knowledge that gives foundation to pedagogy as a discipline under construction.

General purposes of formation

- To promote the development of the student's personal identity and of being a teacher, through activities that facilitate knowledge and critical reflection on oneself, which will lead him/her to determine a scale of values to act with moral autonomy and respect for human rights, with the support of the families.
- To convert the Institution into a space for communication in a variety of languages that will allow students to develop this competence.
- To favor in the student the recognition of pedagogy as a discipline in construction, with historical roots, supported in the processes of educability and teachability, to project it in contextualized and innovative educational proposals.
- Create spaces for dialogue and participation with the entire educational community to strengthen, modify and reconstruct the pedagogical, administrative and research processes.
- Encourage healthy lifestyles in the educational community through the promotion of healthy eating and the practice of frequent physical activity to achieve a better quality of life.

Key Success factors

Teacher training through intentional processes that seek to develop a vocation for teaching.

Self-Assessment, in the search for self-development at the institutional and personal levels.



Reflective Practices, in the follow-up and critical evaluation of the processes carried out.

Life Project, as a strategy to think of oneself and advance in the path towards self-realization.

Variety of Languages, appropriation of different languages for daily interaction with students.

Defense of Life, recognition, respect and care for all forms of life in all contexts.

Finally, we can find some aspects related to each chapter:

- Chapter I. Presentation.
- Chapter II. Institutional Identity.
- Chapter III. Conceptualization about the pedagogical ethic agreement.
- Chapter IV. Normalist community.
- Chapter V. Coexistence criteria.
- Chapter VI. Special recognition.
- Chapter VII. Coexistence regulation system.
- Chapter VIII. Situation analysis auxiliary criteria.



Institutional emblem



Figure 2 School's shield

The shield was designed in 1966 by Professor Consuelo Nuñez. It is a piece with a curvilinear figure in its upper part, divided into three parts with their respective colors: yellow (gold), white (silver), blue (transparency).

At its lower central point, two lines run upwards and sideways, forming a triangle. At the top, in black, is the name of the school, below is a votive lamp and an orchid, in remembrance of the literary centers that were held in the past. The outer curved lines of the shield symbolize the movement, dynamism, innovation and evolution that permeate the normalist spirit.



Ministry of National Education guidelines adopted toward the health emergency

The spread of COVID-19 led the Ministry of Health and Social Protection (MinSalud) to declare a state of health emergency that has been successively prolonged. It also led the World Health Organization (WHO) to declare a state of pandemic and urge States to take appropriate measures to address this threat to public health. With regard to the provision of public educational services, the Ministry of National Education (MEN) initially issued guidelines to ensure the continuity of educational services through the non-classroom modality. Subsequently, in response to new evidence-based recommendations, it issued Directive No. 11 of 2020, in which it laid the foundations for the return to face-to-face classes in the alternating modality. Additionally, it issued the "Guidelines for the provision of home and face-to-face education services under the alternation scheme and the implementation of biosafety practices in the educational community".

By virtue of the above, as soon as the "mandatory preventive isolation" measures ended and the "selective isolation with responsible individual distancing" came into force, the educational establishments have been able to gradually, progressively and safely start implementing the return to on-site classes with alternation and subject to the provisions of the "Biosafety Protocol" defined by MinSalud and successively updated by this entity.

Recognizing that compliance with the requirements defined in the "Biosafety Protocol" requires adjustments and in some cases specific interventions in some educational centers, the National Government allocated an additional \$187 billion to the Educational Services Funds (ESF), which made it possible to reach a total of \$746 billion allocated to the ESF during the



2020 fiscal year. In addition, \$400 billion was allocated from the Emergency Mitigation Fund (FOME) to co-finance the adjustments and acquisitions required for the implementation of the biosafety protocol. In addition to these resources, more than \$200 billion were allocated to make progress with six hundred and eighty-nine (689) educational infrastructure improvements in rural areas.

The return of students to classrooms in a face-to-face manner during the health emergency was specifically endorsed in the judgment of January 15, 2021 of the Honorable Council of State. In exercise of the immediate control of legality of Directive No. 11 of 2020 the highest court of the contentious administrative jurisdiction warned the "Ministry of National Education and the Secretaries of Education of the territorial entities referred to in Directive No. 11 of 2020, that it is their obligation to ensure that all educational service providers advance in a certain, safe and decisive manner in the definition of the conditions that allow the gradual and progressive return of students to the classrooms, with full observance of the biosecurity standards provided by the national authorities and providing for the management of those particular situations that, by free and informed decision of the parents, merit a different treatment. This, under the premise that the modality of work at home cannot be equated to face-to-face education and that, therefore, its application should not be maintained beyond what is strictly necessary to contain the effects of the pandemic". (Bold and underlined outside the original text).

Additionally, the return to face-to-face academic activity has been supported by entities such as the Attorney General's Office (Bulletin 189 of March 6, 2021)¹ and the Ombudsman's Office (Resolution 477 of April 12, 2021)², as well as by international organizations such as UNICEF.



It should be noted that on May 26, 2021, the Ministry of Health and Social Protection issued Resolution 738 of 2021, extending the sanitary emergency until August 31, 2021. Likewise, it modified Article 2 of Resolution 385 of March 17, 2020, modified by Article 2 of Resolution 844 of May 26, 2020 and 1462 of August 25, 2020 and Resolution 222 of 2021; and ordered that the gradual, progressive and safe return of children and adolescents to face-to-face attendance in educational institutions be guaranteed.

Additionally, it issued Resolution 777 of June 2, 2021, in which it determined that the educational service in early education, preschool, elementary and middle school must be provided on-site, including school meals, transportation and complementary curricular activities. The regulation determines the biosafety conditions in its Annex and repealed Resolution 1721 of 2020. It also established that it is the responsibility of the Secretaries of Education of the certified territorial entities to organize the return to face-to-face academic activities of teachers, teaching managers, administrative personnel and logistical support personnel who have received the complete vaccination schedule and those who have decided autonomously not to be vaccinated, regardless of their age or comorbidity condition. Therefore, from July 2021, full attendance will begin and only in exceptional cases the possibility of providing the educational service in the alternating modality will be established.

Calendar of Escuela Normal Superior de Bucaramanga

The Escuela Normal Superior de Bucaramanga works full time in calendar A. This means that the students from this institution have to accomplish some minimum hours per year (Resolution 1730, 2004), 800 hours in preschool, 1000 hours in primary school, and 1200 for those in



secondary basic and middle. This institution opens in February and closes in November.

Moreover, it takes a break during the first semester of the year, which corresponds to Holy Week, and a five-day break in the prior week to the holiday commemorating the discovery of America as established in Decree 1373 of 2007.

Schedule

The school's planning is carried out by term and represents all the events and curricular and extracurricular activities, therefore the calendar for first and second term is the following:

	ESCUELA NORMAL SUPERIOR DE BUCARAMANGA CRONOGRAMA ACADÉMICO Y GENERAL	Cód.: PDE-FO-04 Versión: 01
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AÑO 2022	
El cronograma se hace con base en la Resolución N° 2515 del 29 de octubre de 2021, de la SEB.	
DEL 17 DE ENERO AL 18 DE MARZO: PRIMER PERIODO ACADÉMICO (9 SEMANAS).	
FECHA	ACTIVIDAD
Enero 11 al 14	Semanas de Desarrollo Institucional
Enero 17	Ingreso de Estudiantes
Enero 17 y 18	Inducción de Estudiantes
Enero 21	Asamblea General de Padres, elección de sus delegados
Enero 25	Elección Consejo de Padres 2022
Enero 28	Día E para Maestros
Enero 29	Día E de la Familia
Febrero 04	Asamblea de Estudiantes para elección del Gobierno de Aula.
Febrero 3 al 11	Inscripción de Candidatos líderes para la Organización Estudiantil
Febrero 14	Capacitación a estudiantes aspirantes a personero, presidente y contralor escolar
Febrero 16 al 25	Debates de campaña para la elección del Gobierno Estudiantil
Febrero 23, 24 y 25	Escuela de Padres Canal de youtube
Marzo 04	Jornada Electoral del Gobierno Estudiantil
Marzo 8	Día Internacional de la mujer
Marzo 11	Reunión Comité Institucional de Convivencia
Marzo 16	Izada de Bandera Revolución Comunera
Marzo 17 y 18	Sistematización de Notas de primer periodo
Marzo 23, 24 y 25	Escuela de Padres Canal de youtube

Figure 3 School Schedule for 1st term



DEL 28 DE MARZO AL 3 DE JUNIO: SEGUNDO PERIODO ACADEMICO (9 SEMANAS).	
FECHA	ACTIVIDAD
Marzo 28 y 29	Comisiones de Evaluación y Promoción Primer Periodo.
Abril 2	Entrega de Informes Académicos del Primer Periodo a Padres de Familia
Abril 11 al 17	Receso Estudiantil – Semana Santa. Segunda Semana de Desarrollo Institucional
Abril 22	Cumpleaños 146 de la ENSB
Abril 26	Celebración del día del Idioma
Abril 27,28 y 29	Escuela de Padres Canal de youtube
Mayo 15	Día del Maestro(a)
Mayo 17	Visita de la Asociación de Exalumnos de la Escuela Normal Superior de Bucaramanga - ASEENS a las aulas de clase de estudiantes que se gradúan.
Mayo 25, 26 y 27	Escuela de Padres Canal de youtube
junio 2 y 4	Sistematización de notas

Figure 4 School Schedule for 2nd term

Pedagogical level

Language area planning

Concerning this aspect, planning was carried out according to the guidelines of the standards and the curriculum suggested by the Ministry of National Education. The school adopted the figure of "learning booklet" that appeared in pandemic that contained the performances and skills based on labor, citizenship and communicative competencies. The booklet contained the planning such as activities of the whole period week by week, with the evaluation form. The *way to go* book for sixth grade suggested by the Ministry of National Education is used.

The school achieved transversality of content through projects from preschool through high school. For the sixth grade, the group of teachers by grade have designed the "Healthy Lifestyles" project described below.



ESCUELA NORMAL SUPERIOR DE BUCARAMANGA
LABORATORIO DE SALUD Y NUTRICIÓN - AULA ESPECIALIZADA A UTILIZAR COMO ESTRATEGIA PEDAGÓGICA EN DIFERENTES ÁREAS, ASIGNATURAS, GRADOS Y PROYECTOS
MATRIZ PEDAGÓGICA DE PROYECTOS – MODELO PEDAGÓGICO COGNITIVO CON ENFOQUE HUMANISTA

Propuesto por docentes de inglés

PROYECTO	HILO CONDUCTOR	LO QUE QUEREMOS LOGRAR	A QUÉ COMPETENCIAS CIENTÍFICAS O CIUDADANAS APUNTA	CÓMO HACERLO	CON QUIÉN O QUIÉNES	CUÁNDO Y DÓNDE	RECURSOS CON QUE CUENTO	CÓMO SABER QUE SE HA LOGRADO	RELACIONES CON OTROS PROYECTOS (si las hay)
Estilos de vida saludable.	-Valoración de sí mismo. -Valoración de las diversidades. -Nutrición saludable. -Cuidado de mi cuerpo.	-Tomo decisiones sobre alimentación saludable en mi entorno escolar. -Cuido, respeto y exijo respeto por mi cuerpo y por los cambios corporales que estoy viviendo.	-Cuidado de su propio cuerpo y el de otras personas. -Comprendo que consumir frutas y verduras al día es un hábito que ayuda a mi salud.	-Fundamentación teórica en inglés. -Aplicación de proyecto de aula.	Estudiantes de preescolar hasta el PFC.	Primer semestre 2016. ENSB	-Laboratorio de salud y nutrición. Recurso pedagógico del área.	Redacción de textos a través de un diario de alimentación en el port-folio del estudiante.	-PESCC. -PEI.

Figure 5 School's pedagogical English project Matrix

Objectives

General objective.

- To enhance healthy living habits in sixth grade students of the Escuela Normal Superior de Bucaramanga and their families, through the implementation of a curricular integration project, to act responsibly in personal and collective care.

- To take care of ourselves as human beings who are members of a common home: the planet earth, through the implementation of actions and pedagogical strategies of healthy living to guide to maintain and preserve health, well-being, balance and harmony.

Specific objectives

- Generate awareness in sixth grade students, promoting healthy living and self-care to survive in times of pandemic.



- Adapt the sixth grade curriculum, generating activities that motivate student creativity, autonomy and leadership to contribute to the well-being of the educational community.
- Facilitate learning by competencies, designing a flexible learning syllabus adapted to the needs and challenges of the 21st century.
- Promote learning based on curricular integration pedagogical projects, to face the new educational challenges of the millennium.
- Commit the sixth grade educational community to the defense and promotion of human and children's rights and duties, as a mechanism and way to build democracy and seek peace.
- Relate education and cultural constructions to the current environment, to promote meaningful learning.

Problematizing questions

- How to enhance healthy living habits in sixth grade students of the Escuela Normal Superior de Bucaramanga and in their families to maintain and preserve health, well-being, balance and harmony?

Performance in English Sixth Grade

- Identifies basic information on topics related to personal information about self, others, and their families. DBA 3.
- Understands written instructions about personal information about self, others, and their families. DBA 7.



- Describes in short sentences family members and exchanges personal information about self and others. DBA 3.5.
- Responds in short sentences to simple questions on topics related to personal information and family. DBA 6.
- Expresses respect for the opinions of others by making appropriate use of freedom of expression in school activities. DBA 5, 7.
- Respects the agreements defined with others.

English teachers' methodology

The area teachers, who correspond to the group of teachers of each grade, designed the curricular plan of the area through transversal institutional projects, through an institutional figure born in pandemic and called "Learning Booklet" that establishes from the beginning of the academic year the parameters, guidelines, objectives, indicators, activities, evaluations and other curricular content of the English area. The teachers had weekly meetings for the socialization of educational experiences and to advance intra-institutional projects such as the English Day that is carried out with the Colombo-American alliance.

Pedagogical resources

At Escuela Normal Superior de Bucaramanga, English teachers implemented some pedagogical resources such as workshops, flashcards, audios, workbooks, etc. All those resources were visible when planning, designing, and solving the workshops.



Additionally, the educational institution had been using some technological resources such as TV, videobeams, speakers, microphones, and they are working on a Bilingual Classroom – laboratory.

Ministry of National education text guide

The English teachers at the Escuela Normal Superior de Bucaramanga guided their teaching process through the institutional booklet, whose contents are adapted taking into consideration the Standards and the DBA. This booklet was supported by the book “Way to Go” set by the Ministry of Education and it’s openly accessible to each student by the institution library.

Syllabus

6th grade syllabus

INGLÉS: 1 Identifica información básica sobre temas relacionados con información personal de sí mismo, de otros y sus familias DBA 3. 2 Comprende instrucciones escritas acerca de	LISTENING ABOUT DAILY ACTIVITIES (audios sobre actividades de la vida diaria). <small>(L. P. 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10, 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.15, 3.1.16, 3.1.17, 3.1.18, 3.1.19, 3.1.20, 3.1.21, 3.1.22, 3.1.23, 3.1.24, 3.1.25, 3.1.26, 3.1.27, 3.1.28, 3.1.29, 3.1.30, 3.1.31, 3.1.32, 3.1.33, 3.1.34, 3.1.35, 3.1.36, 3.1.37, 3.1.38, 3.1.39, 3.1.40, 3.1.41, 3.1.42, 3.1.43, 3.1.44, 3.1.45, 3.1.46, 3.1.47, 3.1.48, 3.1.49, 3.1.50, 3.1.51, 3.1.52, 3.1.53, 3.1.54, 3.1.55, 3.1.56, 3.1.57, 3.1.58, 3.1.59, 3.1.60, 3.1.61, 3.1.62, 3.1.63, 3.1.64, 3.1.65, 3.1.66, 3.1.67, 3.1.68, 3.1.69, 3.1.70, 3.1.71, 3.1.72, 3.1.73, 3.1.74, 3.1.75, 3.1.76, 3.1.77, 3.1.78, 3.1.79, 3.1.80, 3.1.81, 3.1.82, 3.1.83, 3.1.84, 3.1.85, 3.1.86, 3.1.87, 3.1.88, 3.1.89, 3.1.90, 3.1.91, 3.1.92, 3.1.93, 3.1.94, 3.1.95, 3.1.96, 3.1.97, 3.1.98, 3.1.99, 3.1.100)</small>	1. FEBRERO 7-11 2. FEBRERO 21 – 25
información personal, de otros y sus familias DBA 7.	READINGS ABOUT PERSONAL INFORMATION. (lecturas acerca de información personal propia y de otros) 1. (www. p.3,4,5,6,ut 1) 2. (www. unit 2) 3. (www. unit 3)	<u>ENTREGA:</u> 1. ENERO 31- FEBRERO 4. 2. FEBRERO 14-18 3. FEBRERO 21- 25.
3 Describe con frases cortas a los miembros de la familia e intercambia información personal, propia y de otros DBA 3,5. 4. Responde con frases cortas a preguntas sencillas sobre temas relacionados con información personal y la familia. DBA 6.	ADMIRE PEOPLE (Texto escrito : párrafo corto y descriptivo acerca de una persona admirada) ENTREVISTA (a compañero participante) COREOGRAFÍA (práctica de canción de coreografía)	FEBRERO 28- MARZO 4 DE 2022 <u>ENTREGA- TEXTO DESCRIPTIVO.</u> <u>Evaluación del periodo MARZO 7- 11.</u> MARZO 7-11

Figure 6 Sixth-grade English Syllabus Chart 1st term



ACTIVIDADES POR ASIGNATURA	MATERIALES	EVALUACIÓN
PRODUCTO 1 <u>LISTENING ABOUT DAILY ACTIVITIES.</u> (audios sobre Actividades de la vida diaria)	- "Way to go 6 " Student and workbook -Diccionario - Cuaderno.	1. FEBRERO 7-11 2. FEBRERO 21 – 25
PRODUCTO 2 : READINGS ABOUT PERSONAL INFORMATION (Lecturas acerca de información personal propia y de otros).	-Guías "Way to go" -Libro y / o guías -Cuaderno y diccionario. Libro <u>texto y</u> / o guías.	<u>ENTREGA:</u> 1. ENERO 31- FEBRERO 4. 2. FEBRERO 14 -18 3. FEBRERO 21- 25. FEBRERO 28- MARZO 4 DE 2022
PRODUCTO 3 ADMIRER PEOPLE (Texto escrito. : párrafocorto y , descriptivo acerca de una persona admirada	 Libro <u>texto y</u> / o guías.	 <u>ENTREGA TEXTO DESCRIPTIVO y Evaluación del periodo MARZO 7-11</u>

Figure 7 1st term English Activity Chart

Methodology

Regarding the dynamics of the class, the teacher worked on a greeting, a welcome, a prayer, an atmosphere, the topics are taken up again through gamming to review the vocabulary previously seen, and questions were also developed to connect the previous topic through a recycling of the theme. Then, practice activities of communicative forms are carried out and through work guides the theme was developed through reading and individual work. The teacher managed strategies where students participate in front of the class. Finally, the students were



dissected in specific topics of oral production where the students have previously practiced the topic. For written production, students followed a model that had been provided to them previously and with that model they worked at home and present in class.

Learning accompaniment modalities

The Escuela Normal Superior de Bucaramanga included within its plan of support to the academic community, personalized tutoring with the group of students of the PFC "Complementary Training Program", which consisted of a part of the academic program that trains the students in complementary training in the formation of preschool and primary school teachers, and provided these spaces of practice to the entire educational community. These spaces must be requested by the student in advance.

Workshops' design

The teacher worked mainly on the workshops in the workbook. Since it is material suggested by the Ministry of Education, it corresponded to the suggested communicative needs of the students. These workshops were written entirely in English and contain visual aids and audio material for its development. In terms of structure, it contained a heading part with the information of the course, the group, and the date of delivery. Next, there was the contextualization and the explanation of the topics followed by the examples and the activities to be done. Then, there was a space for practicing, for that, the teacher gives the instructions for them to locate the pages and the audios if necessary. Finally, there was an evaluation rubric with which the students are measure or graded.



Ministry of National Education guidelines and standards.

These Basic Competency Standards in Foreign Languages: English were framed within the framework of the work carried out by the Ministry of National Education for the formulation of Basic Competency Standards and its National Bilingualism Program in agreement with the British Council.

The National Bilingualism Program aims to "achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards". This purpose implies a structured plan for the development of communicative competencies throughout the educational system.

In order to give coherence to this plan, it was necessary to adopt a common language that would establish the goals for the level of performance in the language throughout the different stages of the educational process. For this reason, the Ministry of Education chose the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment", a document developed by the Council of Europe, which describes the scale of gradual levels of performance a language learner achieves. Table 1 shows how the Ministry of Education has adopted certain levels as specific goals for the different populations in the educational system.

Although the scale of levels was adopted with the terminology used in the Common European Framework, we consider it important to relate them to the names traditionally used by teachers to



designate the various levels of achievement. We invite the adoption of this nomenclature to ensure a common language that facilitates teamwork towards the achievement of the same goals.

The standards presented articulate these goals, establishing what students should know and be able to do to demonstrate a B1 proficiency level by the end of Grade 11.

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 8 Ministry of National Education guidelines chart

Courses

The courses in charge of the pre-service teacher belonged to 6-3, 6-4 and 6-7 from a total of 11 courses in sixth grade. Each group had 4H of English class every week.

Schedules

Supervisor's academic schedule

Table 2 English class schedule teacher Blanca Pinzon

Time	Monday	Tuesday	Wednesday	Thursday	Friday
------	--------	---------	-----------	----------	--------



6:30 - 8:20		6-7	6-3		
8:40 - 10:30	6-4	6-4		6-7	
10:45 - 12:30		6-3			

Technological level

Connectivity

In terms of connectivity, the institution had an extensive WIFI network that covered the entire school campus. The networks were open and students, teachers and administrative staff can make use of this tool. In addition, instant messaging networks were used by area teachers and teaching and administrative staff to maintain constant communication and more easily spread any type of information. Teachers also maintained this communication with parents through a database available for their contact.

Access and use of platforms.

The institution had an exclusive platform for the use of the institution that allowed students, teachers, parents and administrative staff to access different tools called "integra, academic platform" that allowed students to observe calendars with tutorials and evaluations, grades, homework, attendance, newsletters, observer, schedule and was used in recent days for the student government elections. It also included an email where you receive notifications sent by the teacher, a section for the coexistence manual and another for PQRS.



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Population level

In this part, the number of students, their gender, age, language levels will be presented.

Table 3 Population

Courses	Groups	No. of students	Ages	English level approximately
6th grade	3	101	10-12	A1



Chapter 3

Enhancing writing skills through narrative strategies in 6th grade students at the Escuela Normal Superior de Bucaramanga

Introduction

The linking of the foreign language within the teaching and learning process is mediated by the Ministry of Education as one of its pillars through the "Colombia Bilingüe" program of 2016, which seeks that the students reach a level of English that allows them to communicate, interact and share knowledge while enhancing their human and professional skills. Within this program, standards known as the Basic Learning Rights (BLR) are established to guide the teaching work in favor of knowledge and skills that students must learn in the area of English in the different grades of the Colombian educational system for the development of communicative competencies that are defined in the skills of comprehension and oral and written expression.

Within the guidelines established by the Ministry of Education, 6th grade students must have basic skills corresponding to an A1 level where the communication they express in written form allows them to perform basic language functions. However, the national education system faced a tough challenge during two years of pandemic, which forced a change of methodologies within the educational practice that hindered the acquisition of linguistic and cognitive skills for the practice and appropriation of written expression and production, since the subject of English was taught partially, focusing mainly on grammar and reading comprehension over written expression.



In response to the MEN guidelines, this proposal aims at using narrative pedagogical strategies that allows the student to encourage and improve writing skills as this play an important role to communicate effectively, either in the native tongue or in any foreign language such as English. According to Hinds (1987) “writing is a ‘writer-responsible’ language that places the major communication responsibility on the writer rather than the reader” (Pappamihiel, 2008). Considering this, the development of the writing ability in any language must be guaranteed through the learning process itself. Although an English as a Foreign Language (EFL) learner is not supposed to master completely the writing skills necessary to produce all kind of written constructions, the learning process should be focused on working these writing skills progressively. As an illustration, narrative writing could be an alternative throughout the lesson plans for students to start identifying the text-parts (beginning, plot, and conclusion) and what it requires to produce them; fostering creativity, understanding of simple and complex language, and improving reading. Regarding these features, narrative writing is a convenient form which allows the development of the writers’ self-expression and personality (Ozer and Tanriseven, 2016). Having mentioned the narrative writing features, it is remarkable the influence of these constructions on the English written communication.

Statement of the problem

During the observation process, many of the performance skills were perceived by the pre-service teacher as the class lessons were developed by the supervisor teacher to sixth grade courses students. Even though the students presented difficulties in most of the competences, it was perceived lack of vocabulary, misspelling, disorganization in phrase semantic and syntax and



poor writing performance in one of the writing activities. As part of the BLR stated by the Ministry of National Education, students in 6th grade are mainly approached to reading and writing skills. This particular competence is necessary as it helps the human mind achieve its full potential Linguist Walter Ong (1982). Writing, for example, allows the writer to concretize abstract ideas and to “connect the dots in their knowledge,” according to the National Commission on Writing in America’s Schools and Colleges (Williams, 2003). Particular kinds of writing tasks may, indeed, be beneficial to intellectual vitality, creativity, and thinking abilities. A study by Klein and Boals (Klein, 2001) found, for example, that when writing about significant life events their memory for such events is improved.

Taking this into account, the reinforcement in writing competence was necessary, as it guaranties cognitive benefits for students to develop in their academic background, and into their citizen and professional future.

Problematic questions

How does the narrative strategies enhance sixth-grade students’ English writing production at the Escuela Normal Superior de Bucaramanga?

- How does the use of the narrative text help sixth-grade students to improve cognitive abilities to accurately communicate by writing?

Justification

During the primary school background, kids are more constantly approached to reception skills rather than production skills. Aspects such as vocabulary, grammar and listening are mostly



worked on the English Lessons. Nevertheless, production skills aim at employing the different linguistics abilities to articulate a final communicative product, rather spoken or written which would constitute the modes of communication.

As the Escuela Normal Superior de Bucaramanga bases the Institutional Educative Plan on the Ministry of National Education guidelines and standards which states that at 6th grade only two Basic Learning Rights, that state that the students should be able to describe basic characteristics or near context and personal information in pre-established forms. In this sense, the writing competences should achieve a basic A1 level in English subject.

To correspond with the project “Colombia Bilingüe”, goals in English as Foreign Language among the high school teaching and learning processes, this project aimed to create the strategies to enhance writing production through narrative text strategies that allowed the student to develop cognitive competences to organize sentences in English as a foreign language following the syntax, semantic and pragmatic principles that encourage coherent writing production.

Objectives

General objective.

To enhance English writing skill by implementing narrative activities in sixth-grade students at Escuela Normal Superior de Bucaramanga, Santander.

Specific objectives

- To diagnose English writing level in sixth grade students.



- To implement writing activities through narrative texts.
- To evaluate the impact of the strategies implemented to promote students' writing skill in English.
- To propose useful activities to enhance the English writing skills through narrative text to the academic community.

Theoretical framework

Foreign Language Learning

Teaching foreign languages has gone through paradigm shift in theoretical knowledge base in how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a ‘mimetic’ activity, a process that involved students repeating or imitating new information. Grounded in behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success. Transitioning from mother tongue to foreign language may interfered with the second language and that a transfer would take place to errors. In 1959, Noam Chomsky’s review (Chomsky, 1959) of B.F. Skinner’s (1957) Verbal Behavior dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus–response psychology could not adequately account for creativity involved in generating novel utterances using internalized rules. The creative aspect of language behavior implies that the human mind is involved in deep processing of meaning rather than in memorized responses to environmental stimuli. An alternative theoretical position emerged



centered on the role of the linguistic environment in combination with the child's innate capacities in acquiring language. This position (interactionist) viewed language development as the result of a complex interplay between innate language capacities of the learner and the learner's environment. Unlike the innatism position (e.g., Chomsky, 1959), the interactionists claimed that language had to be modified to the ability of the learner. According to Long (H., 1985), language input was made comprehensible by simplifying the input, by using linguistic and extralinguistic cues, and by modifying the interactional structure of the conversation.

Communicative Approach

The communicative Approach in Language Teaching became popular in Europe in the 70's. According to this conception of language, oral and written communication is the main goal in teaching a foreign or a second language. In *The Teaching of English as Communication* Widdowson makes a comparison between the traditional definition of writing and its conception established by the Communicative approach. Essentially what is taught by this approach is the ability to compose correct sentences. The difficulty is that the ability to compose correct sentences is not the only ability we need to communicate. Communication only takes place when we make use of sentences to perform a variety of different acts of an essential nature. Thus, we do not communicate by composing sentences, but by using sentences to make statements of different kinds, describe, record, classify and so on, or to ask questions, make requests, give orders. (Canale, 1980), chooses Widdowson's idea when claiming that the communicative approach allows students to behave like real writers. Students are given the chance to think about the purpose of their text, an audience, and a context for it. For these authors, the real elements of



writing make the difference. Students need to feel and know that a text has a purpose and that they are writing for someone. In other words, their writing has to make sense to them, it needs to be significant for them.

Writing skill

Writing is one of four skills LSRW (Listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables of words of language, with different mechanism capitalization, spelling and pronunciation, word form and function. Generally, writing is very important that communication is transmitted through writing than any other type of media. So, students need effective writing skills to meet their academic needs and workplace requirements. (Harmer, 2001). According to Nunan, writing is the mental work of inventing ideas, thinking how about expressing them, and organizing them into statements and paragraphs that will be clear for readers. According to Tiwari, writing can be defined as a process of transforming thought into written language. It means writing is the process of expressing ideas, thinking, or feelings in word on a piece of a paper. So, it can be concluded that writing is complex process of transforming thought and ideas, thinking how to express them and organizing them into statement and paragraph to make them visible and concrete on the piece of paper.

Narrative text

Fulwiler (2002) states narrative is the general term for a story long or short; of the past, present, or future; factual or imagined; told for any purpose; and with or without much detail, it



means writing a narrative implies that you tell some story about something that happened in your life or that you witnessed. This experience should be one that has meaning for you, or something you would be willing to explore to find meaning.

Meyers stated that narrative is one of the most powerful ways of communicating with others (Meyer, 2008). A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener (A., 1997)

Literature review

Cadavid & Arboleda (2009) in their paper “Improving ninth-grade monolingual high school students’ English writing skills through narratives” designed and implemented a didactic proposal within the postulates of the Communicative Approach, aimed at improving the writing skills of ninth grade-high school monolingual students in Cali, Colombia, through narrative writing. The findings show that after the intervention stage, students improved their ability to write in English: their texts exhibited creativity and contained fewer surface errors. Students’ attitude also changed positively and they were more interested in and committed to writing in English.

Another exercise of narrative writing strategy is the one exposed by Cahyani & Nurjanah (2019) in their study “Improving students’ narrative writing process through series of picture



classroom”. This research was done to know the benefits of using series of pictures in the process of narrative writing. It was also expected by the teacher to know that using series of picture, the students could be stimulated to think creatively in gaining the ideas and learning the narrative writing well. The data was collected by using pre-test and post-test measurement on the control and experiment class and comparing the gained scores between both classes. The result presented that the picture series as media in writing narrative text is effective towards students’ writing skill in narrative text.

Accordingly, Huda (2017), in his paper “The “story skeleton” Improving students’ writing skill in narrative text at senior High School” focused on how story skeleton is used to teach writing narrative text and whether or not the use of story skeleton is able to improve students’ writing skill in narrative text. To find whether or not the use of story skeleton was able to improve students’ writing skill in narrative text, the writer analyzed students’ writing score after and before using story skeleton. The result of the research shows that the use of story skeleton to teach writing using story skeleton has been going well. It was proven that teacher did not face many problems in the process of teaching using story skeleton. Besides, students’ written text was getting better and students’ ability in writing narrative text increased.

Moreover, Yanez (2018) in her research project entitled “Storytelling strategy to improve coherence in writing skills development” determined how the Storytelling strategy improves coherence in writing skills. A guide for the teacher was designed which was used during the intervention in the classroom. Data analyzes were performed before and after the classroom work. The design of the guide was based on the three stages of the writing process: pre-writing,



writing itself and reviewing with the use of the narrative technique, visual history, problem / solution, dialogue; and, hero and enemy. The results showed that with the application of the Storytelling strategy, the students were more interested and greater improvement to produce written texts. Therefore, the Storytelling strategy contributes to the improvement of the written production of the students.

Methodology

Pedagogical methodology

Integrated-content Based Method

This is a contemporary method of the Communicative Approach (Herrera, 2011) which is focused on topics of subject matters. Teachers need to choose a subject of interest to learners and the suitable materials and sources that cover the contents of the subject. Students cooperate among them and show a product at the end of the class. Besides, this method lets teachers make teaching activities more interesting and motivating because students use the language with real purposes and they show more independent and confident. Furthermore, they develop skills like note-taking, summarizing and extracting key information from texts and combine them with interaction within a group (British Council, 2018)

However, it could produce learners' confusion because it is not focused on language learning. For that reason, teachers must create follow up activities for drawing attention to linguistic issues. Moreover, monolingual learners could overuse their first language for understanding; so, the teacher should encourage students to use the target language. Furthermore, students could copy



the information in reading material for presentations; but teachers should promote high order thinking by asking for conclusions and recommendations for example (British Council, 2018).

Cognitive Academic Language Learning Approach

Chamot (1996) states Cognitive Academic Language Learning Approach integrates leaning strategies with content and language topics in classroom setting. This instructional method is composed by five stages such as preparation, presentation, practice, evaluation, and expansion. The first stage aims to elicit student's background knowledge; while the second one presents new strategies. Further, practice stage lets teachers and students activate applications of new strategies to learning activities. Moreover, evaluation stage encourages students in a self-evaluation process. Finally, expansion gets learners to make connections between learned strategies to new activities and contexts. The authors remark that this sequence can be modified according to learners' needs (Chamot, 1996)

Strategy

Picard (2004) suggests strategies as components of effective teaching processes are conceptualized as specific suggestions for acquiring knowledge. They are proactive teaching aids that help to practice language skills with a variety of activities which emphasize critical concepts and rules. According to the author, strategies are all the things a teacher can do along the teaching process based on their needs.

A strategy is a group of techniques that helps to implement a method; for instance, to implement the communicative method, teachers need to foster strategies like hands-on activities,



cooperative learning, scaffolding, and guarded vocabulary. And, for implementing Cognitive methods, teachers must use strategies like Storytelling, use of graphic organizers, self-monitoring, and cooperative learning for narrative purposes (Herrera, 2011).

Story Skeleton

Story skeleton is organization of a story which involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem. Story skeleton is only drawn in the form of human body (Karolin, 2006).

Story skeleton can be used for teaching reading, speaking, and writing. Story skeleton is used to help students to make scaffolding first for their writing before they construct it completely. It helps them to keep their idea of their writing. The story skeleton for writing is the following:

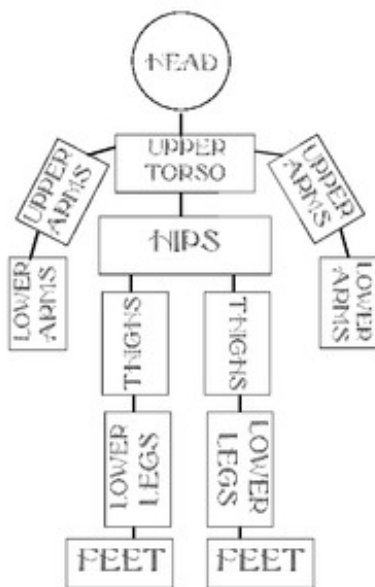


Figure 9 Story Skeleton model



1. Head: Writes the main character and the title on the head.
2. Upper body: writes the setting where and when the story take place
3. Upper arms: writes the other important characters. Gives the character's name and why they are important.
4. Hips: Writes the main problem and one paragraph about Summary of the story.
5. Lower arms: Provides interesting details from the story.
6. Thighs: Write other problems that the character must solve on the way to solving the main problem.
7. Legs: Explain how the main character solves the main problem.
8. Feet: State the moral value that can be taken on each foot.

Description of the implementation of the project.

During the development of the practicum stage at the Escuela Normal Superior de Bucaramanga, the pre-service teacher started the implementation of the project in March 22nd, at the same time the second term started at the institution. Regarding this period, the pre-service teacher was meant to develop generally four-weekly hours of classes per group (6-3, 6-4, 6-7) where the implementation of many activities are planned to be done. These activities were focused to be related to the English curriculum for second period in terms of subjects and themes,



but it was adapted to work on the writing skill. In classes, the pre-service teacher assumed the role of the English teacher providing the class with meaningful information, guidance, and reflection about the process to be done. As pre-service teacher, workshops and activities should have been previously planned and presented to the supervisor teacher. This material was aimed at helping the students to reinforce grammar mainly and sentence structure in order to complement the information provided during the academic background in English subject.

With regards to the implementation of this technique, it consisted in developing in-class reviewing of grammar and syntax activities for the students to strengthen writing competence with a final product each class consisting to a written production. These were delivered to the pre-service teacher who used it as the evaluation material of each class, revising the content and providing feedback.

Research methodology

This study was based on a qualitative design and was carried out following the Action Research paradigms. According to Kemmis and Henry (1989), in Cárdenas (2000: 2 -3), “Action Research is defined as a form of self-reflective enquiry undertaken by participants in social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out .” Cárdenas added that Action Research involves the collection and analysis of data related to some aspects of our professional practice, such as the application and effects of teaching methods, learning strategies, cognitive styles, classroom interaction, and rules to be followed by teachers and learners, among others. Below are the steps usually followed In Classroom Action Research:



1. Identify an issue, interest or problem;
2. Seek knowledge;
3. Plan an action;
4. Implement the action;
5. Observe the action;
6. Reflect on your observations;
7. Revise the plan.

Approach

Harmer (2008) states that Communicative Approach or Communicative Language Teaching is described as a group of beliefs that involves two aspects of language such as what to teach and the way of teaching them. “What to teach” means that this approach focuses on the language functions rather than grammar issues; on the other hand, “how to teach” means that teachers must involve their students in realistic communication activities, creating poems or writing stories for instance. Simulations and role plays are detailed as real communication activities in class. Further, the most important aspect in classes with communicative language teaching design is the desire to communicate something. Furthermore, the Communicative approach is learner-centered and it is founded on real communication for achieving successful language teaching (Herrera, 2011). It means that learners have a better language acquisition and/or learning if they are involved in real communication. Classroom activities based on this approach try to produce



meaningful and real communication tasks through the use of authentic material (British Council, 2018).

Design

Taking into account the project nature, and what the pre-service teacher had to assume when analyzing the process done by the target population, this pedagogical project adopted an action research design which, according to Creswell (2014), refers to a “wide variety of evaluative, investigative, and analytical research methods” which are normally used to diagnose problems or weaknesses and to help educators develop practical solutions to address them quickly and efficiently.” (p.1). It also allows researchers to collect and analyze data, promoting changes based on the results (Creswell, 2015). Furthermore, Mills (2013) states that there are two main procedures in action research design: practical and participatory; the first one is aimed to look for an educational issue in a specific academic setting while the second one is focused on a social problematic (Creswell, 2015). Thus, practical action research design facilitated the research design through this proposal in an organized and meaningful manner.

Setting

This project was attempted to be carried out at the Escuela Normal Superior de Bucaramanga in Bucaramanga, Santander; an establishment composed by two main headquarters, providing Primary basic education, Secondary education, and a program for complementary education.



Population

The target population of this pedagogical action research was the Escuela Normal Superior de Bucaramanga 6th grade students. A total amount of 102 in 3 mixes courses, with girls and boys in ages between 10 and 12 years old integrated the total population in the practice of the implementation of this project.

Sampling

Something to be highlighted is that the sample was selected through a purposeful sampling technique which is defined as a broad procedure in qualitative research to identify and select information-rich cases for effective purpose of limited resources (Patton, 2002). Likewise, (Creswell & Plano Clark, 2011) determined that it implies individuals or groups of individuals being well-informed about or well-versed with a phenomenon of interest. According to Lani et al. (2019) this technique helps researchers to recruit participants being able to provide in-depth and detailed information about the phenomenon under study. Thus, it was considered subjective and was determined by the researcher establishing the criteria that each participant had to meet to be part of the study, ten participants are being selected.

Table 4 Sixth-grade students

Course	# Students	Gender		Age	Language level
		M	F		



6-3	38			10-12	A1
6-4	38			10-12	A1
6-7	26			10-12	A1

Limitations and ethical considerations

As every study has limitations (Tigre, 2017), this report presented the potential ones that could affect the effective development of it with the aim of letting readers know under which conditions the research was conducted or the constraints that could have hindered the results.

Time

This action research was carried out during an academic semester (10 weeks only) in which the researcher had to build the project, collect and analyze the data, and present its results. In view of the above, it was necessary to clarify that the process of this ten weeks was divided into three main sections (an institutional observation, writing the proposal, and the implementation of it).

Participants' willingness

The participants' willingness was one of the characteristics of qualitative research. It means that they made the decision of being part of the project or not. Therefore, it is possible to find limitations when reaching the required sample number because they could have not be interested



in the study, they would not like participating in any research or simply, their shyness at the moment of expressing willingness.

Students' withdrawal

As an important factor stated in the ethical considerations part of this project, the participants could withdraw the process whenever they considered it pertinent with or without prior justification. For this reason, it was extremely important to look at this as a possible limitation that could have hindered the correct development of it.

Ethical considerations

With regards to participants in qualitative research, and considering Johnson & Christensen (2014, p. 202) book, the ethical considerations may esteem the participant's privacy and determine clearly the research process. They stated that the study must inform the participants some criteria (e.g., the purpose, steps, procedures, risks, and confidentiality) so as to avoid misunderstandings with participants, that is to say, when developing accurate qualitative research, the researcher must follow some ethical considerations as follows: anonymity, confidentiality, and informed consent.

Chronogram of activities

Table 5 Chronogram of activities

WEEK	DATE	ACTIVITY
First Week	March 22nd – 25th,	<ol style="list-style-type: none"> 1. Socialization. 2. Explanation of the project. 3. Selection of the participants.



	2022	<ol style="list-style-type: none"> 4. Delivery of diagnostic test for writing production. 5. Socializing concepts and terms related to narrative literature figure and phrases organization. 6. Signature of letters of consent by the supervisor and parents.
Second Week	March 28th – April 1st, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Present simple and routines. 3. Video of daily routines 4. Questions and answers about the video 5. Explanation of present simple tense 6. Present simple activity
Third Week	April 4th – 8th, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Routine video. 3. Introduction of connectors of sequence. 4. In-class activity related to the video using the connectors of sequence. 5. In-class activity using images for written production.
	April 8h – 15th, 2022	EASTER
Fourth Week	April 18th – 22nd, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Introduction of verb vocabulary. 3. Development of third writing activity using Comics.
Fifth Week	April 25th – 29th, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. In-class vocabulary and syntax review. 3. Development of the fourth writing activity Story Skeleton.
Sixth Week	May 2nd – 6th, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. In-class activity using Story Skeleton technique. 3. Development of the fifth writing activity.
Seventh Week	May 9th – 13th, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Reviewing of 2nd term subjects as preparation for the 2nd term exams. 3. 2nd term exams (listening and reading).
Eighth Week	May 16th – 20th	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements.



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		<ol style="list-style-type: none"> 2. Development of 1st part of the storytelling technique activity 3. 2nd term exams (speaking and writing)
Ninth Week	May 23th – 27th, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Development of the 1st part of the storytelling technique activity.
Tenth Week	May 30th – Jun 3rd, 2022	<ol style="list-style-type: none"> 1. Monitoring process in order to corroborate advancements. 2. Development of the 2nd part of the storytelling technique activity. 3. General review of the project results and farewells.

Methods for data collection

The University of Coventry (n.d.) defined data collection as an essential procedure when conducting a research project, in which the researchers need to establish the instruments with which they will gather the data, but depending on the type of information they pretend to collect (qualitative or quantitative) and how they plan to obtain it. Moreover, it is conceived as critical when conducting scientific studies allowing researchers to gather significant data through specific instruments that meet the type of research (Karim, 2014). Along these lines, this action research pretended to implement three different strategies of data collection: Field notes, diagnostic test, and written evidence, to accomplish the main purpose of it.

Field notes

The field notes allowed the researcher to collect experiences, impressions and reflections during the practice process. It is a tool widely used in qualitative research. Kawulich (2005) explained that field notes serve as a record of activities or ceremonies observed and informal



discussions from the field. For that reason, the researcher chose this instrument to review weekly the advances, evidences and experiences lived. (See annex 2)

Diagnostic test

The diagnostic test allows to identify the level at which the student is in a certain linguistic skill, in this case writing. Given that the students are in 6th grade, the curriculum establishes that the linguistic level in English reached by the students should be A1, for this reason this diagnostic test was designed based on an A1 level model. The test consisted of 4 grammar aspects: verb tense recognition, sentence composition from word order, multiple-choice questions, conjugation of the verb to be in a predetermined template, text composition from predetermined information, and spontaneous writing production. (See annex 3)

Written evidence (writing activities)

In each class the practitioner carried out different writing activities. These activities allow to demonstrate the appropriation of the students to the different samples, explanations and oral presentation of writing in English in terms of orthographic, syntactic, semantic and pragmatic composition. (See annex 4)

Data analysis

Data analysis in qualitative research is assumed to be a process of systematically searching and arranging the information gathered through unstructured text-based data such as: interview transcriptions, dairies reflections, observation notes, etc. (Wong, 2008) that the researcher compiles in order to increase the understanding of the phenomenon. Furthermore, this data



analysis process involves coding or categorizing the data. Basically, it helps when making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence (Patton, 2002).

This section comprises an interpretative model (Hatch, 2002) which has to do with making sense of social situations by providing backgrounds and explanations about them. With that in mind, this model of data analysis forges the researcher with tools to understand and comprehend the data previously gathered through its unique method of interpreting and questioning each piece of data in order to have a proper analysis.

Consequently, eight steps were taken into consideration when analyzing and interpreting the data, as proposed by Hatch (2002).

Step 1. To read the data as a whole.

Step 2. To review impressions previously recorded and record them in memos.

Step 3. Read the data for a sense of the whole.

Step 4. Analyze memos for salient interpretation.

Step 5. Reread the data and code those supported interpretations.

Step 6. Write a draft summary.

Step 7. Review interpretations with participants.



Step 8. Write a revised summary and identify excerpts that support interpretations.

Moreover, this action research used a manual coding which is defined by Saldaña, (2008) as an effective way to analyze and interpret data because it allowed the researcher to have control of the ownership of the word, getting closer to the information in order to manipulate and touching it separately to see its components one by one.

In regards to the coding process, the pre-service teacher set and organized the data into three main themes related to linguistic aspects in writing, such as vocabulary, syntax and semantics.

Vocabulary

Vocabulary refers to the words that we know. In the course of acquiring vocabulary we form concepts in our head, an indispensable foundation of language skills. A robust vocabulary positively influences other areas of communication as listening, speaking, reading and writing. Vocabulary is critical to a child's success for many reasons:

Ranger of vocabulary is directly related to school academic achievement.

Strong concept formulation teaches children to think and learn about the world.

Expanding a child's knowledge of words provides access to understanding and expressing new information

Sixth grade students were reinforced and introduced to known and unknown vocabulary in every class by the use of flashcards, games, and spelling.



Syntax

Syntax is the study of sentence structure and the rules of grammar. Syntax helps common users of a language understand how to organize words so that they make the most sense.

Types of sentences and their syntax modes include simple sentences, compound sentences, complex sentences, and compound-complex sentences. Compound sentences are two simple sentences joined by a conjunction. Complex sentences have dependent clauses, and compound-complex sentences have both types included.

- **Simple sentence:** Subject-verb structure ("The girl ran.")
- **Compound sentence:** Subject-verb-object-conjunction-subject-verb structure ("The girl ran the marathon, and her cousin did, too.")
- **Complex sentence:** Dependent clause-subject-verb-object structure ("Although they were tired after the marathon, the cousins decided to go to a celebration at the park.")
- **Compound-complex sentence:** Four clauses, dependent and independent structures ("Although they weren't fond of crowds, this was different, they decided, because of the common goal that had brought everyone together.")

As sixth grade students at the Escuela Normal Superior de Bucaramanga are supposed to be in level A1, the syntax used in writing corresponds to simple sentences. In the same way, the academic curriculum establishes that present simple tense as the verb time taught in sixth grade.



For that reason, the pre-service teacher set different activities to reinforce the sentences composition for writing production.

Semantics

Semantics in the study of the meaning of words and sentences; at its simplest, it concerns with the relation of linguistic forms to non-linguistic concepts and mental representations in order to explain how sentences are understood by the speakers of a language. Semantics is a well-balanced combination of:

- Being able to understand words
- Having general knowledge
- Using your experience

The semantics aspect was analyzed by the pre-service teacher from the written activities that were carried out in the five initial weeks of the project.

A total of four activities were considered to the presentation of the current results.

Table 6 Code system

SIXTH GRADE WRITING SKILLS	
Syntax	Semantics
<ul style="list-style-type: none"> • Word desorden • Inappropriate conjugation 	<ul style="list-style-type: none"> • Confusion of meaning



The data analyzed and interpreted resulted from four activities out of six carried out with eight-grade students that were achieved autonomously despite some interruptions in the process such as some school intra-institutional activities.

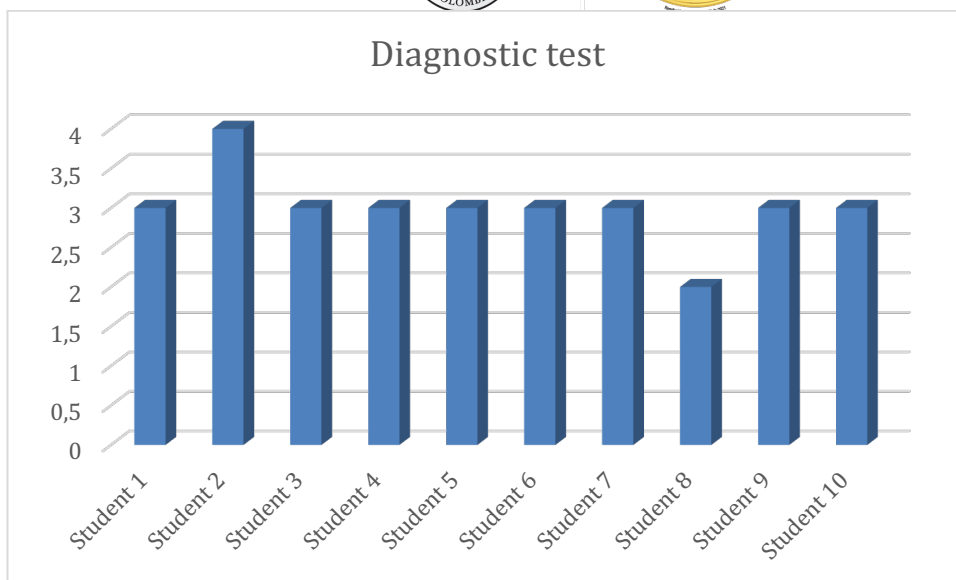
Through the application of the diagnostic test, it was possible to establish that most of students didn't recognize verb tense conjugation, didn't manage verb conjugation or they did it poorly with verb to be and in most cases, they didn't know to contextualize the information.

Findings

This section is broken down into the interpretation of the results of each activity such as the diagnostic test, present simple tense test, connectors writing activity and creating writing in a comic's template.

Diagnostic test

As mention before, the diagnostic test provided a general overview in aspects related to interpretation of information, recognizing of verb tenses and conjugation, and spontaneous writing. The results of the diagnostic test are the following:

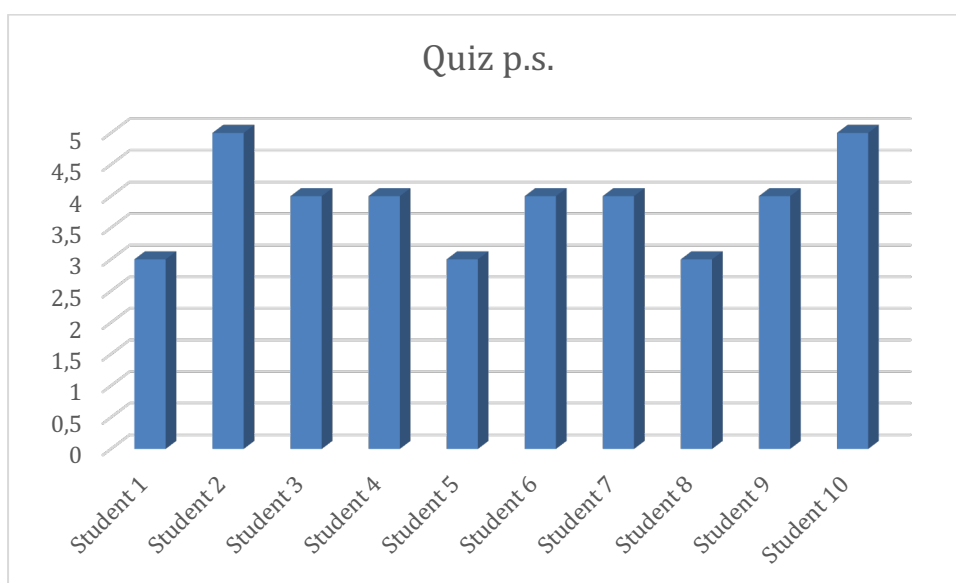


From this test, the researcher could evidence the management of grammar aspects important for the writing production. In this sense, the first part of the test comprised the recognition of verb conjugation, and contextualization of information followed by a writing activity. Most of the guys didn't achieve successfully the verb tense recognition establish for an A1 level in English, as well as lack of formulation of sentences is present simple tense, as well as lack of management of possessive adjectives, verb conjugation, verb recognition, that resulted in misspelling, word disorder, inappropriate conjugation or lack of verb in sentences, and dissociation of meaning. Most of the students performed poorly during the diagnostic test, which resulted in a minimum grade of two over five, and a maximum grade of four over five, for the only participant than showed mastering the previous aspect. However, the rest of the participants, didn't achieve such a performance, resulting in an overall three grade over five in most of the students.



Present simple tense test

As result of the previous diagnostic test, the researcher resolved to review the present simple tense conjugation in the forms of affirmative, negative and interrogative sentences. This was necessary to provide the elementary tools for accurate writing. To do that, the pre-service teacher implemented one class with a practice activity and an evaluative test to evidence the comprehension of the subject reviewed. The results were the following:

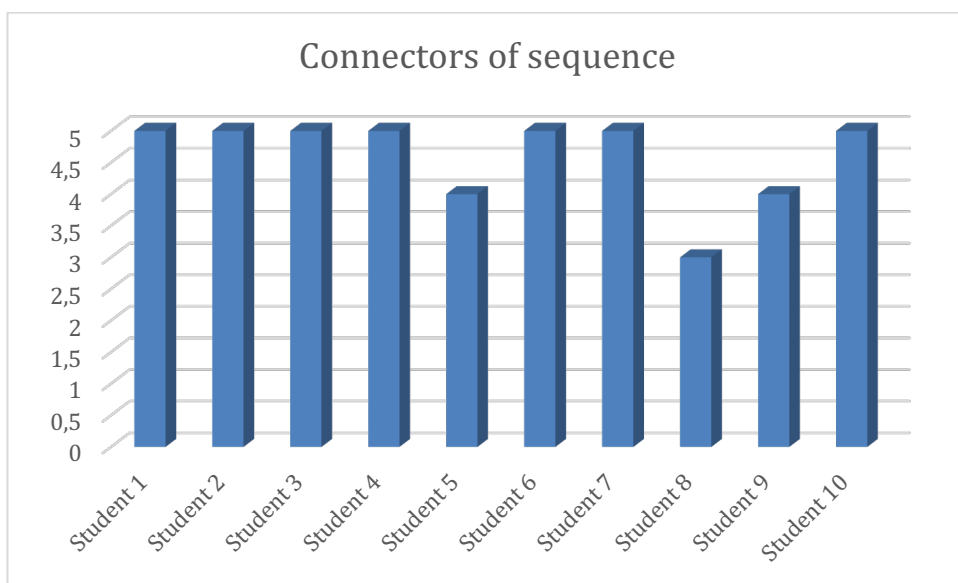


In the test, the students were given multiple disorganized sentences in affirmative, negative and interrogative form so they had to recognize the type of sentences and the structure for each one. The results shown over a grade of five, illustrates that 30% of the students had a regular performance, while 50% had an outstanding performance, 20% of them had a maximum grade. In this sense, they reviewed the present simple tense and achieved the goal of sentences structure recognition.



Connectors workshop

In order to increase vocabulary and provide the writing tools and elements for the students to start developing and enhancing writing skills, the pre-service teacher served to implement a class of linking words using routines (which was related to the English curriculum). The students had to interpret images related to a daily routine and use the linking word to provide an order to every action. The results of this workshop are the following:

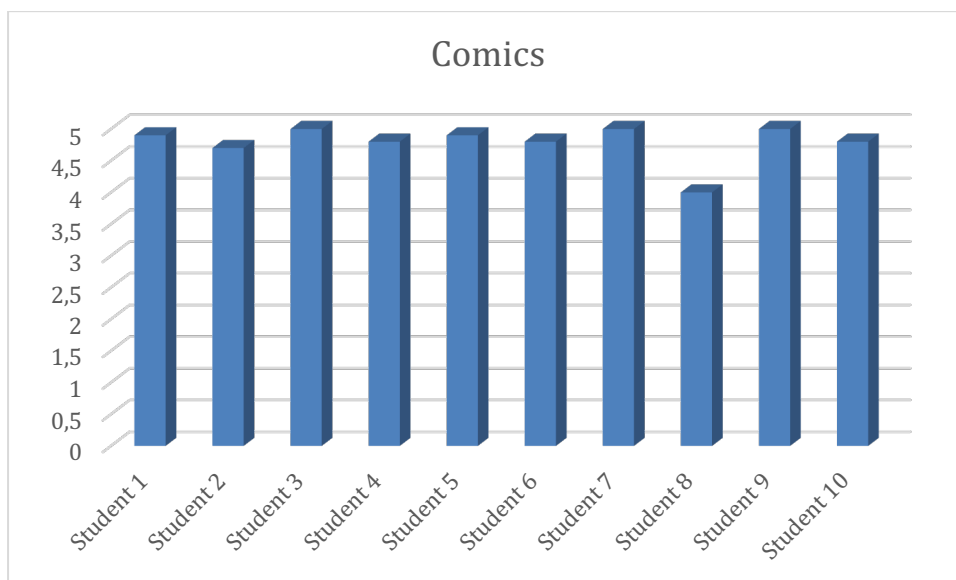


In this activity, most of the students had a better performance when formulating sentences and achieved to manage verb conjugation correctly as well as using the vocabulary introduced. In this sense, 70% of the students got the maximum grade, while the 30% remaining had and outstanding grade.

Comic's template



This activity is part of the creative writing workshop. For this activity students were asked to create a story from a predetermined template. They had to interpret the images and implement spontaneous writing. The results of this activity are the following:



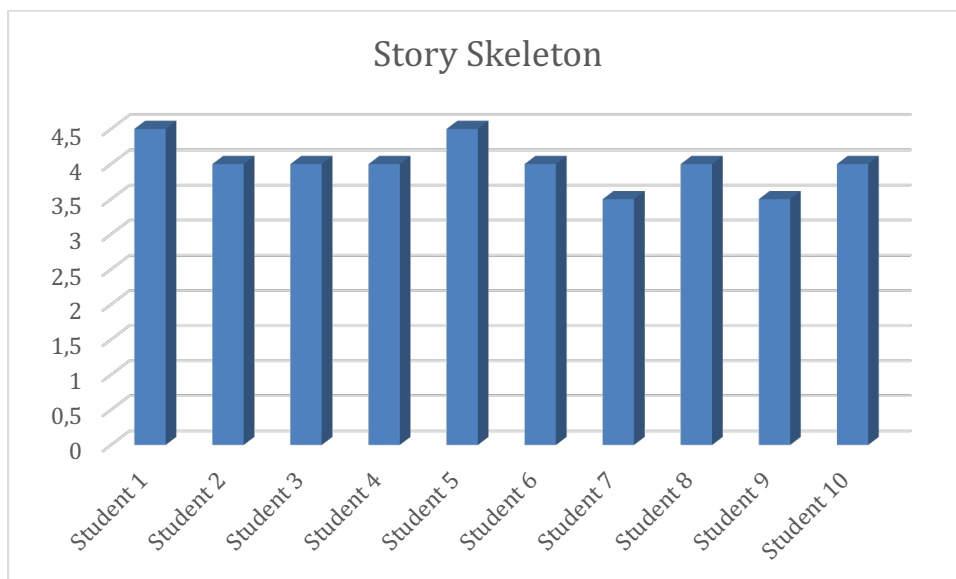
The improvement in sentences formulation in spontaneous writing is evident. The whole sample had an outstanding development and performance in this activity and it showed that creativity can boost students' application of writing skills in accordance to contextualized scenarios.

Story Skeleton

The story skeleton technique allowed students to organize ideas concerning the creation of writing production in narrative type. This technique consists on determining the characters, places, time, situations and plot that the story is going to include. This technique was illustrated



by “The grasshopper and the ant” tale to provide the students with the cognitive aids to develop the activity, then, they did it by their own. The results were the following:



For this activity, students were given the elements to include in the story, they were told to use those elements and include some other, according to the example shown “The grasshopper and the ant”. The grade was given according to the inclusion of the elements and the creativity on the story. Results varied as most of them included the elements but did not add any new information. In this sense, it is perceived that the students create by a guided orientation, but had difficulties postulating new information by their own.

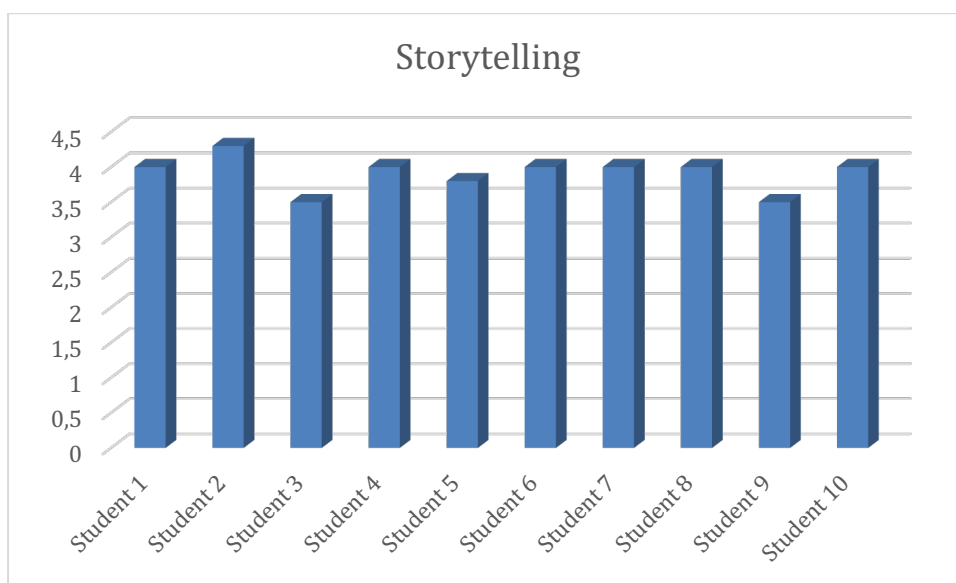
Storytelling

The storytelling technique is used in creative writing as a tool for students to boost their writing skills by expressing themselves in an authentic a real way. This is considered a powerful tool as stories can be fun and motivational in the students’ learning process.



This technique was implemented through the use of a caption in which multiple questions were asked. The students responded those questions and then created their own story. In this activity, the students were meant to create a story from the answers to the questions developed in class, and were asked to include determined sentences using modal verbs, adverbs of frequency, like and dislike, as those were the subjects worked during the term, so this activity would allow them to put in context that knowledge.

The results were the following:



Most of the students did a good job including the sentences required and provided a chronology to the story having outstanding grades. Other students included the sentences, but the story was not linked correctly and lose sense while developing. Other students manage to include the sentences but did not master the syntax in those.

In regards to the code system, the findings are the following:



Syntax

Within the syntax component, students initially had difficulties to identify sentence structure. This is evidenced in the diagnostic test, however, from the reinforcement activity of this topic, students began to show progress in the recognition and structural implementation of sentences. This refers to the composition of subject, verb, complement in affirmative sentences, to subject, auxiliary, negation, verb, complement in negative sentences, and auxiliary, subject, verb, complement in interrogative sentences. Similarly, the conjugation of verbs and auxiliaries corresponding to subjects in the third person (she/he/it).

These errors, which are common and frequent in students with poor performance in writing skills, were corrected through writing exercises that were preceded by a review of the structural composition of the verb tense.

Semantics

Regarding the semantic aspect of the sixth-grade students' writing, it was evident that the students were confused between some elements of the sentence that could refer to a word in Spanish, but in English refers to something different or simply lacks meaning depending on the context in which it was used. This was evident in the use of possessive adjectives, where students used the adjectives interchangeably without taking into account the subject to which they referred. The same happened with the use of the verb to be. After the writing exercises, this aspect is radically diminished.

Conclusions



In language learning, it is necessary to manage a good level of linguistic skill in writing to clearly transmit the information and to understand others' utterances, that is why this project focused on enhancing sixth-grade students' English writing skills, a population that was struggling in their writing productions since they were not able to clearly transmit their ideas because those were not understandable, or logically put in place.

Generally speaking, and answering respectively the research questions, this research project conclusions established that writing strategies can contribute to enhance the students' linguistic skills when writing as these techniques are well-implemented. Although the students' practice was not sufficient or significant, it was observable that it helped the students to be aware of multiple aspects of English writing. For instance, syntax and semantics were object of enhancement through the second, third and fourth activities. The fifth and sixth activities were aimed to work independent and creative writing in which they showed improvement while formulating statements. The implementation of these techniques also proved that the students were more attentive and willing to do the tasks required as the development of these lessons and activities were interesting for them as they would use grammar in contexts in which they could create from their imagination.

Recommendations

Considering the benefits and what was able to be found in the present action research, the creative writing techniques in narrative type should be assigned in all kind of teaching English institutions. Students would be emerged in significant contexts as they make use of grammar, syntax, semantics, and cognitive processes that help them to accurately and successfully



communicate in written production. What was observed during the pre-service teacher's practicum stage is that students are not aware of the importance of English, but at the same time they are not perceiving its benefits. For instance, they have been studying English for many years and they do not even know how to make statements accurately; making them not to feel comfortable when writing. However, this kind of activities allow them to put in real context the knowledge by imagination and active participation. That is why, the researcher recommends future action research focused on writing production to take into consideration the creative/narrative techniques as a tool for enhancing Students' English writing.



Chapter 4

Outreach Component

Introduction

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

With a view to promoting the learning of the English language in Colombia and making Colombian citizens more competitive, the Ministry of National Education launched its bilingualism policy in 2004, the main objective of which is to "Have citizens capable of communicating in English, with internationally comparable standards, which insert the country in universal communication processes, in the global economy and in cultural openness". This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieving this goal, a clear example of this is the creation of quality standards of English for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

With regard to primary school, the National Government tends to expand the coverage of the teaching of the English language to boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide the teaching processes.



teaching-learning and therefore the results of the evaluations applied at the national level are not very encouraging.

Government policies identify the problem, however, their attention is not fulfilled with regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and the students' results are in accordance with the proposals of “Colombia, the most educated”.

In recognition of this reality and the problems it generates, the present proposal of social projection is aimed to implement pedagogical English flashcards as a strategy for increasing second-grade students' English vocabulary so as to enrich their learning process and to forge good basis in English Foreign language. For a long time, children's flashcards in English have been used as a pedagogical tool that seeks to help primary school to learn the English language in an enjoyable way, and this, due to many reasons such as their contribution to the linguistic, cognitive, affective and cultural development of children. However, its use must be duly adapted to the children's level and articulated in a way that is beneficial and meaningful both for little boys and girls and for the pedagogical task. This is achieved when the appropriate rhymes for teaching are selected considering their content, illustrations, and language. These pedagogical English flashcards will be accompanied with their respective activity.

Justification

Learning and acquiring a foreign language allows students to be at the forefront of their own needs that the world currently demands. That is why this process is necessary to be implemented



from the beginning of schooling so that at the end of their basic education cycle they have foundations that allow them to continue their learning in secondary, technical and higher education, so that more people are trained in this area.

The purpose of this project was to raise awareness of the teaching of English in primary schools in the city of Bucaramanga, contributing to basic training in a foreign language that is necessary and essential at these levels. For this reason, it was as part of the outreach component of the pre-service teaching process which was carried out by a student in the last semester of the Bachelor Degree in Foreign Languages at the University of Pamplona, as a way to contribute to the strengthening of teaching of English in the elementary school sector.

The development of this project was beneficial to the educational institution community, the pre-service teacher and the second-grade students specially, since with the implementation of the pedagogical English flashcards they are going to be able to increase their English vocabulary.

Objectives

General objective.

- To meet the English language training needs of the elementary school population.
- To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages English-French to the educational reality of teaching English in elementary school.



Specific objectives.

- To adapt English content to the students' level.
- To help students solve doubts in relation to the development of their English learning process.

Methodology

Primary school students at the Escuela Normal Superior de Bucaramanga schedule starts at 1:00 pm and ends at 6:00 pm. The outreach component was carried out every Friday from 1:00 pm till 5:00 pm as this component required of 4H weekly. The accompaniment was being done to second grade students.

In terms of explanation, the pre-service teacher used online flashcards using images, few words, and bright colors to catch students' attention. Once that stage was accomplished, the teacher handed out multiple flashcards with the vocabulary reviewed. But before doing it, the teacher gave the students the instructions for the students to be attentive. Then the students recognized the representation of the image in the flashcards. The teacher was attentive and supporting what the students said and solving immediately any doubts that the students had. Finally, the pre-service teacher provided the instructions of the activity to be done during a limited time (it could be graded or formative).



Chronogram of activities

Table 7 Outreach component chronogram

Activit ies	Practicum weeks											
	1	2	3	EA STER	4	5	6	7	8	9	10	
A	X											
B		X										
C			X									
D						X						
E							X					
F								X				
G									X			
H										X		
I											X	
J												X
Activit ies	Activities description											
A	Exams week											
B	School Supplies											
C	Inter-classes											
D	Institution anniversary											
E	Kids’ day											
F	Mother’s day											
G	Teachers’ day											
H	Police closing ceremony											
I	Sports contest											
J	Self-evaluation											



Description of activities conducted in Elementary School

Second-grade students at the Escuela Normal Superior de Bucaramanga are supported in different learning spaces. The pre-service teacher assumed their English Foreign Language learning process in a complete and reflective way. On the one hand, the teacher created the students' learning flashcards which contained the metalinguistic aspects of the topics. On the other hand, she provided in-classes assistance to maintain the harmony in the class while they were learning. Nevertheless, the schools calendar prevented the pre-service teacher purposed activities as there were multiple institutional activities and celebrations from the school that were carried out in the time scheduled for the English lesson.

Conclusions

In terms of the students' advancement, it is accurate to affirm that second-grade students learnt new vocabulary, memorizing new words, improving pronunciation in a very elementary way. However, as the calendar activities made difficult the development of the flashcard activities purposed in this project, the practice on the elementary school allowed the pre-service teacher to know the responsibility in multiple institutional processes in which the kids are involved, and at the same time the care and help the little students are needed.



Chapter 5

Intra-institutional Activities Component

Introduction

As pre-service teacher, and aiming at gaining experience in the educational, professional field, it is necessary to be involved in all the intra-institutional and extracurricular activities proposed by the educational institution where the integral practicum is developed, the Escuela Normal Superior de Bucaramanga, Santander. This represented a reflective and comprehensive training of the pre-service teacher within the community context where interactions in parent assistance, social-cultural events, academic elections and democratized processes, special dates and celebrations, and all the components that brings to life the institutional community environment, that is very vast.

Considering the above, the pre-service teacher participated in any pedagogical, cultural, and extracurricular event, previously announced by the educational institution authorities, as it is part of this professional experience and as disposed by the teaching collective.

Additionally, this last pedagogical space of practice for the bachelor's degree FL students allowed the consolidation of all the knowledge acquired during training in a real context. This enrolment was meant to articulate the pre-service teacher's area of knowledge with interpersonal abilities to solve institutional needs that guarantee the continuity of the educational process.



With this process, not only the pre-service teacher was benefited, but also the educational institution when permitting novice teachers to apply their creativity in favor of the educational community.

Objectives

General objective

- To participate in pedagogical, socio-cultural, and extracurricular events at the Escuela Normal Superior de Bucaramanga.

Specific objectives

- To know the institutional activities as part of the educative community.
- To identify the socio-cultural and extracurricular activities that are part of the academic environment and context.
- To engage the pre-service teacher in real extracurricular activities for the recognition of all the academic community interaction.

Methodology

In order to accomplish this aspect, the pre-service teacher was constantly accompanying the supervisor teacher in all the activities disposed by the institution in order to get to know the different socio-cultural and structured processes. These activities comprise “Izadas de bandera”, elections day, international Women’s day, delivery of students’ grade bulletins to parents, the institution birthday, celebrations such as the Spanish Day, the Teachers day, among others.



The pre-service teacher was attentive when any of the above dates were coming following the instruction of the institutional authorities and what the supervisor asked to do. The practitioner was participating when creating, supporting or attending those meetings.

Chronogram of activities

For the second period which is the one that the pre-service teacher accompanied the academic development, there were disposed the following activities according to the institution chronogram:

DEL 28 DE MARZO AL 3 DE JUNIO: SEGUNDO PERIODO ACADÉMICO (9 SEMANAS).	
FECHA	ACTIVIDAD
Marzo 28 y 29	Comisiones de Evaluación y Promoción Primer Periodo.
Abril 2	Entrega de Informes Académicos del Primer Periodo a Padres de Familia
Abril 11 al 17	Receso Estudiantil – Semana Santa. Segunda Semana de Desarrollo Institucional
Abril 22	Cumpleaños 146 de la ENSB
Abril 26	Celebración del día del Idioma
Abril 27,28 y 29	Escuela de Padres Canal de youtube
Mayo 15	Día del Maestro(a)
Mayo 17	Visita de la Asociación de Exalumnos de la Escuela Normal Superior de Bucaramanga - ASEENS a las aulas de clase de estudiantes que se gradúan.
Mayo 25, 26 y 27	Escuela de Padres Canal de youtube
junio 2 y 4	Sistematización de notas

Figure 10 Institutional 2nd term calendar

Description of the activities

The Normal Superior de Bucaramanga is widely recognized for being an educational institution based on academic excellence and for its engagement in the educators' formation processes for more than 100 years. It is an educational institution that is always paying attention



to maintain its educative community informed by their web page and intern institutional platform, celebrating democratic and socio-cultural event dates and academic and cultural activities such as “Izadas de bandera” or international language day, among others.

In this regard, the pre-service teacher attended such events which were done in the school facilities and had counted on the continuous accompaniment of the assigned supervisor. In this sense, on March 4th, 2022, were celebrated the elections for the students’ president, procurator and treasurer. The pre-service teacher assisted the primary students to log in the platform and do the right to vote. The assistance consisted in letting them know their access code and password and redirect the student platform to the Election tab.

There was a Mass the week before Easter. The institution programs this Mass twice a year for each grade, as they are too many students and around nine courses of thirty-eight, they were placed in a middle size auditorium and celebrated the Mass with live music that was interpreted by the institution music teacher.

In the same sense, the institution anniversary was celebrated on April 20th. The students enjoyed of a cheerful ceremony in which multiple music groups belonging to the different grades students of the school performed with instruments and chores. (see annex 5).

Finally, on Monday April 25th the students had the Izada de Bandera for 6th and 7th grade commemorating the “Día del Idioma”

Finally, the pre-service teacher joined the supervisor teacher in the weekly meeting for all English teachers of the school in which they discussed the different institutional documents.



Conclusions

In general, the fact of being immersed on real, academic, religious, and cultural activities proper of an educational institution allowed the pre-service teacher to know the role and the responsibilities of being a teacher and reflect on the misconception of thinking that the word “teaching” is just related to the act of being in the classrooms, but to be engaged in every space of reflection, learning civism, among others.

The experience was extremely satisfactory since it was required responsibility, effort and willingness to attend to those important events. At Escuela Normal Superior de Bucaramanga, teachers are beloved agents of reflection and are perceived with respect by the students and other teachers, permitting to the pre-service teacher realizes the environment that teachers face their day-by-day.



Chapter 6

Reflective Component

Within the integral practice, a reflection activity was carried out in which the teacher in training described the processes presented within the practice and his considerations with them. These narratives were recorded weekly and allowed to have a chronology of the activities and a field diary where the experiences of daily living in the educational institution were recorded. The researcher was able to record in these narratives experiences in the classroom with respect to the development of the classes, the activities of the institution, the psychosocial processes that are experienced in the school and their own teaching role process (see annex 2).

Carrying out this process, the pre-service teacher could observe her strengths and aspects to be improved in order to raise awareness of being a teacher, an agent worried about the students' progress. In every narrative, the practitioner was able to expose her points of view of the pedagogical practice, making this stage meaningful for a future teacher.



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Annex 1 Teacher interview

--- Entrevista a la docente – (Recording)

- ¿Cuánto tiempo lleva desempeñándose como docente en el área de Inglés y más específicamente dentro de la institución ENSB?
- ¿Qué grados tiene a su cargo?
- ¿Cuántas horas a la semana por grupo?
- ¿Cuántos estudiantes por curso?
- ¿Cómo diseña o planea su clase?
- ¿Qué material didáctico utiliza? ¿Utiliza material complementario? ¿Cuál?
- ¿Cómo percibe la respuesta de los estudiantes a la asignatura de inglés?
- ¿Cuáles son las falencias más características o más marcadas de los estudiantes en el área de inglés?
- ¿Existen espacios de tutoría o extracurriculares para el refuerzo de la enseñanza y aprendizaje de la asignatura de Inglés?
- ¿Qué actividades se llevan a cabo de manera extracurricular para el área de Inglés? (proyectos, actividades, festivales) -¿Cuándo se llevan a cabo? Cuáles son los cursos involucrados?
- ¿En cuáles espacios se llevan a cabo las clases de inglés?
- ¿Existe algún enfoque, método o concepción pedagógica que guíe su actividad docente, independientemente del sugerido por la institución educativa?
- ¿Cómo desarrolla su clase? (introducción al tema, desarrollo y evaluación)
- ¿Cómo percibe el impacto de la pandemia en el proceso de aprendizaje de la asignatura de inglés?



- ¿Hay alguna competencia en específico que le gustaría trabajar y/o reforzar en los estudiantes de sexto?
- Cronograma y programación institucional.
- NIVEL PEDAGOGICO
- ¿Como se lleva a cabo la planeación del área de lengua?
- ¿Existe algún colectivo docente?
- ¿Existe algún recurso tecnológico que use la institución para las actividades académicas? ¿Usa usted alguna otra adicional?
- ¿Existe una plataforma para que los estudiantes accedan a los contenidos del área?
- ¿Hay algún tipo de encuentro asincrónico para el área de Inglés?

PREGUNTAR A LA DOCENTE:

- ¿Es posible cambiar la distribución de las aulas de clase?
- ¿Es posible la creación de grupos de wsp con los estudiantes?
- ¿Qué tan viable ve la idea de implementar recursos pedagógicos en las redes sociales para los niños del área que lidera?



Annex 2 Field notes

Narrative # 1 March 22nd 25th

Week 1 of the project implementation began on Tuesday, March 22nd. That day was scheduled to carry out the pedagogical project that began with the implementation of a diagnostic test. This test consisted of two parts. The first one was an exercise about written comprehension and the second one about written production. This diagnostic exercise aimed at identifying the students' level in each competency. The exercises included in the diagnostic test were: recognition of tenses and verb forms, sentence order, answering questions and conjugation of the verb to be. Then, two written production exercises, one with predetermined information and the other with a personal description.

The class lasted 55 minutes and the dynamics corresponded to a brief introduction and explanation of the pedagogical project of which they would be part of, followed by the delivery of the diagnostic evaluation sheets. After handing out the tests, I explained the exercises included in the test and the students began to develop them. However, many of them asked me to explain the exercises again. There were many requests to clarify the execution of the exercises, even when each exercise had its own statement.

The diagnostic test was carried out in two of the three groups on Tuesday. In the group that could not do the diagnostic activity, it will be done on Monday of the week ahead. The following days, I assisted the teacher during the classes and together we did spelling activities and a song and in the spaces that I did not have class with the courses I was ready to review the tests.



From the tests I could conclude that none of the students could correctly organize a sentence using auxiliaries such as do, does, doesn't, likewise very few knew the correct verb forms for past, present simple and present continuous and very few were able to answer the questions correctly. Similarly, there was evidence of a wide lack of knowledge of the conjugations of the verb To be in the present tense, confusion between the verb to have and to be.

For the execution of the writing project in sixth grade students, it is necessary that they know the sentences order and write them correctly, as well as recognize the forms of verbs conjugation. For this reason, it is necessary to review these forms with them before the writing workshops. Since the topic of the second term is routines, the narrative text exercise will include these descriptive aspects of a daily routine.

The accompaniment of elementary school students, which is part of the community outreach component, took place on Friday, where I helped the teacher grading the English notebooks and pasting activity sheets in the writing notebook, while the children were in physical education class. My attention is drawn to a girl who is repeating 2nd grade and always has difficulty keeping up with the class. She always falls behind, but it seems to be because she is concentrating on other things and not on the class. I was alarmed when she asked me to tear a page out of her notebook and asked me how to write "golpéame". I immediately told the teacher and she made the comment that it was probably to play a joke on a classmate, however, at that moment the bell rang for recess, they left with the teacher and I caught up with them minutes later. When I reached them, the teacher showed me the paper that the girl had written and told me that it was she herself who stuck the paper with the word "golpéame" on it. The fact that the girl



is a repeating the course, that she shows poor performance in the classroom and that she has low self-esteem as she does not value her body is a warning sign.

Narrative #2 March 28th April 1st

The second week of the practice was carried out from March 28th to April 1st and constituted the first activity of the project. Due to the fact that the diagnostic test evidenced the students' poor preparation in written production, it was necessary to modify the schedule established from the beginning, since preparatory activities for writing had to be carried out. For this reason, this week was dedicated to providing the students with reinforcement spaces in the formulation of statements in the present simple present tense of negative, positive and interrogative sentences.

Initially, the week began with the application of a diagnostic test in one of the courses. This test had been carried out the previous week, but with this course it could not be implemented, so it was necessary to do it on Monday. On Tuesday, I worked with the 3 groups during the whole day. I lost some time with the class, because within the material I had prepared there was a video to play on the TV, but due to technical issues, it took more time to be fixed. Once the problem with the TV was solved, I showed a video of routines, since it is the subject of the English course for the 2nd period. The video contained the character's routine and the video showed sentences describing the routine. After the video, questions related to the video are written and the students go to the board to answer the questions.

After that activity, I explained how the affirmative, negative, and interrogative sentences of the present simple were formed. I explained to the students and asked questions to which the



students responded. After the explanation I conducted a learning activity where students in groups formed sentences with words that were given to them in a predetermined way. They would come to the front with the organized sentence and peers would say whether it was right or wrong.

Then, an evaluative activity was performed where 5 sentences were written on the board in a disorganized way and they had to organize it taking into account whether it was a sentence in question, negation or affirmation. After 20 minutes the activity was gathered and given to other classmate for them to revise, correct and grade the sentences. For this, I pointed every sentences and asked them to identify the type of sentence (affirmative, negative, question), then I asked them to identify each part of the sentences according to the structure. We did that with every sentence and at the end they would grade with points the result of their classmates' work, and then return it to the teacher. The interaction was teacher-students.

The improvement in organizing the sentences is evident.

The outreach component was carried out on Friday with the second-grade students. We worked on a lottery for English vocabulary. We also worked on different subjects like ethics and technology and physics education. The kids were very attentive and for first time one of them made a draw of me. That made my heart warm.

Narrative #3 April 4th 8th

On Monday I worked with the group 6-4. I'm a bit delayed with this group because in the last class session, they were punished for indiscipline with a different coursework. Then, I worked with them on Monday the subject I was working on the last week. They did an evaluation activity and I tried to introduce the new subject. However, time wasn't enough, so I couldn't get



my work with them on time this week. It was the only group I worked with on Monday. For the rest of the time I reviewed with my supervisor the lessons ahead. She had reviewed the planning before, but she told me to use another form to clear up different aspects I had to have in mind when planning. She helped me to understand different moments of the class and the interactions and activities I had to consider for each time. I was a little confused, but her explanation and illustration helped me to represent those aspects. I manifested my worry about the time for the activities I proposed, because the whole between the delays related to technical issues, her instructions for things related to resit the subject and my explanation, in-class participation, in-class activity and in-class review, I was taking most part of their weekly English subject schedule. She said that it was necessary for the kids to understand the topics I introduce in order for them to do a good job when writing and as well as she could allow me to use that time for her to organize the resit activities and as I was relating the subject topics to my classes, then I was useful for her too, but that after Easter it would be imperative for me to work only for one hour with each group, as she had to keep going with her class booklet.

On Tuesday, we had a Mass for 6th grade students in the school. We were there for about one hour, so I couldn't work with the 6-7 group. Then I worked with 6-4 and then 6-3. With 6-4 I reviewed the present simple tense sentences, and tried to introduce the new subject about connectors of sequence, but I didn't have enough time, so again, I'm in a delay with this group. With 6-3, I introduced the new subject with a game, and a video, but the activities took too much time so I couldn't finish the class lesson and had to continue on Wednesday. This class is big, but there are plenty students that know the subject and work fine, so it's been easy to work with them.



On Wednesday, I worked with the guys of 6-3, the vocabulary about linking word for sequence and then we did the activities about routines. I'm having certain issues managing time. I try to do the whole class in a session, but it's taking too much time, till two sessions per planning. This is because I've followed my supervisor's advices regarding the class activities, but it's so much time consuming. I have to start thinking on other strategies so I can save some time. On Wednesday, I also made part of the area meeting in which English teachers of different grades get together to discuss planning and curriculum of each grade in the school. It was the first time I was introduced to this meeting and joined by my supervisor teacher. I met like 3 or 4 English teachers that were graduated at the Unipamplona.

On Thursday, I worked with 6-7. I like this group because it is small. This is the 6th grade course that includes the deaf population. They are about 6 or 7 students with this handicap, so at the moment of the English class they leave the classroom and join a different activity, so only 23 students are left. I run the class but before it started, there were two female students that were told off for indiscipline. After that, one of those girls didn't show any interest about the class. I started my class, people were participative and my supervisor was right there at the end of the chairs line, but she had to go out twice and it was in those moments where this student took advantage to stand up to one of her classmate desk, I asked her to go back to her sit and she did it, but the second time my teacher wasn't in the classroom I saw her sending paper balls with her classmates. I told her to give me the paper, she refused, I asked her if she preferred my supervisor to ask her for the paper so she gave it to me. There was also another moment of the class one student was sneezing and cleaning his nose with a Kleenex, and some students started to call him



“filthy” in chorus, I immediately stopped them. This was a different class to the ones I had run before because I had to tell off students and run as an authority in the classroom.

For Friday I had no courses, but it is the day for parents’ assistance. Normally, parents are previously called, and sometimes they go to the school to talk with the teacher. This week I’ve seen many parents coming to meet the teachers, because last week was the bulletin delivery, so parents come to school to talk about their children development. This week the teacher didn’t attend any parent, so I helped her with some arrangement in the classroom. In the afternoon, I went to school to be with the primary school students. It was almost a day off for them, because they had extracurricular activities such a one scheduled by the departmental government for vial safety and the other activity was the interclass opening, in which multiples dancing groups per grade had a presentation in front of all students. It was very gratifying the effort of each grade for this kind of events. The students were very excited.

Narrative #4 April 18th – 22nd

This week I could finally work on the activities with 6-4 and had with them the update and review of the missing subjects. It was the only group I worked with on Monday. For Tuesday I had my work done with all the courses. I get to work with them the comic activity. They were super active and finished the activity that same day. It was the day I chose to record the video that was required for the first observation but I had difficulties so, I couldn’t accomplish this task. The activity for this week was related with a creative writing. The students had to create the dialogue on a comic template. For this activity I firstly showed them verb vocabulary, then



reviewing again the present simple tense, after that reading a comic as example and then deliver the comic templates to the students to work individually.

On Wednesday, the institution celebrated the school's anniversary. It was a super lovely ceremony, the institution has historically presented the serenade which consists in the performance of multiples music groups, such as the band, the flute group, the chores, and the deaf students also did a performance and it was great. The serenade was done for sixth grade and ninth grade students during the first hours in the English class time, for that reason we didn't have class.

On Thursday, we had class with 6-7 and had the opportunity to record the class with the lesson plan for week 5. We worked on the story skeleton technique. I firstly presented a game to review vocabulary, and then review with them the sentences in present simple tense and the linking words for sequence. Then, I showed them the story skeleton technique represented in a short story. We did the reading and review of unknown vocabulary. Then I showed them two different story skeletons with predetermined information for them to create the story. This was a team activity, so in pairs, the students were delivered uncompleted sentences for them to recreate the story and then write it coherently in the workshop.

On Friday, the institution continued the anniversary celebration, but this time it was only for the teachers and administrative stuff. There was no class that day. For that reason, I didn't work with the second-grade students.

Narrative #5 April 25th – 29th



For week 5 from April 25th - 29th the students worked on a story skeleton activity. The class was sectioned in 2 parts due to time in the class section. As only 40 mins were targeted to the class lesson, the teacher reviewed the previous lesson regarding the present simple tense and the vocabulary. After that, the teacher exposed the story skeleton technique, in which they firstly deducted what was the subject about. Then, the teacher asked the students what was a tale, and related the word tale with the word story. Afterwards, the teacher explained the story skeleton technique and showed the explanation with the tale “The grasshopper and the ants”. Finally, the teacher gave them two different story skeletons for them to choose one and create their story. The written production part was left to the following week regarding the time session.

Even though the activities are thought to be fully and autonomously developed by the students, due to the students writing skills level, they are mostly helped with key words and guidance when necessary. From them it is expected an independent management of writing composition in present simple tense, that is why they are constantly introduced to reviewing and revision of sentence structure and verb vocabulary, however, they don’t get to manage the English sentence writing autonomously due to the mental translation they do of Spanish ideas and sentences they want to expose. This precedent complicates the writing production as the students don’t take into account the simpleness of sentences.

On Wednesday the students had the “Izada de Bandera” related to the Language Day or Día del Idioma. It was an event in which the students commemorated different exponents of Spanish Language. The event took 2 hours in which the best students of Spanish assignment had



the recognition from their teachers. A theatre piece was also released by the UIS theatre group. It was a very cultural ceremony.

On Thursday, the Ministry of National Education sent a memo in which they declared this day off due to different manifestations around the country.

On Friday, I joined the elementary students on the kid's day. A lovely holiday in which they were off assignments, but still on the classroom. They shared different meals and had some gifts. It was nice the methodology used by the teacher, because the students were invited to a Master Chef Junior's day, so they had to use a chef hat and an apron. They look super cute and were invited to prepare their own hotdog of course with the aid of the main teacher. The day finished with gifts and a cake. It was a lovely journey.

Narrative #6 May 2nd – 6th

This week from May 2nd to May 6th, the students worked on the section left from the story skeleton activity which consisted in the writing production of a short story. For this activity, the students were asked to work in teams of two or three students. In that sense, they were engaged to support every part of the story skeleton with creativity and imagination to feed the tale.

The lesson was very short as it was only 30 to 40 minutes for the mention activity. We had a short review of the story skeleton and continue with the writing production. Once we finished the activity, the teacher followed her lesson schedule.



This week I specially supported the grading of multiples worksheets of each grade. These worksheets corresponded to their “learning booklet”, in which the assignments related to “like-dislike, can-can’t, present continuous, adverbs of frequency, wh question, connectors of sequence” were reviewed.

On Friday I joined the parent attention, in which my supervisor teacher called different parents to talk about a situation in which their kids were related. Apparently, some students damaged an institutional banner and they had to be responsible for the repair. The parents made the commitment to support economically this repair.

On Friday I also joined the elementary students and we worked all the journey in the Mother’s Day gift. The students were done different supplies for them to create a letter (with a message written in English) and a present to their mothers. I supported the handmade gift. This activity was interrupted by a small talk about citizen competences provides by the city police department.

For seventh week, I am meant to review the topics contemplated in the learning booklet for the students to prepare for the following week exams.

Narrative #7 May 9th – 13th

For this week I worked on a little review of different topics related to the term content. I planned a class based on games for the kids to put into practice the modal verb can – can’t, like - dislike and adverbs of frequency. The games were based on the Wordwall platform games and they consisted in answering questions in the modal verb form then create a sentence using



predetermine verb. For like and dislike, the game consisted in showing a sentence which had a gap and the students had to choose the right word for that gap, then they had to create a sentence using a predetermine opening phrase. To review the adverbs of frequency, the students had to choose between 3 different options the right one that would determine the right order when writing an adverb of frequency. The class ended with a game in which multiple questions were asked to different students for them to answer aloud.

I did this reviewing class with two of the three groups I am working with. With the first group I could play all the games, but with the other one I couldn't complete all the activities because the students were very undisciplined and the supervisor teacher had to intervene and took the rest of the class time. For the rest of the week, I helped the teacher designing the second term exam and grading worksheets.

This week the teachers had the Friday off due to Teachers Day. For that reason, I couldn't work with elementary school students and for week May 16th – 20th students will be having their term exams.

Narrative #8 May 16th – 20th

For this week I have started the last project activity: the storytelling activity. I worked with 2 of the 3 courses on the first session of this activity. This activity is meant to be completed in 2 sessions. The first one is related to the warm up activity which consisted in telling jokes, and the introduction of the activity. For this step, contextualizing the activity comprehended on introducing the very known fairy tales and ask the student for the tales name and what those were



about. The students would also share some stories they know. After that, the production activity starts with a teacher-students interactive activity in which the students would look at a caption and multiple questions are made from that caption. The whole group participates answering these questions and the teacher would share the students' contributions on the board. The second part of the class lesson is related to the writing production in which the students would create the story from the answers shared by their classmates.

This week was the exams week, so the students had 2h to develop the reading and listening part of the English exam and the following 2h were disposed to do the project activity, so I joined the teacher while designing the test and afterwards watching the students having their exams. For the rest of the time, I helped the teacher reviewing all courses folders. For this revision, it was expected for the students to have archived all the worksheets worked on class over the term. A total of 5 worksheets were taken into consideration plus multiple covers to classify the folios inside the folder.

On Friday I joined the elementary school students. The department police are apparently constantly working on citizen competences with the elementary school students and this Friday they had the closing ceremony. It last about 2 hours and the students were in one of the school's auditoriums. In the meantime, the supervisor teacher and I were working on the students' notebooks sticking activities for the students to do in class and at home. Due to the ceremony, the supervisor teacher asked me to postpone the class lesson for her to have enough time to develop the activities as soon as the last Friday's classes have been interrupted by different activities.



For next week, I will work on the first lesson part with the course missing and will try to have the rest of the lesson with the rest of the courses, however, the supervisor teacher will use the time of the class to finish the exams concerning the speaking and written part and I will be helping the teacher grading the exams.

Narrative #9 May 23rd - 27th

For this week, the students are having their speaking and writing exams. I worked with the missing group the activity related to the storytelling technique. The sports teacher allowed me to use 40 mins of her class to develop my activity due to the exams schedule. It was the only moment for me to complete the first part with all courses. During the rest of the week, I graded the reading and listening exams of all courses, this was my task during the whole week. Due to the numerous courses, the speaking and writing exams took the whole time in the week. That was why I could not develop the 2nd part of the storytelling activity.

Concerning to the students speaking and writing exams, the students had to create a video using powtoon in which they would describe their daily routine and some of their relative's, then, they had to speak in front of the course, describing for their classmates what was on the video. The writing exams concerned on the writing of those routines.

On Friday I was with the elementary school students. The students had the social science exam and after they finished, they went to a sports event for the next 2h, in which different courses of second grade students competed in different games such as jumping the rope, equilibrium with a small ball, running/jumping with a sack, etc. This activity was made by the



practitioners of sports subject who were finishing their practicum stage that day. That was the day before the presidential elections weekend, for that reason, the students were out the school one hour before, for the school to get prepared and ready for the voting spots. For those reasons, I had no opportunity to work on the flashcards activity with the elementary school students.

Narrative N.10

This is the last week and I could get to finish the storytelling activity with the groups. As soon as the teacher had to upload the term grades for this week, she was still working with the students left on the speaking exam. For the rest of the activity, we continued developing the answers about the questions related to the caption and got finally to the writing part. Due to the exams delay and the short time for lesson, I couldn't use the last session as expected. I was thinking I could have a nice sharing with the students and ask them for their opinions about the project and have a self-evaluation and use the last session to say goodbye but it was not possible as far as I needed to finish the written activity.

This activity was particularly more complex than the previous ones, as the students were demanded to write a short story taking into account the questions and answers given in class and using grammar structures such as can-can't, like-dislike and adverbs of frequency. Some of them really tried their best when creating a story, but only a few followed the statement established for that activity.



For the rest of the week, I worked on the project itself, recollecting the grades of each activity and the rest of the information for the written report. I also helped the teacher to look after and review the students and exams pending to be presented.

On Friday, I joined the students in their classroom. I helped the teacher grading the exams while she explained a worksheet. I worked with them in sports, as there were not sport teachers and for the final hour, the teacher worked on the self-evaluations so that day was the deadlines for teachers to gather all grades.



Annex 3 Diagnostic test

UNIVERSITY OF PAMPLONA

FOREIGN LANGUAGE PROGRAM

DIAGNOSTIC TEST 6TH GRADE STUDENTS ESCUELA NORMAL SUPERIOR DE BUCARAMANGA

NAME: _____ DATE: _____ COURSE: _____

Choose the correct alternative to complete the sentences.

1. TONY UP EARLY ON SUNDAY MORNINGS
- a) Is get sometimes
 - b) Sometimes get
 - c) Sometimes gets

2. AT THE MOMENT HE
- a) Is sleeping
 - b) Sleep
 - c) sleeping

3. SHE A NEW LAPTOP LAST MONTH
- a) Buy
 - b) Is buying
 - c) Bought

4. Hi! My name Mary
- a) Am
 - b) Is
 - c) Were

Put the sentences into the correct order

5. To / not / they / film / want / do / that / see

They.....
.....

6. He / coffee / How / drink / does / much / ?

How.....
.....

7. Not / She / friends / any / does / have
- She.....
.....

Choose the most suitable response.

8. HELLO, HOW ARE YOU?
- a) I'm an engineer
 - b) Pleased to meet you
 - c) Fine, thanks, and you?\\

9. HOW OFTEN DO YOU SEE HER?
- a) I never look at her. She lives in another town.
 - b) Yes, I'm going on holiday tomorrow.
 - c) Yes, I want a long holiday at the seaside.

10. WHAT DOES SHE DO?
- a) She does secretary
 - b) She's a secretary
 - c) She's cooking dinner



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Complete with am, is or are

“Affirmative, negative or interrogative form”

1. My name, I
Colombian.
2. This My cousin Javier, he
..... From Bogotá.
a) 3. My parents and I
Santanderians.
3. you American?
4. My cousins From Peru,
they Peruvians.
5. Karla from Ecuador and
her friends Nora and Alexa
from .
6. Amani at school? No, she
.....
7. I pupil, I
teacher.

- Favorite sport: Handball.
- Favorite food: Hamburger.

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Using the following information, write
Kareem's letter to his new pen friend David.

- Name: Karen Salazar
- Age: twelve.
- Nationality: Argentina
- Sisters: two
- Brothers: one.
- Father's job: carpenter.
- Mother's job: housewife.
- Favorite subject matter: Physics.

Give a brief description of yourself in 5 or 6
sentences.

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Annex 4 Written evidence

Week	Topics	Explanation	Objective to be accomplished	Planning
March 28th – April 1 st	Present simple tense conjugation in affirmative, negative and interrogative sentences.	The students watched a video and identify the routines. The teacher explained the present simple tense and then students worked in team in the evaluation activity	<p>To recognize daily routine activities.</p> <p>To recognize the part of sentences and the word order of the sentences in affirmative, interrogative and negative form of present simple tense.</p>	https://bit.ly/3rW5Xlg
April 4th – 8th	Connectors of sequence and present simple tense	The teacher played a game about vocabulary, then played a video about routines. Then, introduced the linking words vocabulary and finally delivered a worksheet for the practice activity	<p>To describe the daily routine activities.</p> <p>To link sentences using connectors of sequence.</p> <p>To write a whole paragraph using predetermine information.</p>	https://bit.ly/3vI3P8S



April 18th – 22nd	Creative writing activity Comic	The teacher presented verb vocabulary, then delivered a workshop with vocabulary and the present simple tense conjugation and finally delivered the comic template	To recognize common verbs. To remember sentences organization. To read and understand sentences. To interpret images and organize ideas in written sentences.	https://bit.ly/3MCMSg7
April 25th – 29th	Creative writing activity Story Skeleton	The teacher played a memory game. Then review the previous topics. After that, the teacher explained the story skeleton technique and finally, delivered the workshop for the practice activity.	To recognize elements in a story. To organize predetermined information coherently. To create a short-written story.	https://bit.ly/3xV9Lak
May 9th – 13th	Reviewing	The teacher reviews the modal verb can-can't subject and the like and dislike sentences through	To recognize, identify and use the subjects reviewed. (like/dislike - can/can't)	https://bit.ly/3H45vrG



		different wordwall games		
May 16th 21st– May 30 th - June 3th	Creative writing activity Storytelling		To create a narrative story from the storytelling technique using different grammar structures.	https://bit.ly/3xhsOd9 Photo evidence: https://bit.ly/3rZKtnR



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