

**The Production of Short Stories through Writing Circles to Develop Creative
Writing Skills in 10th Graders at Guatiquia School in Villavicencio**

Soranyi Valentina Rios Bobadilla

University of Pamplona

Faculty of Education

Foreign Languages Department

Villavicencio 2022

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Soranyi Valentina Rios Bobadilla

Mentor

Yohanna Olivares

Foreign Languages Professor

University of Pamplona

Faculty of Education

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CHAPTER I: General Overview

The teaching practice, exercised through direct experience in the classroom, helps future educators to understand and appropriate the academic and pedagogical dynamics in various learning environments, in the classroom and its context, to recognize the differences and modalities of the formation of boys, girls and adolescents, and associate them with the field of training and the discipline being taught. In this regard, the Bachelor of Foreign Languages program allows tenth-semester students to have their first contact with education itself to obtain both personal and work experience to achieve optimal performance of the pre-service teachers through the exercise of their teaching role; for this reason, this document presents the execution and review of three main components related to the institutional missionary axes and the program guiding principles by which this project is supported by and has been carried out during the second semester of the present year (2022).

Consequently, this project is composed of five aspects: The institutional observation component, the pedagogical research component, the community outreach component, the intra-institutional activities component, and the reflective component which were carried out at the Guatiquia Educational Institution in the Villavicencio municipality in the department of Meta.

Firstly, the general overview component contains vital information about the institution in which the professional practice was executed such as school management, institutional body, population background, among others. Within this component insights regarding institutional practices as well as English methodology and resources are discussed.

Additionally, the Pedagogical and Research Component pursues the implementation of an instructional project to enhance linguistic skills in secondary students, respecting the established syllabus, the Basic Learning Rights (DBA) and meeting learners' educational needs towards the acquisition of the foreign language. This component also aims that the pre-service teacher can help the institution to implement teaching methods different from those imparted regularly in classes with their English teachers, as well as inviting reflection on students' needs so that the institution looks for alternatives to improve and supply those needs.

Similarly, the community outreach component seeks that elementary graders have the opportunity to strengthen their English instruction since they do not have English graduates, leaving younger students with a great need for English acquisition. Hence, the pre-service teacher reinforced children's linguistic skills and achieved a great outlook transition from elementary to secondary school.

Moreover, the intra-institutional activities component has emphasized the extra-curricular activities and events conducted in the educational institution that are important for the improvement of the quality of education through culture, games and art, providing attractive spaces for students to participate. It involves all the extra-curricular events in which the pre-service teacher was allowed to participate.

Lastly, the reflective component comprises all the self-evaluation processes carried out during the 10 weeks of project and class implementation. It allows to make a general review of what was the practice about at different schooling levels regarding the academic aspect since this constitutes an imperative feature in the professional development of the instructor.

Introduction

The emergence of English as a World language is now indisputable. English is the International Common Tongue besides is the most well-known unknown dialect in the public sphere, education, business, politics and many more (Putra, 2020). Therefore, English instruction has been widely adopted in public schools around the world in order to shape individuals with competencies and skills to meet contemporary needs in the labor and social field. Hence, there has been an increasing demand for well-prepared English teachers who can educate young learners towards bilingual instruction.

In the framework of meeting globalized world demands the Colombian government has been implementing national plans for bilingualism since 2004. The execution of these programs has been directed by the Ministry of National Education (MEN) thinking about English linguistic competence as a means to acquire job opportunities (Ministerio de Educación Nacional, 2006), unfortunately, according to the English First English Proficiency Index (EPI) Report on Education, Colombia is in the last place of all the countries that have a low level of English in the region. Among several aspects that may contribute to this low English level such as it is included that Colombia reports a shortage of 3,200 teachers and fails to cover the entire student population (El Tiempo, 2017).

As a result, the Colombian government has imparted topics and DBAs to be covered in the country's public schools and has enriched the formation of pre-service teachers so they can firsthand acknowledge the field in which they will work on. Currently, with the return to face-to-face classes, we must again adapt to the context of public schools and see how to meet the learning needs that could not be met during quarantine years. To this aim, two pedagogical projects will be implemented. One seeks to motivate students to improve their written production which will be carried out through the production of short stories in writing circles and the other, will support elementary graders in the acquisition of English vocabulary.

Justification

The General Law of Education, Law 115 of 1994, in its article 109 establishes the purpose of the training of educators "to train an educator of the highest scientific and ethical quality, to develop pedagogical theory and practice as a fundamental part of the educator's knowledge, , strengthen research in the pedagogical field and specific knowledge, and prepare educators at the undergraduate and postgraduate levels for the different levels and forms of providing the educational service" (Ministerio de Educación Nacional, 2016).

Thereby, this integral practice consolidates an imperative process to train teachers who are aware of institutional operations as well as their pedagogical practices. In consequence, institutional documents have been examined to design action research whose end is to enhance and improve written production on tenth-grade students of the Guatiquia Educational Institution where the pre-service teacher will have the opportunity to contribute to the learning and creativity during face-to-face classes. Besides, a sub-project envisaged fostering vocabulary and willingness to speak among fifth-graders entitled "the implementation of Total Physical Response (TPR) approach as a means to improve English vocabulary" will be executed as a

means to assist younger students, also the researcher will be enrolled in some extra-curricular activities to be able to carry out this project satisfactorily.

For such purposes, the pre-service teacher will bear in mind MEN guidelines, institutional PEI, DBA, English area curriculum, syllabus, current literature as well as the knowledge acquired during the path of her bachelor studies and practice spaces given since the 4th semester, providing Guatiquia elementary and secondary students with a different perspective of English instruction from the traditional one to apply knowledge in a creative, original and motivating way thus contributing properly to their learning process and be able to improve their language level for next academic year.

Objectives

General Objective

- To promote the learning of English as a foreign language in tenth-grade students of the Guatiquia Educational Institution through the production of short stories in writing circles.

Specific Objectives

- To strengthen the written production of the tenth-grade students of the Guatiquia School through writing circles and the elaboration of short stories.
- To reinforce primary English instruction through the implementation of Total Physical Response (TPR) at the "Guatiquia" school in Villavicencio.
- To participate actively in the extracurricular activities proposed by the Guatiquia school.

CHAPTER II: Institutional Observation and Diagnosis

Administrative Level

Location



Figure 1. Institutional Facilities

The Educational Institution Guatiquía School is located on 37th Avenue N° 19 – 02 in Marsella neighborhood in the city of Villavicencio, the capital of the Meta department, corresponding to a residential, central, quiet neighborhood where there are no problems of coexistence and its population belongs to strata 1, 2 and 3.

Generalities

The Educational Institution Guatiquia School was founded in 1973, under the Approval Resolution No. 861 of 1999, within the legality defined by the Political Constitution of Colombia, Law 115 of 1994 and its regulatory Decrees, Law 715/2001, Law 1098 of 2006 (Law of childhood and adolescence), Decree 1290 of 2009, and other current regulations, which enable the institution to guarantee the integral development of the individual's personality and to be a promoter of social change.

The institution has a total area of 1208 square meters approx. (built area of 1020 sqm approx.) in which there are 16 classrooms, 2 classrooms for physics, chemistry, and biological laboratories, one room for an English laboratory, and another for a technology and computer room. This building serves the 1.180 student population with 4 kindergarten grades, 15 grades of elementary school, 12 grades of middle school and 4 grades of high school, with 3 directors, 40 teachers and 3 administrative staff.

The institution is of a mixed and official nature. It comprises elementary, middle, and high academic levels. The title conferred by the institution is Academic Baccalaureate. The institution stands out for its ICFES results, reaching a very high level since 2016. The educational activity is based on the rescue of values of respect, tolerance, communication and solidarity that lead students to be good people, capable of living their reality in peace, recognizing and sharing the principles of education for the 21st century: "learn to know", "learn to do", "learn to be" and "learn to live together". To this end, various cross-curricular programs are taught at the school apart from the instructed subjects, such as the Leader in Me Program, the sexual education and use of free time workshops, the educational environmental project (PRAE), the school for parents, the disaster prevention and the project "Guatiquía Transforma Monstruos"

with which the seedbed for research at the institutional level began, also highlights the literacy project “Words, Letters and Fantasies in the Magical World of reading”, among others.



Figure 2. Storytelling Contest

Institutional Education Project (PEI)

General Objective

To define the conceptual, theoretical-methodological, and practical references that guide the being and the doing of the distinct levels of the organization to ensure the efficient fulfillment of the mission.

Specific Objectives

- To allow the communication and active participation of each member of the educational community in all processes and decisions that affect it, taking into account the values of autonomy, tolerance, respect for differences and solidarity, among others that enable social coexistence.
- To guide academic management in relation to the design, organization and development of the curriculum, study plans, methodology and school evaluation.

- To establish the basic pedagogical projects for the areas or subjects and the training modules related to the defined emphasis.
- To guarantee the permanence of students in the educational system, from preschool to secondary education.

Mission

The Guatiquia School seeks the formation of integral human beings with the ability to act autonomously, relying upon respect for the rights of others and the fulfilment of duties upon the basis of solid moral values, with freedom and security criteria that allow them to set their goals to face the changes posed by society in a globalized world.

Vision

To continue establishing the institution as an educational benchmark of educational quality, promoting the active participation of students in their own learning, with high academic standards in Villavicencio.

Institutional Chart

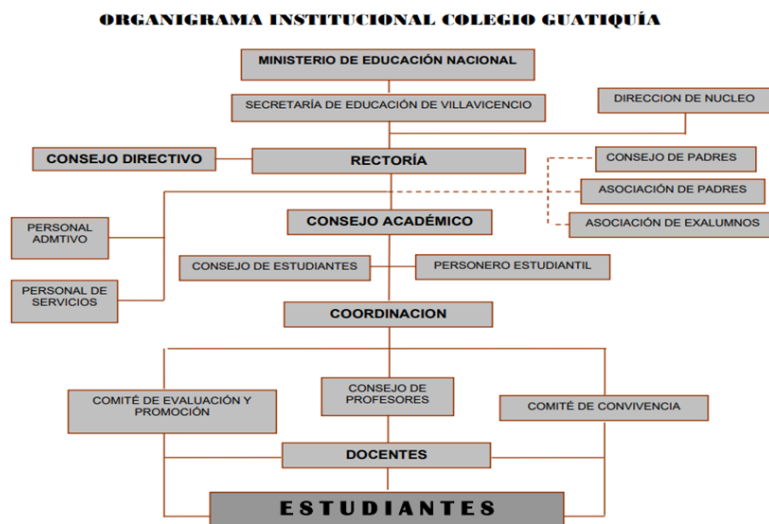


Figure 3. Institutional Chart

“Una construcción
colectiva para la libertad la
ciencia y la cultura”

Figure 4. Institutional Motto



Figure 5. Institutional flag



Figure 6. Institutional Shield

School symbols

Handbook

The rules agreed upon and established in the Coexistence Handbook are governed by the provisions of Decree 1965 of 2013, which regulates Law 1620 and guides children and young people enrolled in the school with the support of their families to act with responsibility, autonomy, self-control and self-discipline, to do the right thing, appropriately, with maturity and under the requirements that the institution proposes itself to train people who are fruitful to society.

General Objective:

To guide and define daily aspects of the formative process of the students, clearly establishing basic rules of participation and coexistence, which allow to maintain rewarding interpersonal relationships, fraternity, and affection, and to be a guide for values training and to make conflict a good learning opportunity.

Specific Objectives:

- To Provide rules and guidelines to facilitate the coexistence of different members of the educational community to ensure the daily development of the school and extracurricular activities.

- To guarantee students and other members of the educational community respect for the dignity and physical and moral integrity within the framework of school coexistence, human, sexual and reproductive rights.

- To generate awareness that as members of an educational community, personal and collective duties and rights are acquired, which must be assumed with responsibility and reciprocity to ensure healthy coexistence.

- To determine the procedures and protocols for the fair and timely resolution of individual and collective conflicts among members of the educational community through dialogue and conciliation.

- To generate criteria of respect, valuation and commitment to the use and conservation of goods for collective use.

- To encourage the development of ethical and moral values so that students assume responsibly their formative commitment as social and transcendent people.

- To make known the situations that affect school coexistence, in accordance with the diagnosis made by the institutional coexistence committee, its classification and care protocols by Decree 1965 regulating the Coexistence Law.

MEN Guidelines and Health Emergency Regulations

Regarding the biosafety conditions for the return to attendance in the framework of the COVID-19 pandemic, the institution adopts measures of immediate isolation. People who report symptoms such as fever or respiratory infections, must return to their homes and consult the health service as soon as possible. In addition, the implementation of face masks is mandatory for all members of the institution and disinfectant stations can be found around the institution.

Workday

The Guatiquia school runs a daytime with two sessions. The first session is from 6:15 to 12:15 for high school and the afternoon session is from 12:30 to 17:45 for primary school.

Schedules are organized as follows:

MORNING SCHEDULE (High School)	
1	6:00 – 7:00
2	7:00 – 7:50
Break	7:50 - 8:25
3	8:25 – 9:20
4	9:20 – 10:10
5	10:25 – 11:15
6	11:15 – 12.10

AFTERNOON SCHEDULE (Elementary School)	
1	12:30 – 13:15
2	13:15 – 14:15
3	14:15 – 15:15
Break	15:15 - 15:45
4	15:45 – 16:45
5	16:45 – 17:45

Institutional Timetable and Scheduling

The timetable of the Educational Institution Colegio Guatiquia is as follows:

OCTUBRE

FECHA	ACTIVIDAD
05	ARTCIMATEC (Dptos. Ciencias, Matemáticas, Tecnología, Artes) (S. Cultural)
06	Día cultural (Comité encargado) (S. Cultural)
06	Tertulia Literaria – en la noche. (Palabras Letras y Fantasías)
07	Día recreativo – deportivo (Comité encargado) (S. Cultural)
08	Celebración día del Colegio (Comité encargado) (S. Cultural)
10	INICIA RECESO ESCOLAR
12-14	Semana de Desarrollo Institucional
17	Festivo. Día de la Hispanidad, Día de la Raza
18	REINICIAN CLASES
18	Día Mundial de la Alimentación (P. Medio Ambiente). (Día de cafetería especial)
20	Comunicación estudiantil (P. Democracia)
27	English Day – Departamento de Idiomas (Jornada Mañana)
29	Certificación estudiantes de transición – 9:30 am
29-30	Actualización de datos estudiantes de 0° a 10° que continúan en el Colegio
30	Comunicación de Resultados de las Comisiones de Promoción (6:30 am)
30	Plenaria de docentes – preparación Autoevaluación Institucional 2022

NOVIEMBRE

FECHA	ACTIVIDAD
04	Escuela Para Padres – (Comité Encargado)
07	Feriado Día de Todos los Santos
11	Cena de Bachilleres
11	Fiesta Navideña (Preescolar)
14	Feriado Independencia de Cartagena
17	Día Internacional del Aire Puro
17	MATRICULAS DE PREESCOLAR 2023 previa publicación de estudiantes admitidos
18	CIERRE DEL CUARTO PERIODO
21	Pre-promoción grados 1° a 11° - Comisiones de Promoción
22	Izada de Bandera – Despedida Grado 11- Titulatura informes verbales
23 - 24	Actividades de refuerzo – estudiantes que presentan reevaluación en 1 o 2 áreas
25 – 28	Reevaluación estudiantes pendientes en una o dos áreas
29	Comisiones de promoción (definitivas)
29	Certificación estudiantes de transición – 9:30 am
29-30	Actualización de datos estudiantes de 0° a 10° que continúan en el Colegio
30	Comunicación de Resultados de las Comisiones de Promoción (6:30 am)
30	Plenaria de docentes – preparación Autoevaluación Institucional 2022

DICIEMBRE

FECHA	ACTIVIDAD
01	MATRICULAS DE ESTUDIANTES 1° a 11° 2023 con Titular de curso actual – Padres y estudiante.
02	Ceremonia de graduación – Proclamación de Bachilleres
02	Inician Vacaciones de Estudiantes
05	Autoevaluación Institucional (Asisten estudiantes, padres de familia, docentes, directivos)
06	Consejo Académico ampliado (Desarrollo Institucional)
07	CLAUSURA DEL AÑO ESCOLAR. ENTREGA DE INFORMES FINALES
08	Feriado Inmaculada Concepción
09	Inician Vacaciones de docentes y directivos docentes
12-13	Matriculas de estudiantes nuevos según disponibilidad de cupos.

Figure 7. Institutional Timetable

Pedagogical Level

Pedagogical Model

The school adopts the pedagogical model for the development of competences and capacities under a humanistic paradigm of integral development that strengthens the socio-affective, physical, intellectual, cognitive, ethical and transcendental dimensions of the students within the framework of the recognition of their own values and the global situation of the world, which enable them to develop successfully, achieve their self-realization, their happiness, but contributing to transform their context.

Along the same line, the socio-humanistic approach finds continuity and up-to-date validity in the currents that emphasize significant learning and the mediated learning experience, where the teacher does not lose his leading role but is the one who must guide the processes and be permanently at the forefront of the progress or difficulties of the students. Under this model, the student is interpreted as an autonomous, creative, reflective, active being and builder of knowledge, with a sense of involvement and commitment.

The didactic route by which the institution presents the steps applicable to the development of a thematic unit is divided into the following phases: motivation, diagnosis and leveling, comprehension, fixation, transfer, feedback, and metacognition.

Planning of the Language Area

Taking into account interdisciplinarity and transversality as organized principles of the curriculum, language planning is determined under the overall framework of the humanities area as follows:

AREA	SUBJECTS	1 st to 3 rd	4 th to 5 th	6 th to 7 th	8 th to 9 th	10 th to 11 th
HUMAN SCIENCES	Spanish	5	5	5	5	4
	Reading Workshop	1	1	1	1	1
	English	1	1	3	3	3

The curriculum takes into account the guidelines of the MEN (thematic axes, standards, DBA) in addition, the topics, indicators, and evaluation criteria are specified. The grid highlights oral and written communication skills, as well as linguistics, sociolinguistics, pragmatics, and citizenship skills.

ÁREA:	INGLÉS	GRADO:	NOVENO	I.H.S.:	3 H	FECHA:	ENERO DE 2021
DOCENTES DEL ÁREA:	RICARDO VALENCIA MUELAS, CLAUDIA FERNANDA SERRANO RODRIGUEZ, KELY ALEXANDRA MUÑOZ VARGAS Y LUCIA FORERO SALAZAR						
PROPOSITO DEL ÁREA EN ESTE GRADO:	Fortalecer las habilidades de comprensión y producción, mediante el uso y desarrollo de lecturas, traducciones, actividades lúdicas, canciones y otras posibles para tener un mejor dominio del idioma extranjero y fortalecer los procesos de socialización dentro de la clase.						
COMPETENCIAS:	COMUNICATIVA ORAL Y ESCRITA: LINGÜÍSTICA, SOCIOLINGÜÍSTICA, PRAGMÁTICA. COMPETENCIA CIUDADANA						

P	EJE TEMÁTICO	ESTÁNDARES	DBA	TEMAS Y SUBTEMAS	INDICADOR DE DESEMPEÑO	CRITERIOS DE EVALUACION
I	Life style	Explico y justifico brevemente mis planes y acciones	Explica el porqué de planes y acciones relacionadas con su entorno personal, escolar y comunitario, (1).	First conditional I would like... I want I hate	Expresa correctamente futuras consecuencias a posibles causas en inglés.	Comprende textos a través de la solución de interrogantes. Identifica la intención semántica del contexto para dar coherencia a escritos. Contextualiza las funciones de la temática en situaciones cotidianas. Elabora escritos con coherencia y cohesión utilizando el vocabulario y expresiones vistas.
II	The wonders of our world	Represento en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.	Intercambia información sobre temas del entorno escolar y de interés general en una conversación. (6)	Comparatives and Superlatives	Compara y confronta con respeto e interés puntos de vista sobre un tema determinado en inglés.	Comprende textos a través de la solución de interrogantes. Identifica la intención semántica del contexto para dar coherencia a escritos. Contextualiza las funciones de la temática en situaciones cotidianas. Elabora escritos con coherencia y cohesión utilizando el vocabulario y expresiones vistas.

Figure 8. 9th Grade Curriculum

Pedagogical Resources:

The pedagogical resources available in this area are:

An English room equipped with 7 large tables, 32 outlets, 5 lockers containing English books, a plasma TV, 6 speakers and a DVD. In addition, all classrooms have acrylic boards, and markers, some feature television, digital boards, and video beams. Teachers do not employ an English book, however, each student has a portfolio for the English subject, where they should store the guides and worksheets proposed by the teacher throughout the year and at the beginning of the year students are asked to purchase an English dictionary.



Figure 9. English lab

Syllabus

In accordance with the guidelines given in the MCER, the MEN Curriculum Guidelines, the DBAs and some fundamentals of Education by Cycles of the Secretary of Education of Bogotá, Guatiquia School organizes its curricular syllabus by weeks, bearing in mind the educational route (motivation, diagnosis and leveling, comprehension, fixation, transfer, feedback and metacognition) by which the topics and subtopics must be covered.

The syllabus is proposed by terms, being 4 in a full scholar year. They include the performance indicator, and pre-diagnosis, as well as the topics that are going to be conducted in the proposed weeks, such topics must be instructed under the humanistic pedagogical philosophy of the institution, and the communicative language approach to meet the DBA proposed by the MEN. The syllabus must also describe the procedures by which students will be evaluated along with the educational route, means and the didactic envisaged for the execution of the English classes.

PROFESOR:	KEL Y ALEXANDRA MUÑOZ	ASIGNATURA:	INGLÉS	GRADO:	CUARTO	PERIODO:	CUARTO	AÑO:	2022
INDICADOR DE DESEMPEÑO PREVISTO	Utiliza expresiones de tiempo en inglés y las relaciona con su rutina diaria								
DIAGNÓSTICO DE PRESABERES:	Se hará a través de preguntas, lluvias de ideas, o test sencillos para identificar sus conocimientos.								

SEM	TEMAS Y SUBTEMAS	COMPETENCIAS	ACTIVIDADES DIDÁCTICAS ESPECIALES	CRITERIOS Y ESTRATEGIAS DE EVALUACIÓN	RECURSOS Y MEDIOS DIDÁCTICOS
1	COMMANDS MY FAVORITE FOOD	Comunicativas (Lingüística, pragmática y sociolingüística)	La MOTIVACIÓN se realiza a través de videos y canciones en inglés sobre los temas y saberes a profundizar durante el periodo. También con la exploración de textos en inglés los cuales se encuentran en el laboratorio del tercer piso.	Practica frases cortas sobre rutina y la hora en inglés. Responde preguntas sencillas sobre sus hábitos alimenticios	Guías didácticas Cuaderno de trabajo.
2	THE FOOD	Saluda de acuerdo a la hora del día de forma natural y apropiada.	NIVELACIÓN DE PRESABERES: Los estudiantes participan en lluvia de ideas para identificar así sus conocimientos previos o realizarán test muy sencillos y diferentes actividades motivadoras de introducción.	Expresa la hora en inglés asociado con sus rutinas.	Videos
3	(Healthy food, Harmful foods)	DBA: 2. Pregunta y responde, de forma oral o escrita, interrogantes.	En la fase de COMPRENSIÓN se hacen explicaciones sobre los temas a través de videos, desarrollarán guías y talleres sencillos que involucran su contexto (Alimentación y nutrición)	Se tendrá en cuenta el interés y participación de los estudiantes en el desarrollo de los temas.	Blogs, Classroom, juegos interactivos, juegos de competencia en línea.
4				Se observará el cumplimiento de los compromisos adquiridos.	Laboratorio de inglés
6	DAILY ROUTINES		Se orientan a los estudiantes para que hablen de su comida favorita en inglés, es importante reflexionar sobre la forma cómo se alimentan	Puntualidad y responsabilidad con los compromisos establecidos	
7	WHAT TIME IS IT?		Se realizan actividades manuales en clase para aprender la hora en inglés completando así la fase de FIJACIÓN.		
8			Luego, los niños participan en competencias en sobre alimentos, la hora, elaboración de un reloj, teniendo en cuenta Speaking, Writing, Reading and Listening donde se fortalecen los saberes de las temáticas vistas, de esta manera se hace la fase de TRANSFERENCIA Y METACOGNICIÓN.	Estrategias 1. Evaluaciones por 40% de la nota (cognitivo)	

Figure 10. English Syllabus 4th term

Teacher Methodology in the English Class

Teachers follow the aspects mentioned in the beforehand section (MEN guidelines, DBA, Secretary of education and educational route). Besides, the observer could take some insights into the way in which English classes are executed in the 4th, 9th, and 10th grades. On the one

hand, the elementary teacher plays videos to warm up, and then she explains the topic and provides students with speaking opportunities. The elementary instructor enforces competition during the transference and metacognition phrases. The English laboratory is used when the teacher wants to play videos or wants to make students interact with the literature English books.

On the other hand, in secondary school (where 23 hours of observation have been executed) the teacher imparts the classes in the English laboratory using the Communicative language teaching approach (CLT). Students enter the class, and the teacher prays with the students, subsequently, he presents the objectives of the lesson, and then, he calls for attendance. The classes follow a PPP structure (presentation, practice, and production). One of the strengths observed is that the instructor knows how to manage disruptive behavior. He has great linguistic skills and a depth of knowledge concerning English grammar. Furthermore, he enhances collaborative work for grammar activities and the development of worksheets, however, when doing group presentations, he gives an individual grade.

Learning Support Arrangements

Similarly, the school implements the following support strategies for students with difficulties in their learning process:

- Teacher-student dialogue, prior study of the student's performance.
- Appointment to parents of students who present difficulties in determining improvement strategies.
- Reinforcement of topics and reassessment activities during leveling weeks.

Materials and Guidelines Design

The materials and guidelines are chosen or elaborated by the in-service teachers. They take into account the institutional philosophy and the didactic route. Students use notebooks to develop activities (focus on grammar and translation), write their word bank and take notes. Furthermore, the instructor asks students to arrange an English portfolio in which, they must store the worksheets concerning grammar, reading, and speaking activities that the teachers provide. During class and exams, learners may employ their dictionaries to search for unknown lexicon.

DBA in the Institution and Standards

The Educational Institution Colegio Guatiquia is based on the following conceptual references to establish its institutional horizon, pedagogical model, and institutional didactic route: MEN curriculum guidelines, standards, pedagogical knowledge, competencies, evaluation criteria, performance indicators and achievement indicators.

In addition, Law 115/94, in article 5° recognizes the aims of education in accordance with article 67 of the Colombian Constitution, establishing the specific objectives of preschool, basic and secondary education. The institution takes into account the DBA and upon them, the syllabus and curriculum are established. Regardless of the implementation of an English book, the DBA as well as the guidelines directed by the MEN are the Spine of the lesson sequence.

CYCLE	GRADES	ENGLISH LEVEL	LANGUAGE GOALS (DBA)
Initial Cycle	Kindergarten	Beginner (A0)	<ul style="list-style-type: none"> To recognize simple instructions related to their immediate environment,

			<ul style="list-style-type: none"> • To associate pictures with words related to their home and classroom. • To understand and answer quite simple questions about personal information.
I	1 st , 2 nd , 3 rd	Elementary (A1)	<ul style="list-style-type: none"> • To understand and describe some details in short, simple texts. • To answer, orally or in writing, simple questions about short descriptive texts. • To exchange simple ideas and opinions. • To describe, orally and in writing, objects, places, people, and communities.
II	4th, 5th	Elementary (A2.1)	<ul style="list-style-type: none"> • To understand general and specific information in a short narrative. • To produce a short oral and/or written narrative text. • To exchange information about habits, tastes, and preferences. • To explain causes and consequences.

III	6th, 7 th	Elementary (A2.2)	<ul style="list-style-type: none"> • To participate in short conversations about personal information, people, places, and events. • To describe, orally, people, activities, events, and individual experiences. • To write short and simple texts about familiar actions, experiences, and plans. • To understand the main idea and some details related to activities, places, and people in a short descriptive text.
IV	8th, 9th	Intermediate (B1.1)	<ul style="list-style-type: none"> • To explain the reason for plans and actions related to the personal, school and community environment. • To recognize cause and effect relationships in short readings on academic topics. • To summarize information about topics related to the school and academic environment through structured writing. • To make short presentations on an academic topic of interest.

V	10 th , 11 th	Intermediate (B2.2)	<ul style="list-style-type: none"> • To identify the purpose of medium-length oral and written texts related to topics of general interest and share them with others. • To explain both orally and in writing the causes and effects, as well as the problem and solution of a situation. • To recognize the author's opinion in oral and written texts of medium length that are related to their school and academic context. • To write argumentative texts with a clear and simple structure on academic topics.
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Courses

English is imparted from kindergarten to 11th grade as explained in the foregoing section. During, this semester, the practitioner will work in primary education with 4th graders who are working on an A1 level and in secondary education with 9th and 10th graders who are developing a B1 level according to the CERF and MEN guidelines.

Schedules

Supervisor's Schedule

SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00	11-2	10-2	10-2	11-2	8-1
7:00-7:55		10-2		11-2	
8:15 – 9:15	11-1		10-1	9-2	9-3
9:15 – 10:10	10-1		10-1	9-2	9-3
10:25 – 11:20	9-3	8-1	11-1	9-1	9-1
11:20 – 12:15		8-1	11-1	9-1	9-2

Practitioner's Schedule:

SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-7:00		10-2	10-2		
7:00-7:55		10-2			
8:15 – 9:15			10-1	9-2	
9:15 – 10:10	10-1		10-1	9-2	
10:25 – 11:20	9-3			9-1	9-1
11:20 – 12:15				9-1	9-2
AFTERNOON					
12:20- 17:45					4-1, 4-2, 4-3

Technological Level of the Institution

Connectivity

The institution has a prominent level of connectivity for the administrative and pedagogical departments which have access to internet services, as well as the classrooms' TVs and digital boards. Students do not have access to institutional internet networks, however, most of them have a data plan and the vast majority have access to the internet at home.

Access and Use of Platforms

The school implements Gestacol software as an online system that manages and systematizes the processes of enrollment, monitoring and student grades. Students can review their class guides, notes, and some pending projects from the platform. Likewise, you can enter as a parent to review the student's academic performance in addition to the teachers and classes that learners take.

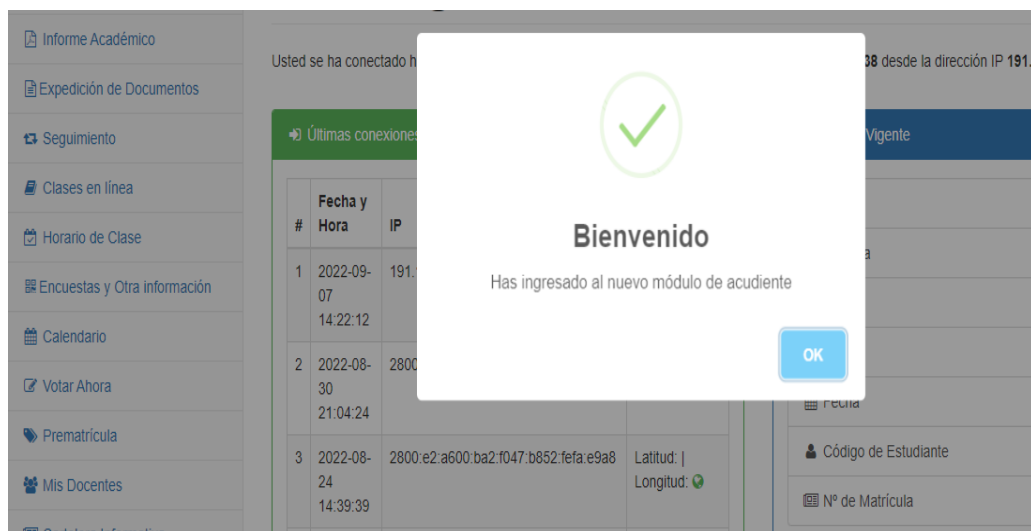


Figure 11. Gestacol Software

Description of Digital Resources Employment

The elementary teacher uses the classroom TV to project videos as warm-ups, to reinforce the class topic and to play songs to catch students' attention. For his part, the Secondary teacher employs the language lab TV as a tool for projecting slides, making presentations, and singing karaoke to evaluate students' pronunciation.

Subject Information

Number of Students

The school currently caters for approximately 1.180 students from Years 5 - 18. 9th grade is distributed into 3 groups of 31 and 32 students. Besides, 10th grade is divided into 2 groups of 38 learners, which must have a B1.1 level according to the Institutional curriculum.

School Staff

• Head Teachers	1 Dean y 2 coordinators
• Teachers grade 0	4 Teachers
• Teachers' Basic Primary	15 Teachers
• Teachers' Secondary and Intermediate	21 Teachers

English teachers

Ricardo Valencia Muelas	(1)8 th , 9 th ,10 th and 11 th grades
Claudia Fernanda Serrano Rodriguez	6 th ,7 th , and 8 th grades
Kely Alexandra Muñoz Vargas	1 st , 2 nd , 3 rd , and 4 th grades

Lucia Forero Salazar	4 th y 5 th grades
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Administrative Staff

Administrative:	1 Secretary, 1 Payer, 1 Librarian
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Parent Community:

Decree 1286 of 2005 establishes rules on the participation of parents in the improvement of educational processes. The parents have spaces for participation through their representatives (2) in the meetings of parents, the evaluation process and institutional improvement, in the evaluation commissions, the coexistence committee, the directive council, at the parents' school and the parents' association council. Guardians opine, intervene, and make decisions that favor the integral development of the students at the school through spaces of pedagogical and social construction.

CHAPTER III: Pedagogical and Research Component

The Production of Short Stories through Writing Circles to Develop Creative Writing

Skills in 10th Graders at Guatiquia School in Villavicencio

Introduction

In accordance with the MEN Basic Learning Rights, tenth graders are working on a B1 level and are able to produce written messages, such as letters and emails that are clear and well structured, taking into account the context in which they take place, however, in regular classes learners are not provided with enough scenarios to practice their writing skills, leaving aside a paramount ability in foreign language acquisition that can help students to cope with current labor market demands.

In this third chapter, important concepts are explained to achieve a better understanding of the need of the project along with its objectives, driving questions, theoretical framework, literature review and the envisaged schedule that supported the concern of this inquiry and provided the guidelines to carry out the production of short stories through writing circles to develop creative writing skills in 10th graders at Guatiquia school in Villavicencio during the fourth academic period.

To clarify, the theoretical framework exposes the keywords related to the skills that were developed and the walkthrough of strategies to do so. In this case, creative writing, writing circles, short stories and six-word stories are the concepts that shape this inquiry along with the guidelines to elaborate short stories and the different roles assigned in the writing circles are discussed in the literature review.

Furthermore, this chapter encompasses the theories and authors that outline the setting-up of the pedagogical and research methodology as well as the project itself to construct strong and compelling action research that helped learners to improve their contact with EFL using collaborative work and the production of creative writings without the pressure of grammar accuracy or the limitations of a regular English class.

Finally, this chapter compasses the chronogram and planning principles by which the author enhanced students to produce their own writings through various creative activities such as the creation of a six-word story, the composition of an acronym and character, the performance of a play and the composition of a short story.

Statement of the Problem

English, creativity and collaboration are among the most demanded skills in the labor market this decade (Nuys, 2019). In Colombia, English is learned in public schools, nevertheless, the tuition in L2 is mostly focused on grammar and vocabulary topics, leaving aside other meaningful skills such as writing. Besides, students of the Guatiquia school have just returned in 2022 to face-to-face classes, so the flexibility condoned by the virtuality may have left learners with several gaps regarding their English Skills. It is imperative to reinforce their knowledge with a different approach based on the improvement of important skills for communication such as written production.

Therefore, regarding the context of the Guatiquia educational institution, a project that exploited creative writing skills through the elaboration of short stories in writing circles was carried out, providing students with the opportunity to improve their written production, creative

competences and teamwork since the implementation of writing circles can offer pupils opportunities to develop negotiation skills, increase productivity based on role functions as well as encourage active listening and effective speaking among learners apart from providing them with the necessary tools to produce a short story in English.

Justification

Writing skills are the primary tools for communicating knowledge, especially in educational settings (Hosseini, Taghizadeh, & Naseri, 2013), nonetheless, “writing is particularly difficult for learners because writing is one of the productive skills that demonstrates all acquired skills and experience in foreign language learning”. And it so happens that teachers pay more attention to grammar and other practical aspects than to the content and students learn grammar rules not developing the ability to express and organize ideas in the written form (Pysarchyk & Yamshynska, 2015). During the execution of this project, writing skills will be enforced through creative writing so students can apply their knowledge of the language without the constraint of grammar or spelling rules to motivate them to produce short stories in L2 which can be challenging as a basic user of the language.

The purpose of this research is to implement strategies referring to the program application on analysis and production of short stories to improve the creative written production of tenth-grade students through writing circles with the aim of providing insights into the ways in which writing can be enhanced in the EFL classrooms and empower students towards written production and language acquisition.

Writing strategies and approaches in English instruction have received special attention from researchers from students of all proficiency levels. Within this framework, several inquiries have given rise to the implementation of creative writing to boost learners' skills since this type of writing represents a tool that allows students to communicate their thoughts, and express their own originality, creating their own spaces in their writing based on the writer's own self-expression and discovery (Randolph, et al. 2011; Chamcharatsri, 2014).

In addition, there is a current trend for promoting collaborative work in the educational environment. One of the fundamentals of this statement is Vygotsky's Zone of Proximal Development (ZPD) which explains that socialization affects the learning process in an individual (Vygotsky & Cole, 1978). Hence, the implementation of writing circles will be helpful to meet students' social needs and foster L2 interaction at the same time given that writing circles create a safe, respectable space for beginner writers to share and construct their work, besides they provide teachers with more assessment time, allowing them to identify individual needs as well as observe group progress (Barbeiro, 2005).

Similarly, the implementation of six-word stories as prompts can overcome the fear of facing a blank page, providing a great jumping-off point for fictional narratives (Ardam, 2016; Ming-Yu, 2016). Therefore, six-word stories come in handy as a means to assign prompts to each writing circle so they construct little by little their own narratives with the help of teachers' guidance, taking into account the specific stages in which learners will be benefited from an in-depth understanding of short story construction in English as a foreign language.

General Objective

- To improve the creative written production of the tenth-grade students of the Guatiquia school through the elaboration of short stories in writing circles.

Specific Objectives

- To contribute to the improvement of the writing skills of tenth-grade students through the production of short stories.
- To determine how the elaboration of short stories, motivates students to write in English.
- To identify the students' perceptions towards the implementation of the writing circle stages in the EFL writing process.

Grand-Tour Question

- How does the elaboration of short stories through writing circles improve the creative writing skills of the tenth-grade students of the Guatiquia School?

Sub-Questions

- To what extent does the elaboration of short stories contribute to the written production of the tenth-grade students of the Guatiquia School?
- How does the implementation of writing circles and six-word stories motivate tenth-grade students of the Guatiquia School to write short stories?
- What are the students' perceptions regarding the use of writing circles to enhance EFL writing skills?

Theoretical Framework

This segment consists of a documentary analysis to define the key concepts and frame the theories that will support this research to provide insights on how to conduct the study and how to gather and interpret the data to be obtained. This theoretical framework is stated with the aim of better understanding the complexities of Creative Writing, Writing Circles, Short Stories, and Six-Word Stories.

Creative writing

Randolph, et al. (2011) perceives creative writing as a tool that allows students to communicate their thoughts and express their own originality. This genre includes poetry, short stories, creative letters, essays, peer reviews, and formal critiques. Creative writing helps learners to communicate their thoughts, ideas, and feelings in a meaningful way since with this type of narrative, pupils are asked to write on familiar topics taking into account their own experiences, therefore, they feel more comfortable and intimate by expressing themselves.

Additionally, (Chamcharatsri, 2014) stated that creative writing allows students to create their own spaces in their writing based on the writer's own self-expression and discovery. By implementing this tool, students can engage actively in their EFL classes, practice editing skills, organize their thoughts, and utilize higher-order thinking skills, to observe their writing process. Through this instruction, teachers can exploit pupils' confidence, motivation and learning experience due to the fact that they feel less pressured if making errors and mistakes (Colantone, Cunningham, & Dreznes, 1998; Madut & Yunus, 2016).

Writing Circles

According to Vopat (2009), circle stories are a revolution in writing workshops since they provide learners with the space, safety, and support they need to be writers. It fulfils the missing

link between independent student writing and whole-group instruction, bearing in mind that writing is not only a solitary process and when promoting collaborative work students learn, inspire, and encourage one another thus, beginner writers do not lose motivation or feel blocked (Barbeiro, 2005).

Writing circles engage students in the world of literacy, which improves the possibilities of communication and discussion among participants about their texts, reinforcing the feeling of participation and authorship. Besides, it enhances listening, speaking, reflective and revision skills through collaborative work and provides teachers with more assessment time, allowing them to identify individual needs as well as observe group progress (Barbeiro, 2005).

Short Story

Esenwein (1909) defined a short story as “a brief, imaginative narrative, unfolding a single predominating incident and a single chief character; it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression” (p. 30). Similarly, Lawrence (1917) stated some essential characteristics of this genre, inspired by Poe's statements about the short story. He concluded that a short story: (1) shall be short and (2) shall possess sufficient coherence to hold the reader's or listener's unflagging interest from beginning to end.

Several benefits of using short stories in EFL classes have been reported since they increase students' motivation, develop literacy sense or boost their critical thinking skills, becoming a powerful source for assisting learners to consolidate and practice the language through communicative activities in the EFL classroom (King, 2001; Erkaya, 2005).

Six-Word stories

The six-word story is a relatively new phenomenon. It consists of a six-word sentence that is written to tell a story. It also appears under the name of short stories or flash fiction. This genre of microrelate is first contributed to Hemingways with his passage “Baby shoes. For sale. Never worn” (Wright, 2012), and lately it has been increasing in popularity thanks to its brevity and forcefulness, which makes every word count. For instance, the reader contest hosted by the SMITH online magazine “Your life story in six words” has motivated thousands of users around the world to share their stories through simple sentences (Widdicombe, 2008).

Additionally, (Ardam, 2016) stated that “The six-word story is a great jumping-off point for a classroom exercise on narrative fiction, particularly the short story” (p. 47) since this short relates promote expression, reinforce the writing process, and engage students in collaborative work. Furthermore, these flash fictions play a significant role on a cognitive level given that the readers constructed their story worlds when reading six-word stories through pragmatic theory. By implementing this genre of micro relating, readers deploy cognitive mechanisms and cooperate in diverse ways to construct the fictional worlds in their minds. Six-word stories may serve to be an argument and prompt for meaning-making due to the fact that readers’ inner thinking mechanism influences their writing and arrangements for story plots given that “while reading six-word stories, the participant can serve as a reader, reading a story; as a character, performing a role, or as a director (when empowered) instructing how each character should act” (Ming-Yu, 2016, p. 16).

Literature Review

This section shows prior studies regarding three main topics of concern: The implementation of writing circles, the elaboration of short stories and the impact of prompts on writing skills.

Maher (2018) conducted a documentary analysis entitled “Not Losing the EFL Plot: L2 Engagement through Literature (Reading Circles) and Producing Short Stories (Creative Writing Circles)” whose aim was to establish the value of literature circles and creative writing circles in the EFL context. The researcher relies on Vygotsky’s Zone of Proximal Development and the Communicative Language Teaching approach to provide a methodological framework on how instructors can implement writing circles.

The researcher concluded that the application of writing circles enhanced L2 literacy and creative playfulness of the language, as opposed to high-stakes grammatical accuracy. Besides, it leads to an increase in both student input and student output in their L2. This study is aligned with this inquiry since it suggests how writing circles can be developed regarding aspects of time, the number of students and roles, nevertheless, it only provides theoretical knowledge and does not represent an execution of the guidelines mentioned.

Similarly, AbdelFattah, Soheir, & Badawi (2020) executed research entitled “The Effect of Literature Circles on Developing EFL Creative Writing Skills for Secondary Stage Students”. The purpose of this study was to investigate the effect of literature circles on developing EFL creative writing for secondary-stage students. The sample of this study included 40 first-year secondary stage students in Egypt, to whom a pre-test and post-test were applied, following a quasi-experimental design.

The outcomes of the study indicated that the implementation of literature circles had a significant correlation with the improvement of students’ creative writing skills development, arguing that literature circles are a useful strategy that makes an active learning environment possible. This inquiry is linked to this paper since it was conducted with high schoolers and

provides insights on how creative writing skills can be measured, however, it only focuses on scores and does not take into account learners' perceptions on the matter.

The influence of short story production on writing skills has been a huge concern among scholars, Bala (2017) reported the enhancement of students' writing skills EFL students in their research "An Analysis on Effects of Story Mapping in Writing Short Stories in EFL Classes, Iraqi Case". The objective of this study was to reflect on the effects of using story maps on students' short story writing ability in EFL classes. The researchers selected eighteen EFL students from the foundation year. Participants were asked to write three short stories before and after taking eight writing courses, which were examined through statistical data analysis.

The findings of this research revealed that story map graphic organizers take a significant role to understand the elements of the story and that short story writing is a great tool to enhance students' writing motivation since no limitation confines their imagination, and they create their scripts. This research is related to this study since it provides insights on how to teach to write a short story and how to measure short stories quality from a creative approach, still, it implements a quantitative approach that omits students' perceptions and can give insights about the creative writing process, besides the participants were from foundation year, so results may differ with secondary learners.

Correspondingly, Tsiriotakis, Grünke, Spantidakis, Vassilaki, & Stavrou (2020) reported the benefits of implementing guidelines to foster story composition skills in a research paper entitled "The Impact of an Explicit Writing Intervention on EFL Students' Short Story Writing" whose main purpose was to examine the effects of a writing intervention. The participants were 177 students from two Greek elementary schools and the data was collected through the

collection of short stories, which were analyzed by using multivariate analysis of variance (RMANOVA).

The researcher found that explicit writing instruction led to the improvement of story composition skills irrespective of students' level. This research is related to this investigation since it provides insights on data analysis, besides, it exposes a methodology on how to develop writing skills through the elaboration of short stories, although it differs from the sample since it only takes into account the individual creation of stories in elementary students' and a sample with high-school students may have different results.

Furthermore, it is worth examining the implementation of prompts to boost writing skills in EFL students. For its part, Huh & Lee (2018) implemented a research study entitled "Task Complexity and Writing Prompts and Performance in EFL High School Students' Narrative Writing" to understand how two different prompts affect EFL high school students' written narrative tasks. The sample consisted of 32 intermediate EFL students who were randomly assigned to two prompt groups to complete a written narrative task. The data were discussed in terms of the Limited Attentional Capacity Model.

Findings revealed that EFL students' writing is affected by prompts, especially vocabulary sophistication since the framed prompt provided opportunities for students to stretch their lexical resources. This case study is related to this research since it explains the advantages of introducing prompts in the EFL classroom, however, it focuses on linguistic aspects such as lexicon and fluency and does not represent an execution of a program to develop writing skills.

Lastly, Le (2018) headed an inquiry entitled "Using six-word stories to trigger EFL learners' creative writing skills" to investigate the influence of six-word stories as prompts in

promoting EFL learners' creativity and language development. The sample consisted of 40 English major university seniors from Phu Yen University, Vietnam. The author's data consisted of the excerpts that the students provided based on a six-word story provided as a prompt.

The results of the study showed that students easily assimilate six-word stories since they are simple linguistically. Besides, they establish a relaxing and non-judgmental environment, where all products are valuable, irrespective of their linguistic and content quality. This study is connected with this research since it provides a better understanding of how teachers can exploit learners' writing abilities by implementing six-word stories as prompts, although it was carried out in a university which highly differs from this research context.

Pedagogical Methodology

The researcher adopted the constructivist method since learning is active rather than passive. In constructivism learners confront their understanding in light of what they encounter in the new learning situation, thinking and understanding rather than memorizing. Pupils must be provided with authentic tasks that encourage awareness of the knowledge through their construction process, engaging the creative instincts and developing students' abilities to express knowledge through a variety of ways (Bada, 2015).

The researcher also set the focus on collaborative learning as a means of promoting social and communication skills through the writing circles thus students had to work together for 6 weeks with specific roles in order to produce their final short story, enhancing knowledge construction through the exchange of ideas. The outline of the lessons and activities is summarized in the table below.

Lesson	Proposed Activities	Appendix
1	Introduction to EFL Creative Writing (2h) Project presentation (objectives, didactical route, and final product). Introduction to six-word stories. Elicitation and six-word story organization activity. Pre-test: To write a 100 words short story in 30 minutes. Individual Task: to elaborate a six-word story.	(See Appendix A) Planning Teaching Notes Evidence
2	Knowing your Role (2h) Writing circles organization. Assignment of roles and explanation of each one. Analyze a short story. Identify the main elements of a story: setting (time and place), and plot, and understood their functions within a story. In-class activity: Analysis of a short story (video) and propose an opening. Group Task: short story analysis.	(See Appendix B) Planning Teaching Notes Evidence
3	Let's Build a Character (2h) Discuss the characters of popular stories. Identify aspects of character construction (physical appearance, personality traits). Adjectives and place of the adjective in a sentence Tips on Tense Agreement when writing a story.	(See Appendix C) Planning Teaching Notes Evidence

	<p>What is an acronym?</p> <p>Group Task: Create a character and made an acronym with his/her name telling the story of the character.</p>	
4	<p>The show must go on! (2h)</p> <p>Analysis of the role of dialogues in a story</p> <p>To understand the role and punctuation rules of dialogues.</p> <p>Group Task: To create a short story with characters and dialogues. One member will take the role of storyteller and students will use their script to perform a play. (homework) To elaborate on the first short story draft.</p>	<p>(See Appendix D)</p> <p>Planning</p> <p>Teaching Notes</p> <p>Evidence</p>
5	<p>Making Adjustments</p> <p>To deliver the corrected Draft and provide group feedback.</p> <p>Post-test: To write a 100 words short story in 30 minutes.</p> <p>To apply the google forms survey to the random sample.</p>	<p>(See Appendix E)</p> <p>Planning</p> <p>Teaching Notes</p> <p>Evidence</p>
6	<p>Telling our Tell</p> <p>Presentation of the final product.</p> <p>Grades Delivery.</p>	<p>(See appendix F)</p> <p>Planning</p> <p>Teaching Notes</p> <p>Evidence</p>

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Table 1. Pedagogical Methodology

Timetable

Contrary to the envisaged chronogram, the project implementation faced several challenges due to a variety of academic activities that forced the researcher to modify the schedule constantly. By the same token, there were a lot of holidays and days off thus some of the activities designed to be class-work have been set as homework on Google Classroom.

Lesson	Date	Duration (hours)	Activities
1	10-1: 14/09/2022 10-2: 14/09/2022	1	six-word stories Pre-test Task: To write a six-word story
2	10-1: 27/09/2022 10-2: 28/09/2022	2	Writing circles role consolidation explanation Short story analysis Elements of a story: setting (time and place), plot Task: short story analysis
3	10-2: 18/10/2022 10-1: 19/10/2022	2	Analysis of a story (video) 40' Character construction (physical appearance, personality traits)

			Tense Agreement Task: Character Acronym telling the story of the character
4	10-2: 24/10/2022 10-1: 26/10/2022	1	Analysis of a short story: Dialogues Task: role play Task: first draft
5	10-2: 08/11/2022 10-1: 09/11/2022	2	Delivery corrected Draft General feedback Post-test
6	10-2: 15/11/2022 10-1: 16/11/2022	1 FINAL	Presentation Final Grades

Table 2. Project Chronogram

Research Methodology

This study adopted a mixed-method approach. Creswell (2009) defines it as the research procedure that gathers qualitative and quantitative data, so the results reinforce each other. He displays research strategies such as the use of closed-ended versus open-ended questioning, and the focus on numeric versus non-numeric data analysis, although qualitative methods seem to fit action research efforts appropriately, study research questions may necessitate action researchers to use both quantitative and qualitative data sources, particularly when teacher-researches have to include student achievement data.

The researcher gathered field notes for observation and diagnosis of the viability of the project implementation (See [Appendix G](#)). The proposal employed quantitative/qualitative surveys on lesson 07 when the project was concluded to gather in-depth insights into creative writing circles to enhance writing skills implementation (See [Appendix H](#)). On the other side, 16 written corpora were collected from students' pre-test and post-test ([See Appendix J](#)) and were analyzed quantitatively by reading, assessing, and systematizing the data collected.

Research Design

This study followed pedagogical action research design whose intention is to improve professional practices in the English classroom. It involves systematic observations and data collection which can be used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies (Parsons & Brown, 2002). Pedagogical action research design allowed the researcher to collect corpus and students' opinions for data in a sustained period to solve the main question of the study.

Population and Sample

The population consisted of 38 tenth-grade Students of the public Educational Institution Guatiquia School whose age range between 14 and 17 years old. Besides, a dependent T-sample of 16 corpora has been systematized and a sample of 10 students were asked to participate to complete the qualitative/quantitative survey to gather students' perceptions of the matter (See [Appendix I](#)).

Instruments

Corpus writing

Corpus writing can be defined as collections of samples of real-life language produced by both native and non-native speakers in oral and written contexts (Dugartsyrenova, 2020). For the pre-test completion, students were asked to write a short story of 200-250 words in order to examine students creative writing abilities regarding the elemental aspects of a story such as a plot, characters, dialogue, and fluency, among others. 16 corpora were selected randomly and students gave their consent to participate anonymously in this research. The corpora were assessed and systematized bearing in mind Bala's (2017) assessment grid for short stories and two other features added by the researcher (Fluency and Verb Tense Consistency). The data was systematized via Microsoft Excel (See [Appendix J](#)) to determine whether the mean difference between two sets of observations is zero (Statistics Solutions, 2022) therefore, corpora from the same students were graded with Bala's grid before and after the project implementation.

3.4 Findings and Results

Table 1: Scoring Tools											
NO	Setting (Time)	Setting (Place)	Main Char acter	Starter event	Probl em	Cli ma x	Resolution	Logical order	The me	Total Points	%
S1	0	1	1	1	1	0	1	1	1	7	77.7
S2	0	0	1	1	1	0	1	1	1	6	66.6
S3	1	0	1	1	0	0	0	0	0	3	33.3
S4	1	1	1	0	1	1	1	1	1	8	88.8
S5	0	1	1	1	1	1	1	1	1	8	88.8
S6	1	1	0	0	1	0	0	0	0	3	33.3
S7	0	1	1	0	1	0	1	0	0	4	44.4
S8	0	0	1	1	1	0	1	1	1	6	66.6
S9	0	1	1	1	1	1	0	1	1	7	77.7
S10	0	1	1	1	1	1	1	1	1	8	88.8
S11	0	0	1	0	1	0	0	0	1	3	33.3
S12	1	0	1	1	0	0	0	0	0	3	33.3

Table 3. Bala's (2017) short stories assessment grid

No	Title	Setting (Place)	Setting (time)	Main Character	Starter Event	Problem	Climax	Resolution	Logical Order	Theme	Fluency	Verb Tense consistency	Total Points	%
1 PR	0	0	0	1	1	0	0	0	0	0	0	1	3	2.50
2 LH	1	1	0	1	1	0	0	0	0	1	1	0	6	5.00
3 IL	1	1	0	1	1	0	0	0	1	1	1	1	8	6.67
4 AS	0	1	0	1	1	0	0	0	0	0	0	1	4	3.33
5 MJ	0	1	1	1	1	1	0	0	1	0	0	0	6	5.00
6 KV	0	1	0	1	1	1	1	1	1	0	1	0	7	5.83
7 NG	1	1	1	1	1	1	1	0	1	1	1	1	11	9.17
8 JE	1	0	0	1	1	1	1	1	1	1	1	0	9	7.50
9 NC	0	1	0	0	0	0	0	0	1	0	0	0	2	1.67
10 MM	1	1	1	1	1	1	0	1	1	1	1	0	10	8.33
11 LE	0	0	1	1	1	0	0	0	1	0	0	1	5	4.17
12 JJ	1	1	0	1	1	0	0	0	1	1	0	1	7	5.83
13 MG	0	1	1	1	1	0	0	0	1	1	0	0	6	5.00
14 SM	0	1	1	1	1	1	0	0	1	1	1	0	8	6.67
15 PO	0	1	1	1	1	1	0	1	1	1	0	1	9	7.50
16 CP	1	1	1	1	1	0	0	0	1	1	1	1	9	7.50

Table 4. Researchers' proposed grid.

The table is composed of 12 variables defined as follows:

Setting: It describes where and when the story takes place.

Plot: It refers to a chain of events in the story.

Characterization: Fantastical characters who have a part in the story fictionalized by the writer.

Conflict: The problem that occurs in the story.

Climax: Peak of the problem.

Resolution: It defines the solution at the end of the story.

Theme: It states the main idea of the story.

Fluency: More than 80 words in 30 minutes.

Verb tense Consistency: using the same verb tense whenever necessary within the same sentence or paragraph.

Qualitative/Quantitative Surveys

Surveys are considered the collection of any information from a sample of people through their responses to pre-elaborated questions to describe the nature of existing conditions or determine the relationships that exist between specific events (Cohen, Manion, & Morrison, 2007). Surveys were completed by ten students comprising a diagnostic usage of writing circles to create short stories inside an EFL classroom.

Students' Qualitative/Quantitative survey was carried out from November 16th until November 18th, 2022. The researcher communicated with the participants via WhatsApp to share with them the survey link, in which participants encountered multiple answers to describe quantitative statistics related to the central phenomenon. In addition, these surveys included two open-ended questions to determine students' opinions on the effectiveness and engagement of writing circles to produce creative stories.

These qualitative surveys consisted of giving personal information such as name, last name, and the course that the student is enrolled in. On the other hand, there were three questions with multiple answers related to the effectiveness of writing circles to boost English writing skills, and two open-ended questions about the overall experience and how it could be improved (See [Appendix K](#))

Data Analysis

Instruments Categorization

In the data analysis stage, the researcher followed a deductive analysis which is suitable for exploring an existing theory or framework within a text (Kyngäs & Kaakinen, 2020). In this case, insights towards an implemented writing workshop. A structured coding matrix based on the studied components for the project implementation to categorize instruments was developed prior to the data collection process.

“The researcher might collect both quantitative and qualitative data concurrently and integrate or merge the two databases by transforming the qualitative themes into counts and comparing these counts with descriptive quantitative data” (Creswell J. W., 2009). In the following table, the information concerning students’ tests and qualitative/quantitative surveys was generalized thanks to the established categories and subcategories.

CATEGORIZATION OF THE INSTRUMENT (Short Story Tests)		
Open Categorization	Subcategory	Data
Writing incidence in	Approximations to writing in EFL	The mean for the pre-test was 5.7 which is slightly above the mean but below the approval grade (6).

the EFL classroom	Short Stories production.	Mean Pre-Test	5.7	
		Mean Post-test	8.3	
		Mean	2.9	
		Percentage of Improvement	45%	
		The mean difference was 2.9 (5.7 for the pre-test vs 8.3 for the post-test) this represents a 45% of improvement towards the production of short stories.		
	Creative Writing Skills	The creative writing skills were enhanced in the project, being problem and climax the ones with more improvement (56%). Fluency had a 44% of improvement. Besides the items taken into account for the dependent sample, some other topics were covered and reflected on the post-test such as dialogues, drawings and character descriptions.		
Students' perceptions	Aspects to improve	The setting was divided into time and place. For setting regarding the time where the story took place there was an increase of 39%. On the other hand, the setting regarding the specific place where the events occurred, decreased by 13% which even if it is not statistically significant, is worth putting more emphasis on the distinction and the need for both settings (time and place) for future interventions.		

Table 5. Test Categorization

CATEGORIZATION OF THE INSTRUMENT (Students' Survey)
Open Categorization

Category	Subcategory	Data
Writing incidence in the EFL classroom	Approximations to writing in EFL.	<p>First question “Before the implementation of this project, had you already produced written production texts in English?” 70% of participants indicated that this was the first time working written production on EFL.</p> <p>Regarding the fourth question “I felt less inclined to use a dictionary/translator while writing short stories than during a normal class” 70% indicated agreement, controversially, 10% showed disagreement.</p> <p>Even if this percentage is not significant, on the open-ended questions 2 participants manifested that the use of a translator should be limited when writing the stories.</p> <p>For item number 7 “The implementation of the project contributed to the strengthening of my English knowledge.” 50% of respondents claimed that they agreed, 40% somehow agree and 10% had a neutral position towards the statement.</p> <p>In question number 8 Students were asked to select the boxes that contained the aspect that the project had strengthened on them (Graphic 7). An 80% claimed that with the project they had improved their writing and drafting skills while a 60% selected that the project increased their willingness to speak in English.</p> <p>80% agreed that they would like to see these types of projects continue to be implemented in the institution.</p>

	Short Stories production.	<p>Overall, 90% of students manifested that “The project provided them with the basic knowledge to create short stories” and 10% of participants remain neutral about the statement. One of them exclaimed, “what I liked about the project was that I learned how to write a story in English.”</p>
		<p>E1:</p> <p>Lo que más me gustó del proyecto fue que aprendí a redactar una historia en inglés.</p> <p><i>What I liked the most about the project was that I learned how to write a story in English.</i></p>
	Creative Writing Skills	<p>100% of students demonstrated that the project has exploited their creative skills. Besides, in the open-ended questions, 40% of individuals highlighted that creativity was one of the aspects that they liked about the project. As can be evidenced in one of the excerpts "what I like the most about the project was that I was able to learn through the imagination (...), exploiting that creativity that is rarely seen in a classroom".</p> <p>E1:</p> <p>El poder aprender con la imaginación (...) explotar esa creatividad que muy pocas veces se ve en un aula.</p>

		<p>E2:</p> <p>Elaborar historias cortas en clase también hacer la historia en tipo hojas de cartulinas como un libro</p> <p>E3:</p> <p>Me gustó la forma en la que se podía crear una historia con una simple idea y llenarla de creatividad, personajes, descripciones, etc.</p> <p>E4:</p> <p>Que ponía en práctica mi imaginación y creatividad, también que aprendí a redactar una historia en inglés.</p>
Writing Boosters	Team Work enhancer to EFL stories	<p>Question number 2 inquired learners if “the implementation of the writing circles strengthened teamwork, where each of the members contributed significantly to the activities”. 60% completely agree while the 40% remaining stated to somehow agree.</p> <p>On the other hand, regarding statement 5 “the creative writing space lowered my anxiety levels compared to a traditional class”. 40% of students claimed to agree, 50% somehow agree and 10% stated to agree or disagree. In fact, in the open-ended question, 30% of learners mentioned that they appreciated team-work when producing stories in EFL. As stated by Jimmy “I loved that each student had a role in each group for the</p>

		<p>production of short stories”, referring to the roles that were assigned in the writing circles at the beginning of the project implementation.</p> <p>E1:</p> <p>Me encantó, que cada estudiante tuviera y desarrollara un papel en cada grupo para la producción de historias cortas</p> <p>E2:</p> <p>el trabajo en equipo</p> <p>E3:</p> <p>El trabajo en equipo</p>
	Six-word stories as Prompts.	<p>70% of students claimed use of six-word stories as writing prompts contributed to group discussion and led to story action and 30% of them partially agree</p>
Students’ perceptions	writing circles benefits	<p>90% (40-50) of participants agreed that the creative writing space lowered their anxiety levels compared to a traditional class.</p> <p>The most voted competences were creativity (100%), motivation (90%), and writing skills (80%). This is supported by some of the student's claims. For example, Jenna said “what I liked the most about the project was that I put my imagination and creativity into practice, and also that I learned to write a story in English”</p>

		<p>Besides, students highlighted that the use of TICS, the variety of activities, and the didactic classes encouraged them to carry out the project. For example, one of them claimed “I enjoyed the didactic way in which each class was carried out and the implementation of audiovisual media”.</p> <p>E1:</p> <p>el trabajo en equipo</p> <p>E2:</p> <p>Me encantó, que cada estudiante tuviera y desarrollara un papel en cada grupo para la producción de historias cortas</p> <p>E3:</p> <p>estas actividades se vio el cambio de percepción de las cosas de las clases, el poder aprender con la imaginación</p> <p>E4:</p> <p>la manera didáctica en que se realizaba cada clase los medios audiovisuales</p> <p>E5:</p> <p>Como las clases fueron didácticas y la forma en la que se podía crear una historia con una simple idea y llenarla de creatividad, personajes, descripciones, etc.</p> <p>E6:</p> <p>Que ponía en práctica mi imaginación y creatividad, también que aprendí a redactar una historia en inglés.</p>
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	<p>Aspects to improve</p>	<p>11. According to your experience, what are the aspects to improve in the short story production project in writing circles?</p> <p>60% of respondents claimed that there was no need to improve the project as claimed by Skyler “I think the project was very well organized and I don't see aspects to improve”. On the other hand, the other 40% suggested that the translator employment should be diminished and that students’ participation spaces could be boosted as well as the explanation of structures to elaborate a short story.</p> <p>E1:</p> <p>Creo que el proyecto estuvo muy bien organizado y no le veo aspectos a mejorar</p> <p>E2:</p> <p>algunas personas optaban por ser facilitas(...) y optaban buscar todo en el traductor.</p> <p>E3:</p> <p>se podría mejorar la participación de personas que comúnmente no tienen agilidad.</p> <p>E4:</p> <p>Explicar mejor la estructura para hacer una historia corta.</p>

Table 6. Survey Categorization

Triangulation Process

Since mixed methods combine both quantitative and qualitative research and methods in a research study, many of the data collected by the most common instruments can be coded as numbers and also analyzed as text or transformed from quantitative to qualitative and vice versa (Hernández, Fernández, & Baptista, 2014). In this matter, short story items were quantified to check if there was an improvement in students' written productions. The open-ended questions were categorized according to their content and the most representative excerpts were taken as examples. The quantitative survey's data was examined to understand students' impressions and the quantitative results were taken into account to be discussed qualitatively.

The triangulation concept may be summarized as the process of collecting data from unequal resources, research instruments or sources. This procedure indicates the evidence that must be supported and verified through different sources, themes, or perspectives. Concerning this process, the concurrent triangulation strategy has been fruitful to analyze the quantitative and qualitative data collected and then comparing it to determine if there is convergence, differences, or some combination. The researcher created two tables, keeping in mind Cresswell and Hernandez et al. recommendations for mixed methods treatment to better organize the information abridged with the categorization tables. One of them possesses the triangulation process among instruments, and the other table brings information about the triangulation procedure among results, theory and researcher discernments.

INSTRUMENT DATA TRIANGULATION				
DEDUCTIVE ANALYSIS				
RESULTS				
Category	Subcategory	Tests	Questionnaire	Interrelation Among Instruments
Writing incidence in the EFL classroom	Approximations to writing in EFL	The mean for the pre-test was 5.7 which is slightly above the mean but below the approval grade (6).	<p>First question “Before the implementation of this project, had you already produced written production texts in English?”</p> <p>70% of participants indicated that this was the first time working written production in EFL.</p> <p>Regarding the four question “I felt less inclined to use a dictionary/translator while writing short stories than during a normal class” 70% indicated agreement, controversially, 10% showed disagreement. Even if this percentage is not significant, on the open-ended questions 2 participants manifested that the use of translator should be limited when writing the stories.</p> <p>For item number 7 “The implementation of the project contributed to the strengthening</p>	<p>Regarding the approximations to EFL writing, 70% of participants indicated that this was the first time producing written productions in English. This was reflected on the pre-test mean (5.7) which was slightly below the approval grade (6).</p> <p>Furthermore, the vast majority of students claimed that the implementation of the project contributed to the strengthening of their English knowledge. 50% of respondents stated that they totally agree, 40% were somehow agree and the remaining 10% showed a neutral position.</p> <p>By the same line, a 70% of students manifested that they felt less inclined to use a dictionary/translator while writing short stories than during a normal</p>

			<p>of my English knowledge.” 50% of respondents claimed that they agreed, 40% somehow agree and 10% had a neutral position towards the statement.</p> <p>In question number 8 Students were asked to select the boxes that contained the aspect that the project had strengthened on them (Graphic 7). An 80% claimed that with the project they had improved their writing and drafting skills while a 60% selected that the project increased their willingness to speak in English.</p> <p>80% agree that they would like to see these types of projects continue to be implemented in the institution.</p>	<p>class and an 80% claimed that with the project they had improved their writing and drafting skills while a 60% selected that the project increased their willingness to speak in English. Finally, 90% agreed that it would be fruitful to keep implementing this kind of projects in the institution.</p>
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	Short Stories production.	The mean difference was 2.9 (5.7 for the pre-test vs 8.3 for the post-test) this represents a 45% of improvement towards the production of short stories.		Overall, 90% of students manifested that “The project provided them with the basic knowledge to create short stories” and 10% of participants remain neutral about the statement. In fact, one of them exclaimed “what I liked about the project was that I learned how to write a story in English.”	Overall, 90% of students manifested that “the project provided them with the basic knowledge to create short stories” and a 10% of participants remain neutral about the statement. In fact, one of them exclaimed “what I liked about the project was that I learned how to write a story in English”. This is reflected on the mean difference of the dependent samples results that was 2.9 (5.7 for the pre-test vs 8.3 for the post-test). This, represents a 45% of improvement towards the production of short stories.
		Concerning the aspects to			
		Mean Pre-Test	5.7		
		Mean Post-test	8.3		
		Mean	2.9		
		Percentage of Improvement	45%		
		enhance, only one item worsened after the project implementation.			
		The setting regarding the specific place			

		<p>where the events have place decreased a 13% which even if it is not statistically significant it is worth to take into account for future interventions.</p>		
	<p>Creative Writing Skills</p>	<p>The creative writing skills were enhanced in the project, being problem and climax the ones with more improvement (56%). Fluency</p>	<p>A 100% of students demonstrated that project has exploited their creative skills. Besides, in the open-ended questions 40% of individual highlighted that creativity was one of the aspects that they had liked about the project. As it can be evidenced in one of the excerpts "what I like</p>	<p>A 100% of students manifested that project has exploited their creative skills. Besides, in the open-ended questions 40% of individuals highlighted that creativity was one of the aspects that they had liked about the project in the open questions. One of the participants stated "what I</p>

		<p>had a 44% of improvement.</p> <p>Besides, the items taken into account for the dependent sample some other topics were covered and reflected on the post-test such as Dialogues, Drawings and character description.</p>	<p>the most about the project was that I was able to learn through the imagination (...), exploiting that creativity that is rarely seen in a classroom".</p>	<p>like the most about the project was that I was able to learn through the imagination (...), exploiting that creativity that is rarely seen in a classroom".</p> <p>The post-test also supports this claim since students were able to fully create stories following the pertinent structure. Problem and climax were the items with more improvement (56%). Fluency had a 44% of improvement and besides the items taken into account for the dependent sample some of the covered topics were reflected on the post-test such as dialogues, drawings and character description, however, creativity was not only on the story but also in physical writing circles. Final project delivery.</p>
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<p>Writing Boosters</p>	<p>Team Work enhancer to EFL stories</p>		<p>Question number 2 inquired learners if “the implementation of the writing circles strengthened teamwork, where each of the members contributed significantly to the activities”. 60% were completely agree while the 40% remaining stated to be somehow agree.</p> <p>On the other hand, regarding statement 5 “the creative writing space lowered my anxiety levels compared to a traditional class”. 40% of students claimed to be totally agree, 50% were somehow agree and 10% stated to agree nor disagree. In fact, in the open-ended question 30% of learners mentioned that they appreciated team-work when producing stories in EFL. As stated by Jimmy “I loved that each student had a role in each group for the production of short stories”, making reference to the roles that were assigned in the writing</p>	<p>Writing circles were a great tool for improving team work by assigning roles to each one of the participants. 100% of participants concurred that writing circles represented an opportunity to strengthen teamwork (60% completely agree and 40% somehow agree).</p> <p>Moreover, in the open ended-question about what has been the aspect that they liked more about the project 30% of learners mentioned that they appreciated team-work when producing stories in EFL. As stated by Jimmy “I loved that each student had a role in each group for the production of short stories”, making reference to the roles that were assigned in the writing circles at the beginning of the project implementation.</p>
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			circles at the beginning of the project implementation.	
	Six-word stories as Prompts		70% of students claimed use of six-word stories as writing prompts contributed to group discussion and led to story construction and a 30% of them were partially agree.	Students claimed that the use of six-word stories as writing prompts contributed to group discussion and led to story construction (70% were totally agree while 30% were partially agree).
Students' perceptions	writing circles Benefits		<p>90% (40-50) agreed that the creative writing space lowered their anxiety levels compared to a traditional class.</p> <p>The most voted competences were creativity (100%), motivation (90%) and writing skills (80%). This is supported with some of the students' claims. For example, Jenna said "what I liked the most about the project was that I put my imagination and</p>	Students highlighted several benefits from the implementation of writing circles to produce short stories. 90% of students agreed that the creative writing space lowered their anxiety levels compared to a traditional class (40% totally agree 50% somehow agree). Besides, Students manifested that the project exploited their creativity (100%), motivation (90%) and writing skills (80%). In fact, one of the

			<p>creativity into practice, also that I learned to write a story in English”</p> <p>Besides, students highlighted that the use of TICS, the variety of activities and the didactic classes encouraged them to carry the project. For example, one of them claimed “I enjoyed the didactic way in which each class was carried out and the implementation of audiovisual media”.</p>	<p>participants claimed “what I liked the most about the project was that I put my imagination and creativity into practice, also that I learned to write a story in English”</p>
	<p>Aspects to improve</p>	<p>Setting was divided into time and place. While for time there was an increase of 39% for setting regarding the specific place where the events have place decreased a 13% which even if it is not</p>	<p>60% of respondents claimed that there was no need to improve the project as claimed by Skyler “I think the project was very well organized and I don't see aspects to improve”. On the other hand, the other 40% suggested that the translator employment should be diminished and that students’ participation spaces could be boosted as well as the explanation of structures to elaborate a short story.</p>	<p>Although 60% of respondents asserted that there was no need to improve the project. For example, one of them mentioned that “I think the project was very well organized and I don't see aspects to improve”. On the other hand, 40% of participants suggested that the translator employment should be diminished and that students’ participation spaces could be boosted as well as the explanation of structures to elaborate a short story.</p>

		statistically significant it is worth to take into account for future interventions.		
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Table 7. Triangulation among instruments

Themes Categorization				
Theme	Categories	Subcategories		
Short stories consolidation as a learning strategy to improve creative writing skills	Writing incidence in the EFL classroom	Approximations to writing in EFL Regarding the approximations to EFL writing 70% of participants indicated that this was the first time producing written productions in English. This was reflected on the pre-test mean (5.7) which was slightly below	Short Stories production Overall, 90% of students manifested that “the project provided them with the basic knowledge to create short stories” and a 10% of participants remain neutral about the statement. In fact, one of them exclaimed “what I liked about the project was that I learned how to write a story in English”. This is reflected on the mean difference of the dependent samples results that was 2.9 (5.7 for the pre-test	Creative Writing Skills 100% of students manifested that project has exploited their creative skills. Besides, in the open-ended questions 40% of individuals highlighted that creativity was one of the aspects that they had liked about the project in the open questions. One of the participants stated "what I like the most about the project was that I was able

		<p>the approval grade (6).</p> <p>Furthermore, the vast majority of students claimed that the implementation of the project contributed to the strengthening of their English knowledge. 50% of respondents stated that they were totally agree, 40% were somehow agree and the remaining 10% showed a neutral position.</p> <p>By the same line, 70% of students manifested that they felt less inclined to use a dictionary/translator while writing short stories than during a normal class and 80%</p>	<p>vs 8.3 for the post-test). This, represents a 45% of improvement towards the production of short stories.</p> <p>Concerning the aspects to enhance, only one item worsened after the project implementation. The setting regarding the specific place where the events have place decreased a 13% which even if it is not statistically significant it is worth to take into account for future interventions</p>	<p>to learn through the imagination (...), exploiting that creativity that is rarely seen in a classroom".</p> <p>The post-test also supports this claim since students were able to fully create stories following the pertinent structure. Problem and climax were the items with more improvement (56%). Fluency had a 44% of improvement and besides the items taken into account for the dependent sample some of the covered topics were reflected on the post-test such as dialogues, drawings and character description, however, creativity was not only on the story but also in physical writing circles. Final project delivery.</p>
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		<p>claimed that with the project they had improved their writing and drafting skills while 60% selected that the project increased their willingness to speak in English. Finally, 90% agreed that it would be fruitful to keep implementing this kind of projects in the institution.</p>		
		<p>General Statement:</p> <p>The vast majority of participants indicated that this project represented their first approach to English writing. Overall, 90% of students manifested that the project provided them with the basic knowledge to create short stories and that the implementation of the project contributed to the strengthening of their English knowledge while 10% of participants remain neutral about the statement. In fact, one student claimed, “what I liked about the project was that I learned how to write a story in English”. This is reflected in the mean difference between the results of the dependent sample which was 2.9 (5.7 for the pre-test vs 8.3 for the post-test). This represents a 45% of improvement in the production of short stories, however, the setting (place)</p>		

		<p>diminished by 13% in the individual stories. This might be due to the fact that all students implemented the setting (time) and did not consider it necessary to specify the place in which events took place.</p> <p>Along the same line, creativity played a major role during the short stories' elaboration process. 100% of students manifested that project has exploited their creative skills. In the open-ended questions, 40% of participants made highlighted the aspect that they could use creativity to learn English. In fact, in the survey's open-ended question, Jesse stated "what I like the most about the project was that I was able to learn through the imagination (...), exploiting that creativity that is rarely seen in the classroom.</p>	
Motivating students through the use of prompts and collaborative work	Writing Boosters	<p>Team Work enhancer to EFL stories</p> <p>Writing circles were a great tool for improving team work by assigning roles to each one of the participants. 100% of participants concurred that writing circles represented an opportunity to strengthen teamwork (60% completely agree and 40% somehow agree).</p> <p>Moreover, in the open ended-question about what has been the aspect that they liked more about the project 30% of learners mentioned that they appreciated team-work when producing stories in EFL. As stated by Jimmy "I loved that each student had a role in each group for the production of short</p>	<p>Six-word stories as Prompts</p> <p>Students claimed that the use of six-word stories as writing prompts contributed to group discussion and led to story construction (70% were totally agree while 30% were partially agree).</p>

		<p>stories”, making reference to the roles that were assigned in the writing circles at the beginning of the project implementation.</p>	
		<p>General Statement:</p> <p>Writing circles demonstrated to be a great tool for improving teamwork by assigning roles to each one of the participants. 100% of participants concurred that writing circles represented an opportunity to strengthen teamwork (60% completely agree and 40% somehow agree). Moreover, learners mentioned that they appreciated teamwork promoted through specific roles “I loved that each student had a role in each group for the production of short stories”. Finally, students claimed that the use of six-word stories as writing prompts contributed to group discussion and led to story construction.</p>	
<p>Short story workshop as an advantageous</p>	<p>Students’ perceptions</p>	<p>writing circles Benefits</p> <p>Students highlighted several benefits from the implementation of writing circles to produce short stories. 90% of students agreed that the creative writing space lowered their anxiety levels compared to a traditional class (40%</p>	<p>Aspects to improve</p> <p>60% of respondents asserted that there was no need to improve the project. For example, one of them mentioned that “I think the project was very well organized and I don't see aspects to improve”. On the other hand, 40% of participants suggested</p>

<p>tool in the EFL classroom</p>		<p>totally agree 50% somehow agree).</p> <p>Besides,100% of students manifested that the project exploited their creativity, 90% motivation and 80% writing skills. In fact, one of the participants claimed “what I liked the most about the project was that I put my imagination and creativity into practice, also that I learned to write a story in English”</p> <p>70% of students manifested that they felt less inclined to use a dictionary/translator while writing short stories than during a normal class and 80% claimed that with the project they had improved their writing and drafting skills while 60% selected that the project increased their willingness to speak in English.</p> <p>90% agreed that it would be fruitful to keep implementing this kind of projects in the institution.</p>	<p>that the translator employment should be diminished and that students’ participation spaces could be boosted as well as the explanation of structures to elaborate a short story.</p>
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	<p>General Statement:</p> <p>Besides, students highlighted several benefits of the implementation of writing circles to produce short stories. 90% of students agreed that the creative writing space lowered their anxiety levels compared to a traditional one. Besides, Students manifested that the project exploited their creativity, motivation, and writing skills. In fact, one of the participants claimed “what I liked the most about the project was that I put my imagination and creativity into practice, and also that I learned to write a story in English”. 70% of students manifested that they felt less inclined to use a dictionary/translator while writing short stories than during a normal class and 80% claimed that with the project they had improved their writing and drafting skills while 60% selected that the project increased their willingness to speak in English.</p> <p>60% of students asserted that there was no need to improve the project as stated by Missy “I think the project was very well organized and I don't see aspects to improve”. The remaining 40% of participants suggested boosting students’ participation as well as the explanation of structures to elaborate a short story. Finally, the positive impact of the project can be reflected in that 90% agreed that it would be fruitful to keep implementing this kind of project in the institution.</p>
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Table 8. *Triangulation among categories*

Ethical Considerations

According to Fouka & Mantzourou (2011), ethics is important in research endeavors and requires that investigators protect the dignity of their subjects and publish the information that is examined. The gathered information has been treated without data fabrication for the benefit of the inquiry. On the other hand, the previous interviews were distributed with the answers given by the participants without any change in their words and the most approximate translation. At

the same time, participants of the research had owned an adequate level of confidentiality, i.e. their names had been changed in the inquiry, as a synonym of confidentiality.

Moreover, participants had the right to withdraw from the research if feeling uncomfortable throughout the data collection process. By the same token, this study has been executed with the informed consent of students who aimed to be part of the investigation as shown in the consent letter (See [Appendix I](#)). This study does not provide manipulated materials or results that incriminate participants' or researchers' integrity. By the same token, there is no affiliation with any organization that could profit from individuals' data or opinions.

Results

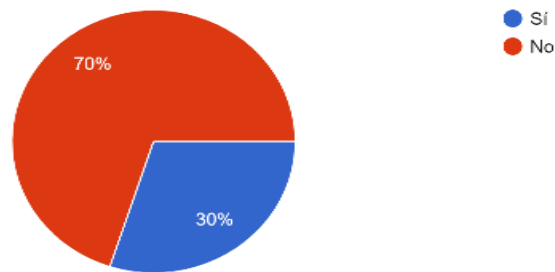
Short stories consolidation as a learning strategy to improve creative writing skills

The vast majority of participants indicated that this project represented their first approach to English writing (See [Graphic 1](#)). Overall, 90% of students manifested that the project provided them with the basic knowledge to create short stories and that the implementation of the project contributed to the strengthening of their English knowledge while 10% of participants remain neutral about the statement (See [Graphic 2](#)). In fact, one student claimed, “what I liked about the project was that I learned how to write a story in English”. This is reflected in the mean difference between the results of the dependent sample which was 2.9 (5.7 for the pre-test vs 8.3 for the post-test) as shown in [Graphic 3](#). This represents a 45% of improvement in the production of short stories (See [table 9](#)), however, the setting (place) diminished by 13% in the individual stories (See [Graphic 4](#)). This might be due to the fact that

all students implemented the setting (time) and did not consider necessary to specify the place in which events took place.

1. Antes de la implementación de este proyecto, ya había elaborado textos de producción escrita en inglés.

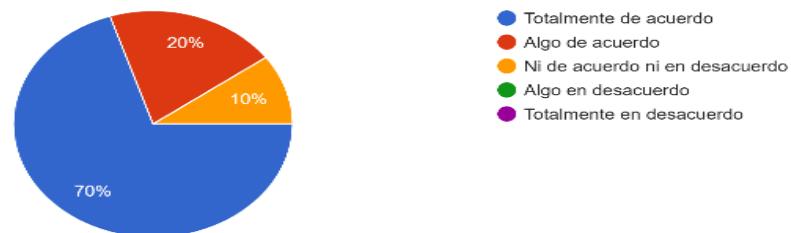
10 respuestas



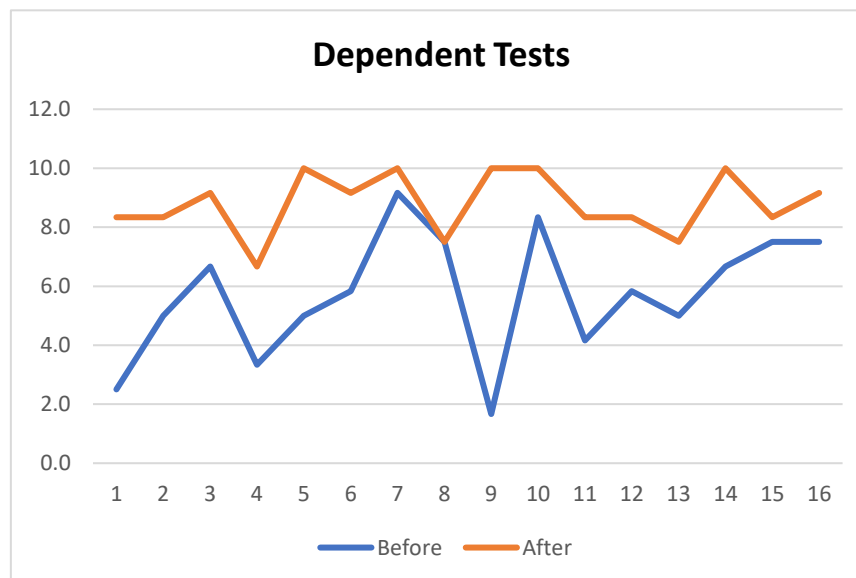
Graphic 1. Participants' experience with English written production

6. El proyecto me proveyó con los conocimientos básicos para elaborar historias cortas.

10 respuestas



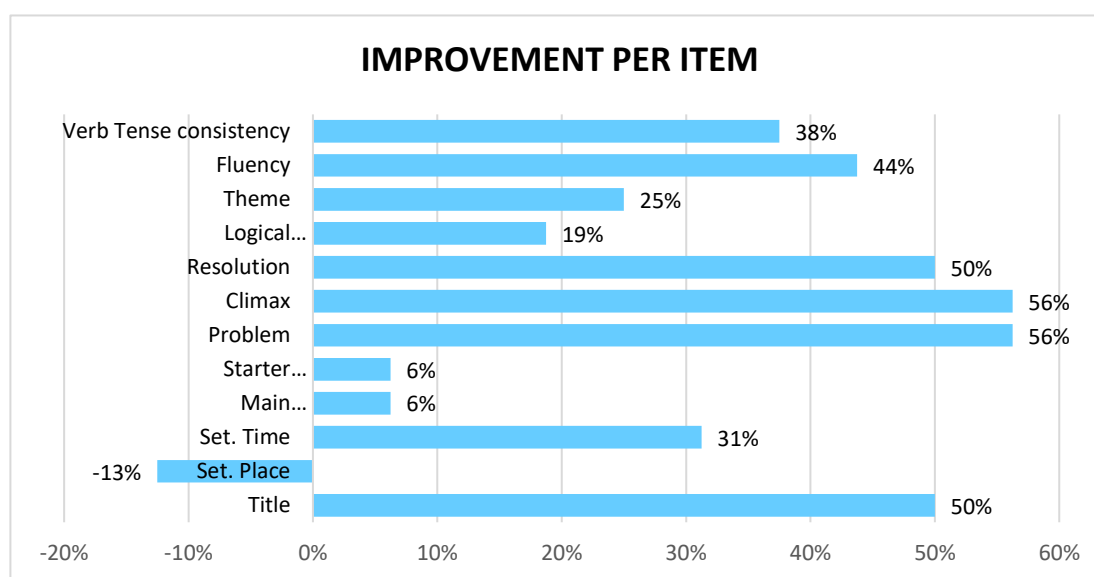
Graphic 2. Project efficiency in providing basic knowledge for short story elaboration



Graphic 3. Pre-test (blue) and post-test (orange) results

Mean Pre-Test	5.7
Mean Post-test	8.3
Percentage of Improvement	45%

Table 9. Pre-test and post-test mean.



Graphic 4. Short Story Improvement per Item.

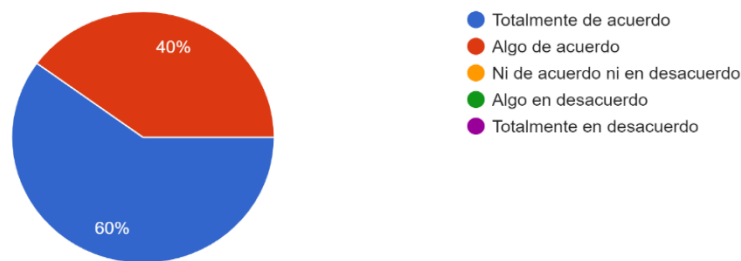
Along the same line, creativity played a major role during the short stories' elaboration process. 100% of students manifested that project has exploited their creative skills (See graphic 7). In the open-ended questions, 40% of participants made highlighted the aspect that they could use creativity to learn English with statements such as "what I like the most about the project was that I was able to learn through the imagination (...), exploiting that creativity that is rarely seen in a classroom".

Motivating students through the use of prompts and collaborative work

Writing circles demonstrated to be a great tool for improving teamwork by assigning roles to each one of the participants. 100% of participants concurred that writing circles represented an opportunity to strengthen teamwork (60% completely agree and 40% somehow agree) as illustrated in [Graphic 5](#). Moreover, learners mentioned that they appreciated teamwork promoted through specific roles “I loved that each student had a role in each group for the production of short stories”.

2. La implementación de los círculos de escritura fortaleció el trabajo en equipo, dónde cada uno de los integrantes aportaban de manera significativa en las actividades.

10 respuestas

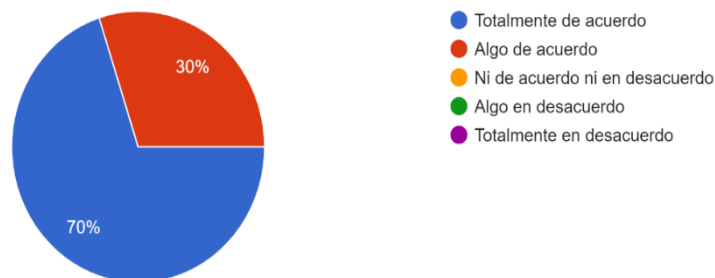


Graphic 5. Team-work strengthening through writing circles

Finally, [Graphic 6](#) evidences that the use of six-word stories as writing prompts contributed to group discussion and led to story construction.

3. El uso de historias de seis palabras como incitadores de escritura contribuyó a la discusión en grupo y condujo a la puesta en marcha de la historia.

10 respuestas



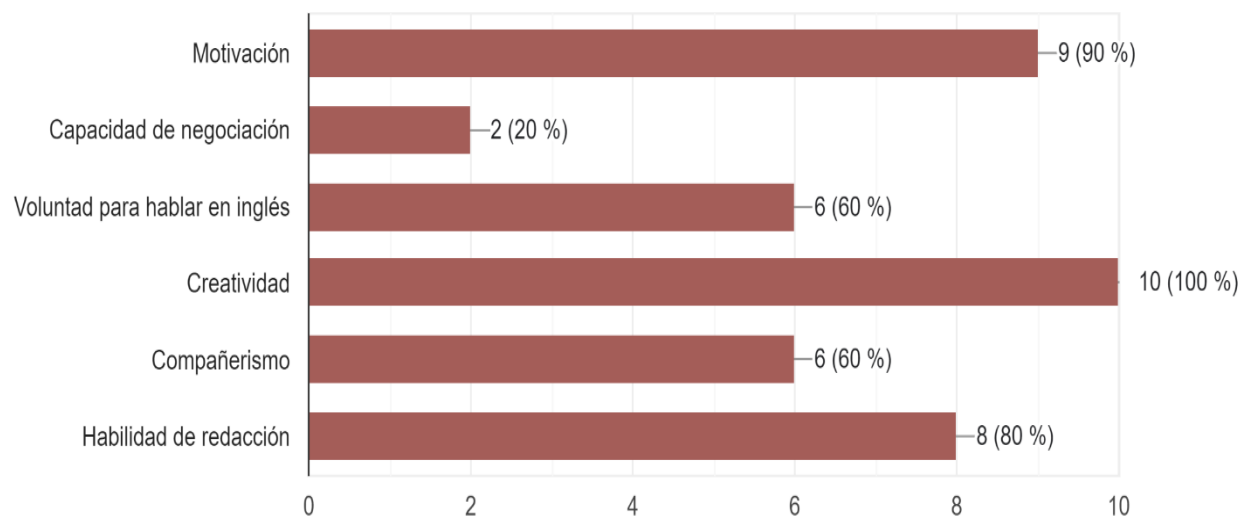
Graphic 6. Effectiveness of six-word stories as writing prompts.

Short story workshop as an advantageous tool in the EFL classroom

Students highlighted several benefits of the implementation of writing circles to produce short stories. Learners agreed that the project exploited their creativity, motivation, and writing skills. In fact, one of the participants claimed “what I liked the most about the project was that I put my imagination and creativity into practice, and also that I learned to write a story in English”. 100% of students stated that their creativity was improved, 80% claimed that with the project they had improved their writing and drafting skills while 60% selected that the project increased their willingness to speak in English as evidenced in [Graphic 7](#).

8. Seleccione las casillas a las que aplique. Con la ejecución del proyecto se incrementó mi...

10 respuestas

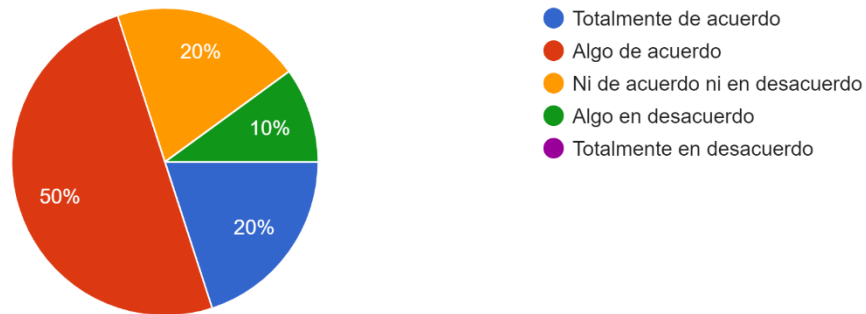


Graphic 7. Enhanced skills along project execution

Moreover, 70% of students manifested that they felt less inclined to use a dictionary/translator while writing short stories than during a normal class. Besides, they also manifested that the creative writing space lowered their anxiety levels compared to a traditional one as it can be appreciated in [Graphic 8](#) & [Graphic 9](#).

4. Me sentí menos inclinado a usar diccionario/traductor durante la elaboración de historias cortas que durante una clase normal.

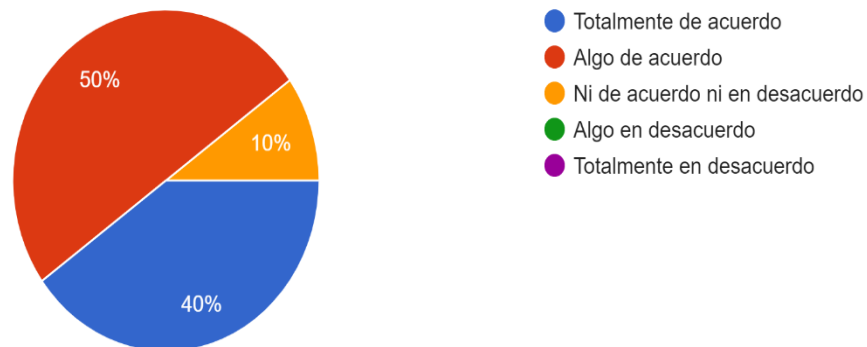
10 respuestas



Graphic 8. translator use during the writing project vs regular classes.

5. El espacio de escritura creativa redujo mis niveles de ansiedad con respecto a una clase tradicional.

10 respuestas

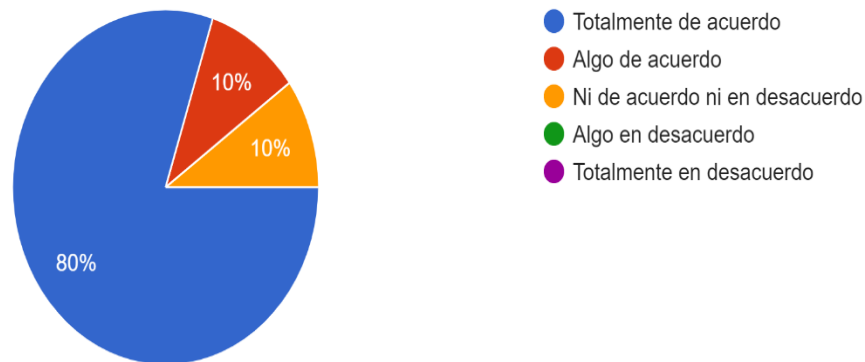


Graphic 9. Anxiety levels alleviation in creative writing

When asking about suggestions for the project, most students asserted that there was no need to improve the project as stated by Missy “I think the project was very well organized and I don't see aspects to improve” however, some participants suggested boosting students’ participation as well as the explanation of structures to elaborate a short story. Finally, the positive impact of the project can be reflected in that 90% agreed that it would be fruitful to keep implementing this kind of project in the institution as proved in [Graphic 10](#).

9. Me gustaría que se siguieran implementando este tipo de proyectos en la institución.

10 respuestas



Graphic 10. Students' perception towards pedagogical projects continuation.

Conclusions

Although this project represented the first approximation to English writing production for the vast majority of students and the timetable was in constant modification, results were significant and both individual and group productions were improved over time. By the end of the workshops, all productions met the basic expectations and were above the approval grade. This goes in line with King's and Erkayas' believes towards the usefulness of short stories to increase students' motivation, developing literacy, critical thinking skills and practicing target language in the EFL classroom.

Writing circles demonstrated to be a great tool for improving teamwork by assigning roles to each one of the participants. They lead to discussion and represented an opportunity to strengthen teamwork. Besides, it was an opportunity for students with low English level to work with their colleagues and receive feedback from them as stated by Vygotsky with his Zone of Proximal Development. Learners appreciated teamwork promoted through specific roles since it

allowed students to learn and encourage one another as well as expand the possibilities of communication and discussion among participants. Such discussions were also boosted with the implementation of six-word stories as story prompts since they reinforce the writing process, promoting ideas and engaging students in both collaborative and individual work.

Creative writing has exploited the learning experience since pupils deeply appreciated that other skills besides grammar were finally taken into account and stated that creativity motivated them to carry out the activities proposed during the project execution such as the elaboration of covers for their fictions, the creation of fictional characters or the implementation of dialogues that gave students the freedom to express their originality. In fact, students stated that the creative writing space lowered their anxiety levels compared to a traditional one and felt less inclined to use a dictionary/translator while writing short stories than during a normal class.

Recommendations

For further project implementations, it is suggested to work with more audiovisual or interactive material regarding short stories. By implementing more real examples of short stories writers can gain more understanding of the topic and can be more inspired to write their fictions. Besides, it will be fruitful to give constant feedback on students' productions as well as constantly review if learners are working according to the role that was assigned to them so they have more awareness towards the writing process. It is also recommended to assign more class work and not leave homework since that leads to translator overuse. Moreover, more emphasis on the story structure items and order of events could be given so, students have a clearer perspective about what they have to do and it can be prolific to provide more spaces for students to share their writing process even among groups and through whole class interaction, enhancing the collaborative learning process.

Chapter IV: Community Outreach Component

The implementation of TPR approach as a means to improve English vocabulary

Introduction

Based on the national policy of bilingualism in the teaching of English as a foreign language imparted by the MEN, it is paramount for teachers in Colombia to train students so that they develop suitable performance skills in the classroom. In fact, primary students are acquiring an elementary proficiency level, in accordance with the CEFR (Common European Framework of Reference for Languages), they are able to understand certain expressions, introduce him/herself and use basic sentences in order to gather an interaction with their teacher and classmates.

With the aim of meeting the DBA and elementary graders' language skills, this project is composed of four main sections beginning with the justification where the objectives and inspiration of creating this pedagogical project regarding the enhancement of vocabulary through the implementation of kinesthetic activities will be pointed out. In addition, the objectives along with the methodology will point out the benefits that 4th-grade students will receive. By the same token, the chronogram format where dates and content to implement during each lesson will be exposed.

On the other hand, becoming familiar with words and sentences helps students familiarize themselves with a language different from their own. Over 7 weeks students will be encouraged to discover basic phrases and sentences regarding food, daily routine, animals, and the time to provide basic English knowledge through the Total Physical Response method as a means to develop understanding, association, and motivation with corporal movements.

Justification

Learning and acquiring English as a foreign language furnish learners with competences to face the actual needs that today's world demands, hence the MEN compromised with children's formation in L2 by creating the conditions for Colombians to develop communication skills in another language and establishing what are the basic levels of quality to which boys and girls in all regions of Colombia are entitled (Ministerio de Educación Nacional, 2006)

Accordingly, 4th graders at Guatiquia school are supposed to have an A1 level and be working towards an A2.1 proficiency level, however, that is not entirely accurate and considering the impact that the pandemic had upon public education children continue to be working on an A1 elementary level. Elementary learners are assisted by an instructor whose emphasis is physical education, not English although the teacher has demonstrated to have an intermediate level of English, children can exploit this opportunity by acquiring a deeper vocabulary through a method that does not just focus on aloud repetition and uses body expressions that they already use when speaking in their mother tongue.

Therefore, the role of vocabulary teaching has become more important in early language learning and communication since what the learner can do with lexis (individual words, collocations, and fixed and semi-fixed expressions) would become as important as what he or she can do with grammar (Hunt & Beglar, 2005; McCarthy, 1984). The purpose of this project is to enhance children's vocabulary and empower them to use sentences and discover the meaning of words through the implementation of kinesthetic activities as an alternative to enhance motivation in the elementary children's English learning process, given that children are more attracted to use their body to create cognitive relationships between their L1 and L2.

Objectives

General objective

- To attend the English training needs of the primary school child population in the Guatiquia school in Villavicencio.
- To integrate the training in foreign languages of the students of the bachelor's Program in Foreign Languages English French into the educational reality of the teaching of English in the primary school of the Guatiquia school in Villavicencio.
- To support the English classes to fifth-grade students by implementing Total Physical Response (TPR) activities to improve vocabulary through kinesthetic learning.

Specific objectives

- To familiarize elementary children of Guatiquia school with fundamental knowledge of English.
- To involve the students of the bachelor's degree Program in Foreign Languages English-French in the processes of teaching English in the primary school of the municipality of Villavicencio.
- To teach vocabulary through kinesthetic learning games.

Description of Activities

Lesson	Proposed Activities	Appendix
1	<p>Let's Eat Something Delicious</p> <p>To work with songs and nursery rhymes in order to acquire and practice vocabulary related to food. Besides, to introduce the uses of I like/ I don't like.</p> <p>First, the teacher showed slides in which she presented vocabulary and then, she implemented a choreography to dance and sing along with a YouTube video.</p>	<p>(See Appendix L)</p> <p>Planning</p> <p>Teaching</p> <p>Notes</p> <p>Evidence</p>
2	<p>This is my Favorite Food</p> <p>To make a circle game in order to practice food vocabulary and words related to the kitchen. Furthermore, to introduce the question what is your favorite food? My favorite food is...</p> <p>First, the teacher showed the authentic material that consisted of a chapter "Chef Sheep" of an animated series called world word and she asked students to write the vocabulary that appeared in the chapter then, students made a circle and throw the ball to ask each student which was his/her favorite food.</p>	<p>(See Appendix M)</p> <p>Planning</p> <p>Teaching</p> <p>Notes</p> <p>Evidence</p>
3	<p>My Daily Routine</p> <p>To work with the popular nursery rhyme "Let's play in the forest" to work vocabulary related to the daily routine.</p>	<p>(See Appendix M)</p> <p>Planning</p>

	<p>First, the teacher presented the song and the vocabulary through slides, and then, students were to the court to play and practice the vocabulary learned.</p>	<p>Teaching Notes</p> <p>Evidence</p>
4	<p>Let's Play in the Forest</p> <p>To review the vocabulary learned through flashcards and to put into practice the nursery rhyme "Let's play in the forest" to evaluate students' knowledge.</p>	<p>(See Appendix O)</p> <p>Planning</p> <p>Teaching Notes</p> <p>Evidence</p>
5	<p>Do you have the Time?</p> <p>To review vocabulary and common expressions regarding the time. First, teacher checked vocabulary regarding to numbers and the implemented a short dialogue to introduce the topic. Finally, students had to create a creative clock and propose a time for it.</p>	<p>(See Appendix P)</p> <p>Planning</p> <p>Teaching Notes</p>

		Evidence
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Methodology Proposed and Executed

Kinesthetic learning is defined as a classroom strategy where children learn by doing. A kinesthetic learning activity (KLA) is “any activity which physically engages students in the learning process” (Begel, Garcia, & Wolfman, 2004). Regarding this matter, the pre-service English teacher implemented KLA through the total physical response approach (TPR) which involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action (Asher, 1969).

During this project, total physical response (TPR) was applied in order to motivate younger learners, engage them in the class and build connections through physical actions to acquire vocabulary and improve confidence when speaking in a foreign language. Different strategies boosted students’ motivation and vocabulary acquisition. The pre-service teacher has implemented activities such as songs, nursery rhymes, circle games, musical videos, and didactic authentic material. These activities have enriched students with L2 input, motivating them to produce L2 output through the imitation of physical movements.

Timetable Progress

	ACTIVITY	SEPT		OCTOBER				NOVEMBER		
		III	IV	I	II	III	IV	I	II	III
1	Students’ day	X								

	(Community outreach component)									
2	Songs and nursery rhymes Food vocabulary		X							
3	Circle game Food vocabulary and actions related to a recipe			X						
4	Cultural Week				X					
5	Holiday week					X				
6	Songs and nursery rhymes Daily routine						X			
7	Songs and nursery rhymes Daily routine							X		
8	Telling the Time Numbers vocabulary. Clockwise direction								X	
6	Farewell party									X

Conclusion

The outreach component was executed successfully with some postponement on the timetable due to different institutional events such as the students' day celebration or the farewell party thus the chronogram was moved up by a week. Overall, the implementation of total physical response demonstrated to be a great strategy for having young learners' attention and also for classroom management since 4th graders tend to be loud and energetic so TPR and

kinesthetic strategies were major allies when canalizing children's energy towards learning opportunities.

Learners were highly responsive to the proposed activities by participating, asking, and developing activities. Young learners are really competitive and their participation can be easily triggered with a ball or incentives such as points or games. Pupils were excited every time they play so, they paid attention to the topic in order to win. Nursery rhymes were the activity they enjoyed the most since allowed them to be outside the classroom and they highly appreciated activities that enhanced their creativity such as drawings and paintings rather than traditional worksheets or repetition.

CHAPTER V: Intra-Institutional component

Introduction

During integral practice, pre-service English teachers are not only provided with classroom teaching opportunities but also with immersion spaces to create a sense of belonging and establish bonds with the whole educative community through the intra-institutional component. Likewise, pre-service teachers must be participative and linked to the institution through curricular, investigative, and administrative activities to acquire overall awareness of what education really is in the Colombian context.

The Institutional Guatiquia school carries out annually several activities related to the enhancement of the institution such as educational meetings, cultural activities, school day, storytelling contests and the English day in order to highlight cultural aspects and foster students' participation, autonomy and leadership with the aim of getting them involved in their scholar community and establishing spaces where students can display their collaborative work as well as their linguistic, cultural or sports skills in a pleasant atmosphere for everyone.

Justification

Extracurricular activities are needed in schools since “a sense of belonging gives students feelings of security, identity and community, which, in turn, support academic, psychological and social development” (Keyser, 2008, p.118). As a future teacher, attending and assisting this event is substantial to acquire an overall institutional experience and not just being an outsider that imparts lessons.

Consequently, the pre-service teacher was actively involved in the extra-curricular activities of the Guatiquia educational institution to gather in-depth awareness of what being a

teacher in Colombia implies. The extracurricular activities considered for this last academic period were parents' meeting, storytelling contest, cultural day, English day, evaluation committee, symbols handover and remediation week.

Objectives

General objective

- To participate in extra-curricular activities organized by the Educational Institution Guatiquia School.

Specific objectives

- To know the role and functions of a language teacher, administrative, and students in the institution.
- To interact with the events of Guatiquia school.
- To support in-service teachers in the organization of extra-curricular activities.

Methodology

Within the scope of the integral practice for pre-service teachers, the institutional observation and diagnosis component must be executed during the first 2 weeks of the semester. From 2nd to 9th September, the researcher could explore institutional documents including the PEI (proyecto educativo institucional), the scholar handbook, the curriculum, and the syllabus, among others that helped to understand the functioning of the institution and the imperative role of its body member. Furthermore, the pre-service instructor could inquire about scholarly

practices, and events and gain some insights about institutional values with the help of the principal, teachers, and coordinators.

In this sense, the pre-service teacher had the opportunity to take part in some events organized by the institution. First, she attended the parent's meeting on September 21st, then she accompanied some cultural and artistic events such as contests and cultural week. Furthermore, under the guidance of the English teacher, she was involved in the execution of English day, held on October 27th and in which all students participate mandatorily.

The researcher also could attend the evaluation committee and share her perceptions towards some students' work. She also attended the symbols handover and 11th graders' farewell and finally, she was in charge of 9th graders during the remediation week.

Schedule of extra-curricular activities

The pre-service English instructor was allowed to attend several extracurricular events such as those related to the project “Letras y Cuentos en el mundo de fantasia”, meetings, Virtual Forums, cultural days, among others. The evidence of such events is presented in [Appendix Q](#).

Parents' Meeting

Date: September 21st

Objectives:

- To share students' grades and discuss their performance.
- To expose concerns about disciplinary matters.
- To discuss graduation ceremony and prices.

Role:

The role of the pre-service teacher was to attend and pay attention to the organization of ceremonies within the scholarly context and also to gather knowledge about parents' management and answer some of the parents' concerns related to class implementation.

Students' Day

Date: September 23st

Objectives:

- To highlight students' role in the institution
- To congratulate students for their implication in the academic process
- To celebrate through songs, dances and storytelling

Role:

The pre-service teacher was in charge of course 4-2 for maintaining discipline and guiding students through the proposed activities and the schedule for that day.

Storytelling contest

Date: September 27st

Objectives:

- To engage students through the stories proposed by their partners
- To recognize the talent of students in storytelling
- To reward the best storytellers

Role:

The pre-service teacher's role was to attend and be in charge of course 9-02 while the supervisor served as a judge. She helped to maintain discipline and manage the classroom while the event took place.

Cultural Day (languages and fantasy program)

Date: October 06th

Objectives:

Figure 12. Storytelling winners

- To celebrate our languages through the plays of 8 and 9 grade
- To bid farewell 11-grade students who are about to graduate
- To present the video dances prepared for 10 and 11 grade

Role:

The role of the Pre-service teacher was to assist students with their presentation for the dances that they have prepared for that day. Besides, she collaborated with classroom management and congratulate students for their effort and participation in their performance.

Classroom Management (10-2)

Date: October 19th

Objective:

- To carry out the program “Leader in me”
- To discuss academic concerns
- To state conditions for students who are at risk of failing the scholar year.

Role:

The role of the Pre-service teacher was to assist 10-2 instructor with the execution of the meeting. She handled disruptive behavior and also helped with the reading of some of the meeting items.

Virtual Forum Secretary of Education

Date: October 26th

Objectives:

- To expose innovative projects proposed by teachers
- To highlight teachers’ work
- To share experiences related to the teaching practice

Role:

The Pre-Service teacher was able to attend the virtual forum and gather the knowledge that more experienced colleagues have gathered through the years. Besides, she acquired strategies that can be applied in her contexts such as the implementation of PBL through videos, drawings, and so

on. Besides, the school was giving support to the Spanish teacher who exposed her project entitled “Maintaining oral tradition through cinematographic projects”

English day

Date: November 11th

Objectives:

- To implement transversal activities through EFL
- To evaluate 11th graders' oral productions
- To strengthen students' English skills through collaborative work

Role:

The pre-service teacher was in charge of assessing 11th graders' oral productions, stands and posters. Apart from guiding students from other grades. She evaluated all stands and gave feedback regarding grammar and pronunciation.

Evaluation Committee

Date: November 21st

Objectives:

- To define students' promotion
- To consolidate the remediation schedule
- To make suggestions for remediation activities

Role:

The Pre-service teacher's role was to attend and share her perceptions towards 9th and 10th graders students' performance as well as some of their skills and aspects to improve. Besides, she shared her experience by executing her professional practice there and organize with the English teacher the remediation activities and the final evaluation.

Symbols Handover

Date: November 22th

Objectives:

- To farewell 11th graders
- To deliver school symbols to 10th graders
- To practice for the graduation ceremony

Role:

The pre-service teacher's role was to attend and commemorate the arduous work of 11th-grade students with the rest of the school. Then she attended to the last classroom management with 11th graders and share with them insights regarding the college process and degrees.

Remediation Week

Date: November 22th – November 25th

Objectives:

- To assist the student in overcoming linguistic weaknesses
- To develop mastery of English basic structures and vocabulary

- To assess students' outcomes and commitment

Conclusions

The research process was enhanced with the human and institutional approach that this component provided. Thanks to the attendance and enrollment in activities such as meetings, forums, cultural events and remediation activities the researcher could understand in depth the processes for executing events, organizing material and interacting with all the institutional body from parents to directives.

The awareness towards institutional management gathered was imperative to understand most of the students' background and assist those with difficulties. Additionally, the sense of belonging was also promoted since as a graduate of the institution it was fruitful to encounter ex-colleagues' familiars in the classrooms. This component also provided insights into the ways in which special situations can be managed and how to deal with problematic parents' or students which can be advantageous knowledge for future teaching experiences.

General Conclusions

The Integral practice allowed the pre-service teacher to have a teaching experience in a real context through face-to-face interactions, knowing the processes and components that compose the educational institution as well as the values and backgrounds shared by students and the school body. Early approximations and reflection upon the first weeks were useful when proposing plannings according to the students' level, needs and resources available. Thanks to the awareness gathered in the first and the guidance provided by colleagues the objectives of this proposal were fully met.

Tenth graders profited from a learning strategy different from those traditionally implemented in the EFL classroom. Students worked in writing circles for six weeks in order to produce six-word stories and enhance their writing production with different activities that boosted students' motivation, creativity and engagement. Six-word stories demonstrated to be great prompts and creative boosters since most students never had made a written production before and they may block. Pre-test and post-test demonstrated that students improved the quality of their writing and surveys evidenced that students enjoyed the creative writing process through the different stages and appreciated that aspects beyond grammar were taken into consideration for their performance.

Furthermore, children nourished their vocabulary with the implementation of kinesthetic learning activities through the implementation of the total physical response. Progress was achieved despite the modifications to the institutional calendar. In general, fourth-grade children accomplished the objectives set for the community outreach component successfully and they profit from full English instruction for the first time. Young learners were motivated to learn, whereas improvements in vocabulary acquisition highly motivated students to learn through songs and movements.

Finally, the pre-service teacher could participate in several activities held in the institution as part of the extracurricular component. The researcher fully attended institutional activities and was involved in the activities that she was allowed to participate such as cultural days, English day, evaluation committee and remediation week, consolidating with this last item a great start for the researchers' future working life.

CHAPTER VI: Reflective Component

Writing weekly narratives as part of the reflective writing process ensured the proper execution of the integral practice, the Pre-service teacher was able to assess her own practice and modify it according to the students' context and demands by identifying the strengths and weaknesses of each lesson. This reflection contributed to the development of the researchers' teacher practice both as a professional and as an integral human being.

This reflection also allowed the Pre-service teacher to monitor her progress weekly. For instance, the strategies implemented during last weeks were slightly different from those applied in previous weeks. The instructor evaluated her practice and implemented more engaging activities and used shorter warm-ups, taking into account a better management of time. Besides, she implemented videos and authentic materials, guiding students little by little and specifying each step carefully due to the fact that new concepts in EFL can be confusing for students as well as homework instructions.

The educational tools implemented provided an interactive and enjoyable space for students since a wide range of activities like videos, songs, movies, pictures, posters, PowerPoint presentations, games, and so on captured students' attention, unfortunately, during the last 4 weeks the English classroom was not available and teacher should adapt and implement different activities from the ones envisaged in an earlier stage, so she promoted collaborative work through small competitions and had to diminish the use of authentic materials. In elementary school students were receptive to teachers' notes which were full of colors and pictures so, learners could easily associate images with already known concepts. An effective strategy for improving 4th graders' participation and interest was to introduce a little ball so the one who catches the ball wins his/her turn to speak in English.

On the other hand, 10th graders manifested that the implementation of visual aids and several activities during the class helped them to fix knowledge easily, and learn new concepts. One advantage was that their classroom is equipped with a plasma TV, thus, the plannings for the project did not present alterations due to the English classroom closure. They also manifested that the execution of small activities while watching videos and discussing the story presented in groups or proposing a new one encourages them to pay attention and make them aware of what are they watching and writing.

Conclusions Project Execution

Overall, the project was executed on its six components successfully. The researcher accessed several institutional files that allowed her to make the institutional diagnosis and envisage the pedagogical project executed. The observation was also successful to learn classroom management strategies, lesson planning, explanation of activities and teacher-student interaction as well as institutional procedures and academic follow-ups for learners struggling with the appropriate incorporation in the school.

On the other hand, the implementation of the action-research furnished the Pre-service instructor with real teaching experience and in-depth knowledge concerning research execution and procedures which will be fruitful for her career. This component along with the community extension represented a huge challenge since the teacher had to prove her flexibility and adaptability because the institutional calendar was shifting constantly and students' needs were also changing.

Lastly, the instructor was more involved in extracurricular activities than expected, strengthening her experience towards institutional management, and creating strong boundaries

with students, colleagues and directives. Furthermore, the constant reflection on her practice provided to gain insights and modify her teaching practice according to the students' or supervisors' feedback and emerging situations.

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Appendix A

Lesson 01

Planning

GROUP: 10-2	LEVEL: Intermediate English B1.1	LESSON N: 02
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Short Story: General Aspects	DATE/ DAY: 14/09/2022 <i>Synchronous Meeting</i>
		TIME 6:05-7:05 (60')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	5 Minutes	Listening Speaking	Attendance List
Presentati on of the topic	The teacher will introduce six-word stories by exemplifying Hemingway's "For sale: baby shoes, never worn." She will elicit some questions to promote learners' students such as: Why do you think Hemingway wrote that? What is the possible context of the study? Where is the main character?	5 minutes	Listening Speaking	PPT TV
Explanati on of the topic	The instructor will explain the definition and characteristics of six-word stories and she will show several examples. She	15 minutes	Listening Reading	PPT TV

	will invite students to read aloud those examples.			
Production Activities – Evaluation (task)	The teacher will invite students to organize a six-word story in order to check comprehension and then for the pre-test, she will ask them to write a short story using 80-200 words approximately.	30 minutes	Reading Speaking Writing	Notebook Pen Dictionary
Closure	In this final stage, the teacher will congratulate their students for their effort and participation and will inform that they will have to propose a six-word story.	5 minutes	Listening	PPT

Teaching Notes

The Production of Short Stories through Writing Circles for Developing Creative Writing Skills in 10th Graders at Guatiquia School in Villavicencio

"For sale: baby shoes, never worn."
—Ernest Hemingway—

DEFINITION

A six-word story is an entire story told in six words. It is a short narrative that can have all of the emotional themes of longer stories—from funny to dramatic, sad to scary. While these quick stories don't have the classic beginning, middle, and end of a traditional storyline, they have a subject and verb that give the reader a sense of what's happened and a bit of conflict.

01

Strangers. Friends. Best friends. Lovers. Strangers

1. Have a small narrative arc.
2. Choose your words carefully
3. Punctuation

"Total media blackout" agreed the president

Pre-Test Task

SHORT STORY

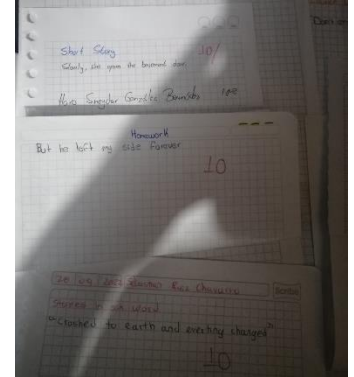
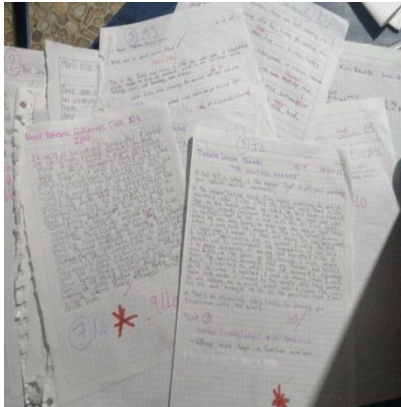
1. Write a short story using 100-200 words approximately

SIX-WORD STORY

2. Organize the short story

- 01 We/made/of/are/all/stars.
- 02 not/a/good/You're/not/Adolf.
- 03 number/"Wrong/voice/a/says/familiar

Evidence



Appendix B

Lesson 02

Planning

GROUP: 10-2	LEVEL: Intermediate English B.1	LESSON N: 02
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Short Story: General Aspects	DATE/ DAY: 27/09/2022
		<i>Synchronous Meeting</i> TIME 6:10-7:50 (100')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening Speaking	Attendance List
Presentation of	The teacher will ask students to conform work groups for the next classes. Then, she will proceed to explain the different roles that can be	30 minutes	Listening	Paper Pen

the topic	<p>assigned to each of the writing circles.</p> <p>Subsequently, students will choose their roles and will deliver a paper with their names and role.</p> <p>(Leader: theme, structure, ask</p> <p>Word Wizard: vocabulary and characters</p> <p>Book Owl: Tense accuracy and Grammar</p> <p>The watcher: Plot (Opening, Rising action, Conflict, Climax, Resolution)</p> <p>Mystic: Metaphors, symbolism, and dialogues)</p>		Writing Speaking	
Explanation of the topic	<p>The instructor will explain the definition and characteristics of short stories and she will make an activity, which will consist of finding the match with the genre and passage. The teacher will split the class in 2 groups. One group will be assigned with genres (Love/Horror/Adventure, etc.) and the other half of the class will receive extracts and each student must find his/her other half.</p>	25 minutes	Listening Speaking	Pieces of paper
Warm-up	<p>The teacher will show a short video that tells a story. So, students can figure the narrative and infer the story's plot and theme.</p> <p>https://www.youtube.com/watch?v=V6ui161NyTg&t=292s</p> <p>Subsequently, she will present the elements of a story: setting (time and place), plot and openings</p>	35 minutes	Speaking Reading	Youtube video PPT
Production	<p>The teacher will invite students to propose an opening for the short story that they saw.</p>	10 minutes	Reading	Notebook

Activities – Evaluation (task)			Speaking Writing	Pen Dictionary
Closure	In this final stage, the teacher will congratulate their students for their effort and participation and will inform that they will have to enter the google classroom space to receive class information and upload the task that will consist of analyzing a short story's plot.	10 minutes	Listening Writing	PPT

Teaching Notes

1. THE DEFINITION OF SHORT STORIES THROUGH WRITING CIRCLES TO DEVELOP CREATIVE WRITING SKILLS IN 10TH GRADE AT GUATEMALA SCHOOLS IN VILLANDER

2. TABLE OF CONTENTS

- 01. Introduction
- 02. Definition and types of short stories
- 03. Roles of short stories
- 04. Conclusion

3. WRITING CIRCLE

Writing Circle is a 21st-century teaching methodology designed to develop students' writing skills. It is a collaborative learning environment where students work together to create a story. The teacher acts as a facilitator, providing guidance and feedback. The students are divided into groups, and each group is assigned a role. The groups work together to create a story, and the teacher provides feedback and support throughout the process.

4. ROLES

LEADER	WRITER	EDITOR	REVISOR	REVIEWER
Organizes the group	Writes the story	Revises the story	Revises the story	Revises the story

5. SHORT STORY

A short story is a piece of prose fiction that is usually shorter than a novel. It is a story that is told in a concise and engaging way. The story is usually set in a specific time and place, and it features a central character or characters. The story is usually told from a first-person perspective, and it often has a clear beginning, middle, and end.

6. FIND YOUR MATCH ACCORDING TO THE EXTRACT OF THE SCENE THAT YOU HAVE

7. SHORT STORY STRUCTURE

The structure of a short story is the way in which the story is organized. It is the sequence of events that make up the story. The structure of a short story is usually linear, meaning that the events are told in the order in which they occurred. However, some short stories use a non-linear structure, where the events are told out of order.

8. OPENINGS

The opening of a short story is the first part of the story. It is the part of the story that introduces the reader to the story. The opening of a short story is usually designed to grab the reader's attention and to introduce the reader to the main character or characters. The opening of a short story can be a variety of things, such as a description of a scene, a dialogue between characters, or a flashback.

9. GOOD OPENINGS

There are several ways to open a short story. Some writers use a description of a scene, while others use a dialogue between characters. Some writers use a flashback, while others use a first-person narrative. The key to a good opening is to grab the reader's attention and to introduce the reader to the main character or characters.

10. OPENING ELEMENTS

The opening elements of a short story are the elements that make up the opening of the story. These elements include the setting, the characters, and the plot. The opening elements of a short story are designed to introduce the reader to the story and to set the stage for the events that are to follow.

11. PLOT

The plot of a short story is the sequence of events that make up the story. It is the story's structure, and it is the part of the story that the reader is most interested in. The plot of a short story is usually linear, meaning that the events are told in the order in which they occurred. However, some short stories use a non-linear plot, where the events are told out of order.

12. ASSIGNMENT

Enter google classroom to take

THANKS!

Evidence

(Complication, rising action, Conflict, climax, falling action, resolution, twist, closing.)	<p>Rising action: action that leads to a crisis.</p> <p>Conflict: is essential to a storyline Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Within a short story there may be only one central struggle, or there may be one dominant struggle with minor ones.</p> <p>Climax: the point of highest interest in terms of the conflict and the point of the story with the most action</p> <p>Falling action: when events and complications begin to resolve themselves.</p> <p>Resolution: the point of the story when the conflict is resolved.</p> <p>Twist: an unexpected final paragraph which shatters readers' perceptions.</p> <p>Closing: the last paragraph of the story.</p>
Theme/Moral	<p>The message conveyed or a lesson to be learned from a story.</p> <p>Ex. fairy stories often have a moral about distrusting people who appear to be trustworthy</p>
Tenses (Present simple, Past progressive, etc.)	<p>Write the tenses used and give an example of each one.</p> <p>Ex. Present Continuous. Line 3: She is going to the mall.</p>
Vocabulary	<p>Write the unknown vocabulary, its translation and context</p> <p>Ex. Haunted – Encantada/Embrujada – "Follow the dogs to the Haunted Valley."</p>

Instrucciones Trabajo del alumno

<p>Calificadas</p> <p>danna giraldo</p> <p>Act. Lesson 02.docx</p> <p>Calificada</p>	<p>Esteban Valencia</p> <p>Title (2).docx</p> <p>Calificada</p>	<p>Hans Gonzalez</p> <p>Act. Lesson 02 (1).docx</p> <p>Calificada</p>	<p>Juan pablo rojas albaracin</p> <p>Documento de Juan R...</p> <p>Calificada</p>
<p>Maleja Rojas</p> <p>Act. Lesson 02 -1.docx</p> <p>Calificada</p>	<p>maria juliana cuspoza posada</p> <p>SHORT STORY ANALY...</p> <p>Calificada</p>	<p>Maria Elisa Moya Ortiz</p> <p>bed making.docx</p> <p>Calificada</p>	<p>Zara Serna</p> <p>History group 1.docx</p> <p>Calificada</p>

Valentina Rios
3 oct (Editado: 3 oct)

Greetings Students!
Here you can find extra material regarding the elaboration of short stories.
Enjoy :)

	<p>5 Elements of a Short Stor...</p> <p>PowerPoint</p>		<p>ESL - The Structure of a Sh...</p> <p>Video de YouTube 6 minutos</p>
	<p>Vínculo</p> <p>https://www.edb.gov.hk/attachm</p>		

Appendix C

Lesson 03

Planning

<p>GROUP:</p> <p>10-2</p>	<p>LEVEL:</p> <p>Intermediate English B.1</p>	<p>LESSON N:</p> <p>03</p>
<p>TEACHERS:</p> <p>Soranyi Valentina Rios Bobadilla</p>	<p>MAIN TOPIC</p> <p>Short Story: General Aspects</p>	<p>DATE/ DAY:</p> <p>19/10/2022</p> <p><i>Synchronous Meeting</i></p> <p>TIME</p> <p>8:25-10:10 (110')</p>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening Speaking	Attendance List
Presentation of the topic	The teacher will explain verb tense consistency and why it is important. Subsequently, she will leave an activity that she will review later on.	10 minutes	Listening Writing Speaking	Paper Pen
Warm-up	<p>The teacher will show a short video that explains how characters can be constructed for a short story.</p> <p>https://www.youtube.com/watch?v=Aq4jnZfnKS4</p> <p>Subsequently, she will present the difference between physical and personality traits.</p>	10 minutes	Listening Reading	Youtube video PPT
Explanation	<p>The instructor will explain what adjectives are and will review some vocabulary. She will also explain the place of the adjective in a sentence as well as adjective order.</p> <p>Then, she will show Final Space Chapter one so, students can analyze the physical and psychological traits of the characters.</p>	40 minutes	Listening Reading Speaking	Video Mp4 PPT Adjectives Sheet
Production Activities – Evaluation	Finally, the teacher will explain what an acronym is and will invite students to construct a fictional character, draw it and make a description and a story for it and tell it through an acronym.	30 minutes	Speaking Writing	Blank Sheet Markers and colors

ion (task)				Dictionary
Closure	In this final stage, the teacher will congratulate their students for their effort and participation and will deliver grades.	10 minutes	Listening	Graded homework

Teaching Notes

The image displays a series of 14 presentation slides for a lesson titled 'LESSON #3 CHARACTER CONSTRUCTION'. The slides are arranged in a 3x5 grid, with the last cell empty. Each slide is numbered in the bottom left corner and has a star icon in the bottom right corner.

- Slide 1:** LESSON #3 CHARACTER CONSTRUCTION. Features a cat character.
- Slide 2:** Table of contents. Lists four sections: 01 VERB AGREEMENT, 02 CHARACTER CONSTRUCTION, 03 ADJECTIVES, and 04 ACTIVITY.
- Slide 3:** VERB TENSE CONSISTENCY!. Explains the importance of using the same tense throughout a story.
- Slide 4:** EXAMPLE. Shows a character named Mark finishing his essay.
- Slide 5:** EXERCISE. A list of five exercises for students to practice verb tense consistency.
- Slide 6:** 02 CHARACTER CONSTRUCTION. Features a skeleton character.
- Slide 7:** story elements: Characters. A slide with a colorful background and a character icon.
- Slide 8:** Traits. Divided into Physical and Personality traits, with definitions and examples.
- Slide 9:** ADJECTIVES. A slide showing various adjectives categorized by color and type.
- Slide 10:** How would you describe the following characters?. A slide with five cartoon characters and a list of adjectives to describe them.
- Slide 11:** Acronym. A slide explaining what an acronym is and providing an example.
- Slide 12:** TASK. A slide with a character icon and a list of tasks for students to complete.
- Slide 13:** TASK. A slide with a character icon and a list of tasks for students to complete.
- Slide 14:** THANKS!. A final slide with a large 'THANKS!' text and a character icon.

Appendix D

Lesson 04

Planning

GROUP: 10-1	LEVEL: Intermediate English B.1	LESSON N: 04
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Short Story: Dialogues and symbolism	DATE/ DAY: 24/10/2022 <i>Synchronous Meeting</i>
		TIME 8:25-10:10 (110')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATE RIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening Speaking	Attenda nce List
Explanatio n	The teacher will explain dialogues and symbolism and why they are important. Subsequently, she will provide some examples and ask for student's participation.	20 minutes	Listening Writing Speaking	PPT TV
Activity	The teacher will show a short video, which is a fragment of Sherk (2001) movie and will ask students to find the symbolism of the video and to make a short dialogue. https://www.youtube.com/watch?v=xURDJ-IW5YM Subsequently, she will make the socialization of the answers and will invite 2 students to present their dialogues.	10 minutes	Speaking Writing	Youtube video TV PPT

Production	Students will elaborate a short story with short dialogue and will present it in front of their partners.	50 minutes	Writing Speaking	Notebooks and pencil
Homework	Teacher will propose 8 prompts (six-word stories) elaborated by the students and she will make each group to choose one in order to inspire their short story.	10 minutes	Writing Listening Reading	Markers Board
Closure (Task)	In this final stage, the teacher will congratulate their students for their effort and participation. Finally, the teacher will invite students to make a play and present it on Next class.	10 minutes	Listening	PPT

Teaching Notes

1 Dialogues and Symbolism Lesson #4

2 TABLE OF CONTENTS
DIALOGUES SYMBOLISM ACTIVITY

3 DIALOGUES
Written conversation between two characters or more within a narrative.

4 01 Use Quotation Marks to Indicate Spoken Word

5 02 Dialogue Tags Stay Outside the Quotation Marks

6 03. If the dialogue tag comes before the dialogue, the comma appears before the first quotation mark.

7 04. Use a New Paragraph to Indicate a New Speaker

8

9 SYMBOLISM
A literary device that uses concrete, life-like words, symbols, images, characters, or situations to represent something beyond the literal meaning.

10

11 TASK

12

13 TASK

14 Thanks!

Evidence

Appendix E


GROUP: 10-2	LEVEL: Intermediate English B.1	LESSON N: 01
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Short Story: First draft	DATE/ DAY: 08/11/2022 <i>Synchronous Meeting</i>
		TIME 8:25-10:10 (110')

OBJECTIVE: To review short story structure To work on verb tense agreement To create a short story	COMPETENCES: Listening Speaking Writing Reading	Graphic 1. TASK Graphic 2. To write a short story, using six-word stories as prompts
--	--	--

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening Speaking	Attendance List
Warm-up	The teacher will show a short video that shows a short story https://www.youtube.com/watch?v=Aq4jnZfnKS4 Subsequently, she will present story structure.	15 minutes	Listening Reading	Youtube video PPT TV
Presentati on of the topic	The teacher will make a quick review of the topics that have been covered and will put emphasis on short story structure and verb	20 minutes	Listening Writing Speaking	Markers Board

	tense consistency. She will elicit for students' knowledge.			
Explanation	The instructor will explain that now students' will have to construct their own short stories. She will make a review of the writing circles' roles and then she will invite students to choose a six-word story that will be used as prompt for their story.	10 minutes	Listening Reading Speaking	PPT Notebook
Production Activities — Evaluation (task)	Finally, the teacher will invite students to make their own story, using the chosen prompt.	45 minutes	Speaking Writing	Blank Sheet Dictionary Pen
Closure	In this final stage, the teacher will congratulate their students for their effort and participation and will provide quick feedback.	10 minutes	Listening	None.

Teaching Notes

 INSTITUCIÓN EDUCATIVA COLEGIO GUATIQUEÍA "UNA CONSTRUCCIÓN COLECTIVA PARA LA LIBERTAD, LA CIENCIA Y LA CULTURA"	
	Fourth act: She lets go of the past. Fifth act: She is emotionally healed and is aware of her existence.
Symbol	An enhancement tool to stress the theme of a story. e.g. A dog can symbolize loyalty.
Plot (Complication, rising action, Conflict, climax, falling action, resolution, twist, closing.)	Complication: an event that introduces conflict. Rising action: action that leads to a crisis. Conflict: is essential to a storyline. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Within a short story there may be only one central struggle, or there may be one dominant struggle with minor ones. Climax: the point of highest interest in terms of the conflict and the point of the story with the most action. Falling action: when events and complications begin to resolve themselves. Resolution: the point of the story when the conflict is resolved. Twist: an unexpected final paragraph which shatters readers' perceptions. Closing: the last paragraph of the story.
Theme/Moral	The message conveyed or a lesson to be learned from a story. Ex. Fairy stories often have a moral about trusting people who appear to be trustworthy.
Tenses (Present simple, Past progressive, etc.)	Write the tenses used and give an example of each one. Ex. Present Continuous. Line 3: She is going to the mall.
Vocabulary	Write the unknown vocabulary, its translation and context. Ex. Haunted — Encantada/Embrujada — "Follow the dogs to the Haunted

200-250 words

Line

A He died happy. knowing he lived

B Read on a pillow, not sleeping

C The cuts healed; her heart didn't

D The universe is big, she's lonely

E I remember tomorrow but not yet

F The war is over, isn't it?

Setting (time place)

Opening

Characters

starter event

problem

Climax

Resolution

Logical order

Theme

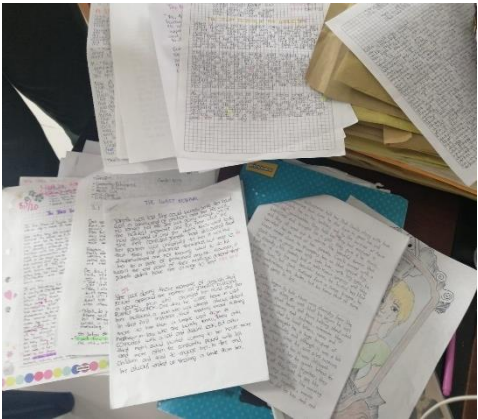
Symbolism

Vocabulary

Orthography

Verb tense Consistency

Evidence



Short-Story Analysis



Valentina Rios • 7 nov (Editado: 14 nov)

100 puntos

Fecha límite: 12 nov, 23:59

This table must be a guide for the elaboration of your story. Once you have written your short story, you will analyze YOUR OWN STORY with the elements of the table. You will have until November 12th. The leader must send the table in pdf or word format.



Act. Lesson 05.docx
Word



1 comentario de la clase



Sebastian Reina 12 nov
JUAN SEBASTIAN REINA CAMPO 10-2
HAGO ENTREGA DEL TRABAJO

Appendix F

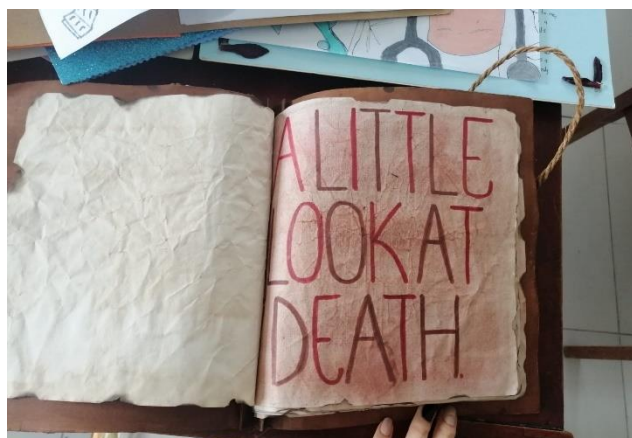
GROUP: 10-2	LEVEL: Intermediate English B.1	LESSON N: 01
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Short Story: Final Product	DATE/ DAY: 15/11/2022 <i>Synchronous Meeting</i>
		TIME 8:25-9:15 (50')

OBJECTIVE: To present the final product To discuss the project process To deliver final grades	COMPETENCES: Listening Speaking Writing Reading	Graphic 3. TASK Graphic 4. None.
--	--	--

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening Speaking	Attendance List
Presentati on of the topic	The teacher will ask the final products which must have a creative book format. She will make a quick review of the delivered stories and will elicitate students about the process of the story construction as well as the project implementation in general. She will also ask to the volunteers to fill out the Google Forms survey.	20 minutes	Listening Writing Speaking	None

Delivery	Finally, the teacher will share with her students the final grades and will announce who will have to attend to remediation week.	15 minutes	Speaking Writing	Blank Sheet Dictionary Pen
Closure	In this final stage, the teacher will congratulate their students for their effort and participation and she will thank students for making part of her project. Finally, she will share her best wishes for their vacations	5 minutes	Listening	None.

Evidence



Appendix G

Observation Format



Classroom Observation Form

Date of Observation: _____ Course Name: _____

Instructor Name: _____ Class Size: _____

Observer name: _____ Time: _____

Session Topic(s): _____

Classroom Arrangement: _____

Instructional Format(s) Observed (Check all that apply)

☐ Lecture Only
(Lecture with only occasional student participation)

☐ Interactive Lecture
(Lecture with periodic planned opportunities for student interaction with content)

☐ Discussions/Group Activities
(Group work or discussion, along with occasional lecture)

☐ Active Learning Only
(Activity-based instruction with no lecture)

Summary of the instructor's strengths, areas to improve, and suggested recommendations:

Strengths:

Areas to Improve:

Characteristics Observed	Indicators	Comments
1. Instructor conveyed class objectives clearly.	<input type="checkbox"/> Connected objectives to previous class objectives <input type="checkbox"/> Connected objectives to future class objectives <input type="checkbox"/> Connected objectives to class activities	
2. Instructor organized presentation carefully.	<input type="checkbox"/> Identified discrete topics <input type="checkbox"/> Transitioned from one topic to another effectively <input type="checkbox"/> Foregrounded important concepts <input type="checkbox"/> Used a concluding activity or summary to provide closure to the class session	
3. Instructor communicated clearly with students.	<input type="checkbox"/> Spoke at appropriate volume <input type="checkbox"/> Speech was understandable <input type="checkbox"/> Spoke at appropriate pace <input type="checkbox"/> Used appropriate gestures and expressions <input type="checkbox"/> Maintained eye contact with students <input type="checkbox"/> Communicated with authority <input type="checkbox"/> Enforced class policies as needed	
4. Instructor used effective instructional strategies for achieving the session goals.	<input type="checkbox"/> Delivered content relevant to the session learning goals <input type="checkbox"/> Prompted students to use prior knowledge to interpret new class information <input type="checkbox"/> Modeled skills and techniques aligned with learning goals (e.g., problem-solving, data analysis, disciplinary thinking, etc.) <input type="checkbox"/> Asked complex questions to promote critical thinking <input type="checkbox"/> Paraphrased/rephrased ideas when appropriate <input type="checkbox"/> Used examples to convey principles <input type="checkbox"/> Applied concepts to relevant real-world problems <input type="checkbox"/> Used techniques appropriate to class size	
5. Instructor demonstrated purposeful and effective integration of technology.	<input type="checkbox"/> Selected technologies appropriate to instructional <input type="checkbox"/> Used technology that did not distract from or hinder	

Characteristics Observed	Indicators	Comments
1. Instructor conveyed class objectives clearly.	<input checked="" type="checkbox"/> Connected objectives to previous class objectives <input checked="" type="checkbox"/> Connected objectives to future class objectives <input checked="" type="checkbox"/> Connected objectives to class activities	Objectives were on perfect tenses.
2. Instructor organized presentation carefully.	<input checked="" type="checkbox"/> Identified discrete topics <input checked="" type="checkbox"/> Transitioned from one topic to another effectively <input checked="" type="checkbox"/> Foregrounded important concepts <input checked="" type="checkbox"/> Used a concluding activity or summary to provide closure to the class session	Concluding activity
3. Instructor communicated clearly with students.	<input checked="" type="checkbox"/> Spoke at appropriate volume <input checked="" type="checkbox"/> Speech was understandable <input checked="" type="checkbox"/> Spoke at appropriate pace <input checked="" type="checkbox"/> Used appropriate gestures and expressions <input checked="" type="checkbox"/> Maintained eye contact with students <input checked="" type="checkbox"/> Communicated with authority <input checked="" type="checkbox"/> Enforced class policies as needed	
4. Instructor used effective instructional strategies for achieving the session goals.	<input checked="" type="checkbox"/> Delivered content relevant to the session learning goals <input checked="" type="checkbox"/> Prompted students to use prior knowledge to interpret new class information <input checked="" type="checkbox"/> Modeled skills and techniques aligned with learning goals (e.g., problem-solving, data analysis, disciplinary thinking, etc.) <input checked="" type="checkbox"/> Asked complex questions to promote critical thinking <input checked="" type="checkbox"/> Paraphrased/rephrased ideas when appropriate <input checked="" type="checkbox"/> Used examples to convey principles <input checked="" type="checkbox"/> Applied concepts to relevant real-world problems <input checked="" type="checkbox"/> Used techniques appropriate to class size	- Delivery - Attention - Assn. Portfolios - Exercises ex. to class - T. Organized ex. to class - Activities related to perfect tenses - Present Perfect - Past Perfect - Future Perfect - Future Perfect Continuous - Future Perfect Prognosis - Future Perfect Result - Future Perfect State - Future Perfect Tense - Future Perfect Use - Future Perfect Verb - Future Perfect Word - Future Perfect Meaning - Future Perfect Origin - Future Perfect History - Future Perfect Facts - Future Perfect Statistics - Future Perfect Surveys - Future Perfect Studies - Future Perfect Research - Future Perfect Reports - Future Perfect Documents - Future Perfect Media - Future Perfect Art - Future Perfect Literature - Future Perfect Music - Future Perfect Film - Future Perfect Television - Future Perfect Radio - Future Perfect Internet - Future Perfect Mobile - Future Perfect Computing - Future Perfect Technology - Future Perfect Innovation - Future Perfect Creativity - Future Perfect Imagination - Future Perfect Inspiration - Future Perfect Motivation - Future Perfect Determination - Future Perfect Persistence - Future Perfect Resilience - Future Perfect Adaptability - Future Perfect Flexibility - Future Perfect Openness - Future Perfect Curiosity - Future Perfect Enthusiasm - Future Perfect Passion - Future Perfect Commitment - Future Perfect Dedication - Future Perfect Hard Work - Future Perfect Effort - Future Perfect Persistence - Future Perfect Resilience - Future Perfect Adaptability - Future Perfect Flexibility - Future Perfect Openness - Future Perfect Curiosity - Future Perfect Enthusiasm - Future Perfect Passion - Future Perfect Commitment - Future Perfect Dedication - Future Perfect Hard Work - Future Perfect Effort
5. Instructor demonstrated purposeful and effective integration of technology.	<input type="checkbox"/> Selected technologies appropriate to instructional <input type="checkbox"/> Used technology that did not distract from or hinder	- Tech use - Portfolios

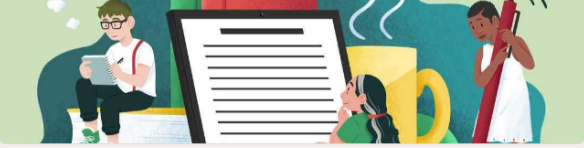
Characteristics Observed	Indicators	Comments
1. Instructor conveyed class objectives clearly.	<input checked="" type="checkbox"/> Connected objectives to previous class objectives <input checked="" type="checkbox"/> Connected objectives to future class objectives <input checked="" type="checkbox"/> Connected objectives to class activities	Objectives were on perfect tenses.
2. Instructor organized presentation carefully.	<input checked="" type="checkbox"/> Identified discrete topics <input checked="" type="checkbox"/> Transitioned from one topic to another effectively <input checked="" type="checkbox"/> Foregrounded important concepts <input checked="" type="checkbox"/> Used a concluding activity or summary to provide closure to the class session	Concluding activity
3. Instructor communicated clearly with students.	<input checked="" type="checkbox"/> Spoke at appropriate volume <input checked="" type="checkbox"/> Speech was understandable <input checked="" type="checkbox"/> Spoke at appropriate pace <input checked="" type="checkbox"/> Used appropriate gestures and expressions <input checked="" type="checkbox"/> Maintained eye contact with students <input checked="" type="checkbox"/> Communicated with authority <input checked="" type="checkbox"/> Enforced class policies as needed	
4. Instructor used effective instructional strategies for achieving the session goals.	<input checked="" type="checkbox"/> Delivered content relevant to the session learning goals <input checked="" type="checkbox"/> Prompted students to use prior knowledge to interpret new class information <input checked="" type="checkbox"/> Modeled skills and techniques aligned with learning goals (e.g., problem-solving, data analysis, disciplinary thinking, etc.) <input checked="" type="checkbox"/> Asked complex questions to promote critical thinking <input checked="" type="checkbox"/> Paraphrased/rephrased ideas when appropriate <input checked="" type="checkbox"/> Used examples to convey principles <input checked="" type="checkbox"/> Applied concepts to relevant real-world problems <input checked="" type="checkbox"/> Used techniques appropriate to class size	- Delivery - Attention - Assn. Portfolios - Exercises ex. to class - T. Organized ex. to class - Activities related to perfect tenses - Present Perfect - Past Perfect - Future Perfect - Future Perfect Continuous - Future Perfect Prognosis - Future Perfect Result - Future Perfect State - Future Perfect Tense - Future Perfect Use - Future Perfect Verb - Future Perfect Word - Future Perfect Meaning - Future Perfect Origin - Future Perfect History - Future Perfect Facts - Future Perfect Statistics - Future Perfect Surveys - Future Perfect Studies - Future Perfect Research - Future Perfect Reports - Future Perfect Documents - Future Perfect Media - Future Perfect Art - Future Perfect Literature - Future Perfect Music - Future Perfect Film - Future Perfect Television - Future Perfect Radio - Future Perfect Internet - Future Perfect Mobile - Future Perfect Computing - Future Perfect Technology - Future Perfect Innovation - Future Perfect Creativity - Future Perfect Imagination - Future Perfect Inspiration - Future Perfect Motivation - Future Perfect Determination - Future Perfect Persistence - Future Perfect Resilience - Future Perfect Adaptability - Future Perfect Flexibility - Future Perfect Openness - Future Perfect Curiosity - Future Perfect Enthusiasm - Future Perfect Passion - Future Perfect Commitment - Future Perfect Dedication - Future Perfect Hard Work - Future Perfect Effort
5. Instructor demonstrated purposeful and effective integration of technology.	<input type="checkbox"/> Selected technologies appropriate to instructional <input type="checkbox"/> Used technology that did not distract from or hinder	- Tech use - Portfolios

Appendix H

Quantitative/Qualitative Survey

https://docs.google.com/forms/d/e/1FAIpQLSfxxjcAMBcn_fXf0kdtWcObOYChJjznePdC

[XCozAJL1s1LiDA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfxxjcAMBcn_fXf0kdtWcObOYChJjznePdC/XCozAJL1s1LiDA/viewform)




La producción de historias cortas a través de círculos de escritura para el desarrollo de la escritura creativa en estudiantes de décimo grado del colegio Guatiquía, Villavicencio.

Queridos participantes,

Ustedes están invitados a participar en esta encuesta titulada "La producción de historias cortas a través de círculos de escritura para el desarrollo de la escritura creativa en estudiantes de décimo grado del colegio Guatiquía, Villavicencio".

En esta encuesta, cada participante completarán una serie de preguntas relacionadas con la efectividad del proyecto implementado dentro de un salón de inglés como lengua extranjera. Tomará aproximadamente cinco minutos completar el cuestionario.

Su participación en este estudio es completamente voluntaria. No hay ningún riesgo asociado con el proyecto de investigación. Sin embargo, si usted presenta alguna incomodidad durante la resolución del cuestionario, puede desistir de la encuesta en cualquier momento. Su opinión es de vital importancia para la reflexión del proyecto.

 riosvalentina04@gmail.com (no se comparten)
[Cambiar cuenta](#)

*Obligatorio

1. Antes de la implementación de este proyecto, ya había elaborado textos de producción escrita en inglés. *

- ☐ Sí
- ☐ No

2. La implementación de los círculos de escritura fortaleció el trabajo en equipo, dónde cada uno de los integrantes aportaban de manera significativa en las actividades. *

- ☐ Totalmente de acuerdo
- ☐ Algo de acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ Algo en desacuerdo
- ☐ Totalmente en desacuerdo

3. El uso de historias de seis palabras como incitadores de escritura contribuyó a la discusión en grupo y condujo a la puesta en marcha de la historia. *

- ☐ Totalmente de acuerdo
- ☐ Algo de acuerdo
- ☐ Ni de acuerdo ni en desacuerdo

Appendix I

Participation Consent Letter



CARTA DE CONSENTIMIENTO INFORMADO

Título de proyecto: La producción de cuentos a través de círculos de escritura para desarrollar habilidades de escritura creativa en estudiantes de 10° grado del colegio Guatiquia de Villavicencio.

Nombre del Investigador: Valentina Ríos

Fecha de la clase: 23/09/2022

Dirigido a: Estudiantes 10°

Estimados estudiantes,

Con el fin de desarrollar las actividades propuestas para la ejecución de la tesis que corresponde a la implementación mi práctica profesional de la Universidad de Pamplona, he decidido implementar un instrumento de investigación que consta de una encuesta proyecto de producción escrita en la Institución Educativa Colegio Guatiquia con los estudiantes de 10° titulada "Percepciones de los estudiantes sobre la producción de historias cortas a través de círculos de escritura para el desarrollo de la escritura creativa en estudiantes de décimo grado del colegio Guatiquia, Villavicencio", la cual se encuentra disponible en el siguiente link:

https://docs.google.com/forms/d/e/1FAIpQLSfxjicAMBcn_fXf0kdWcObOYC_hJiznePdCXCozAJL1s1LiDA/viewform

En esta encuesta, cada participante completará una serie de preguntas relacionadas con la efectividad del proyecto implementado dentro de un salón de inglés como lengua extranjera. Tomará aproximadamente cinco minutos completar el cuestionario.

Su participación en este estudio es completamente voluntaria y no se compartirán sus datos personales, ni su nota se verá afectada por las respuestas que proporcione. Si usted presenta alguna incomodidad durante la resolución del cuestionario, puede desistir de la encuesta en cualquier momento.

Al firmar esta carta, otorga su consentimiento para el tratamiento de sus respuestas bajo las condiciones anteriormente mencionadas.



"Formando líderes para la construcción de un nuevo país en paz"
Universidad de Pamplona
Pamplona - Norte de Santander - Colombia

Valentina Ríos Eric Santiago Ojeda Urrea.
Paula Alejandra Ríos Bobadilla

ACREDITACIÓN INSTITUCIONAL
Avanzamos ¡Es nuestro objetivo!

CARTA DE CONSENTIMIENTO INFORMADO

Título de proyecto: La producción de cuentos a través de círculos de escritura para desarrollar habilidades de escritura creativa en estudiantes de 10° grado del colegio Guatiquia de Villavicencio.

Nombre del Investigador: Valentina Ríos

Fecha de la clase: 23/09/2022

Dirigido a: Estudiantes 10°

Estimados estudiantes,

Con el fin de desarrollar las actividades propuestas para la ejecución de la tesis que corresponde a la implementación mi práctica profesional de la Universidad de Pamplona, he decidido implementar un instrumento de investigación que consta de una encuesta proyecto de producción escrita en la Institución Educativa Colegio Guatiquia con los estudiantes de 10° titulada "Percepciones de los estudiantes sobre la producción de historias cortas a través de círculos de escritura para el desarrollo de la escritura creativa en estudiantes de décimo grado del colegio Guatiquia, Villavicencio", la cual se encuentra disponible en el siguiente link:

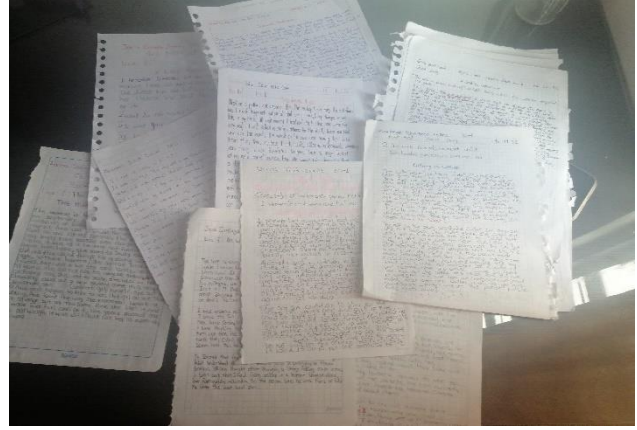
https://docs.google.com/forms/d/e/1FAIpQLSfxjicAMBcn_fXf0kdWcObOYC_hJiznePdCXCozAJL1s1LiDA/viewform

En esta encuesta, cada participante completará una serie de preguntas relacionadas con la efectividad del proyecto implementado dentro de un salón de inglés como lengua extranjera. Tomará aproximadamente cinco minutos completar el cuestionario.

Su participación en este estudio es completamente voluntaria y no se compartirán sus datos personales, ni su nota se verá afectada por las respuestas que proporcione. Si usted presenta alguna incomodidad durante la resolución del cuestionario, puede desistir de la encuesta en cualquier momento.

Al firmar esta carta, otorga su consentimiento para el tratamiento de sus respuestas bajo las condiciones anteriormente mencionadas.

Pre-Test and Post-Test



Pre-test

	No	Title	Setting (Place)	Setting (time)	Main Character	Starter Event	Problem	Climax	Resolution	Logical Order	Theme	Fluency	Verb Tense consistency	Total Points	%	
	1	PR	0	0	1	1	0	0	0	0	0	0	1	3	2.50	
	2	LH	1	1	1	1	0	0	0	0	1	1	0	6	5.00	
	3	IL	1	1	0	1	1	0	0	0	1	1	1	8	6.67	
	4	AS	0	1	0	1	1	0	0	0	0	0	1	4	3.33	
	5	MJ	0	1	1	1	1	0	0	1	0	0	0	6	5.00	
	6	KV	0	1	0	1	1	1	1	0	1	0	0	7	5.83	
	7	NG	1	1	1	1	1	1	0	1	1	1	1	11	9.17	
	8	JE	1	0	0	1	1	1	1	1	1	1	0	9	7.50	
	9	NC	0	1	0	0	0	0	0	1	0	0	0	2	1.67	
	10	MM	1	1	1	1	1	0	1	1	1	1	0	10	8.33	
	11	LE	0	0	1	1	1	0	0	0	1	0	0	1	5	4.17
	12	JJ	1	1	0	1	1	0	0	0	1	1	0	1	7	5.83
	13	MG	0	1	1	1	1	0	0	0	1	1	0	6	5.00	
	14	SM	0	1	1	1	1	1	0	0	1	1	1	0	8	6.67
	15	PO	0	1	1	1	1	1	0	1	1	1	0	1	9	7.50
	16	CP	1	1	1	1	1	0	0	0	1	1	1	1	9	7.50

Post-test

[illegible]

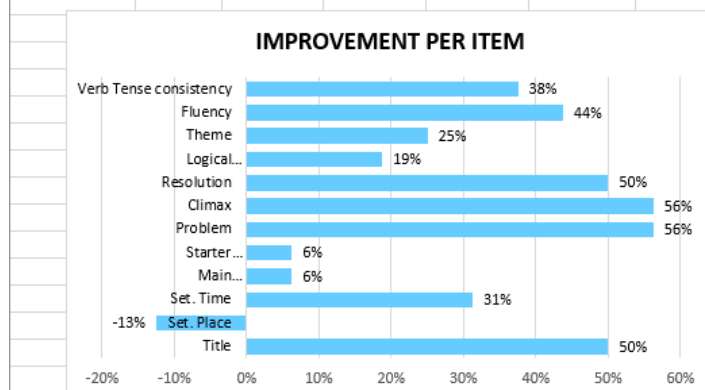
Test Mean

CASE #	Before	After	Difference	Mean Pre-Test	5.7
1	2.5	8.3	5.8	Mean Post-test	8.3
2	5.0	8.3	3.3	Percentage of Improvement	45%
3	6.7	9.2	2.5		
4	3.3	6.7	3.3		
5	5.0	10.0	5.0		
6	5.8	9.2	0.0		
7	9.2	10.0	0.8		
8	7.5	7.5	0.0		
9	1.7	10.0	8.3		
10	8.3	10.0	1.7		
11	4.2	8.3	4.2		
12	5.8	8.3	2.5		
13	5.0	7.5	2.5		
14	6.7	10.0	3.3		
15	7.5	8.3	0.8		
16	7.5	9.2	1.7		

Comparison per Item

	Title	Setting (Place)	Setting (time)	Main Character	Starter Event	Problem	Climax	Resolution	Logical Order	Theme	Fluency	Verb Tense consistency
POST	15	11	13	16	16	16	12	12	15	15	14	14
PRE	7	13	8	15	15	7	3	4	12	11	7	8
DIFF	8	-2	5	1	1	9	9	8	3	4	7	6
PERCENTAGE	50%	-13%	31%	6%	6%	56%	56%	50%	19%	25%	44%	38%

	Title	Set. Place	Set. Time	Main Character	Starter Event	Problem	Climax	Resolution	Logical Order	Theme	Fluency	Verb Tense consistency
PERCENTAGE	50%	-13%	31%	6%	6%	56%	56%	50%	19%	25%	44%	38%

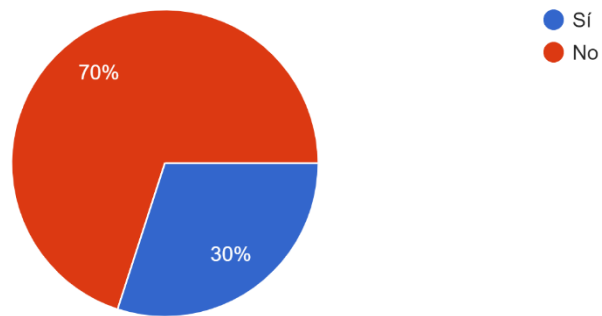


Appendix K

Qualitative/Quantitative Survey

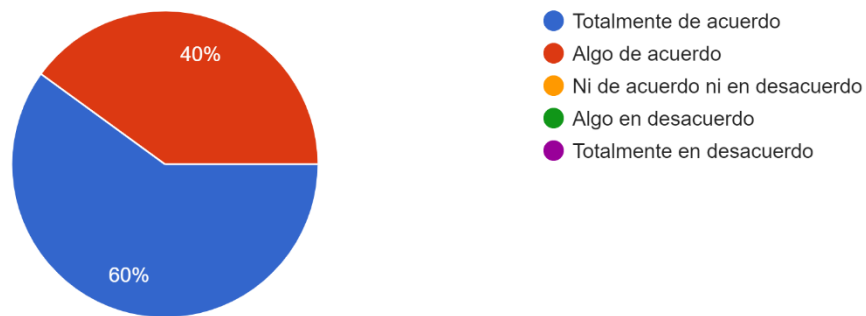
1. Antes de la implementación de este proyecto, ya había elaborado textos de producción escrita en inglés.

10 respuestas



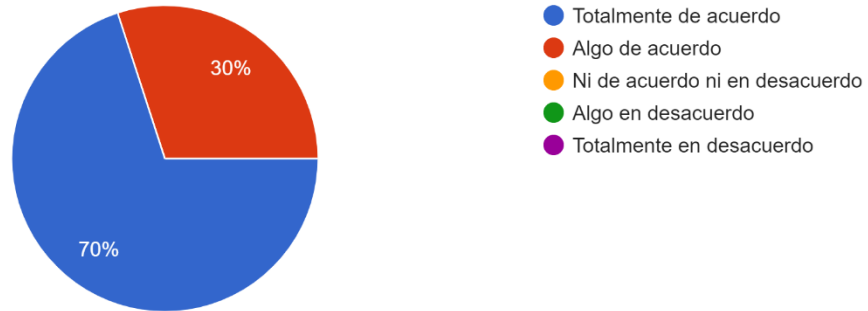
2. La implementación de los círculos de escritura fortaleció el trabajo en equipo, donde cada uno de los integrantes aportaban de manera significativa en las actividades.

10 respuestas



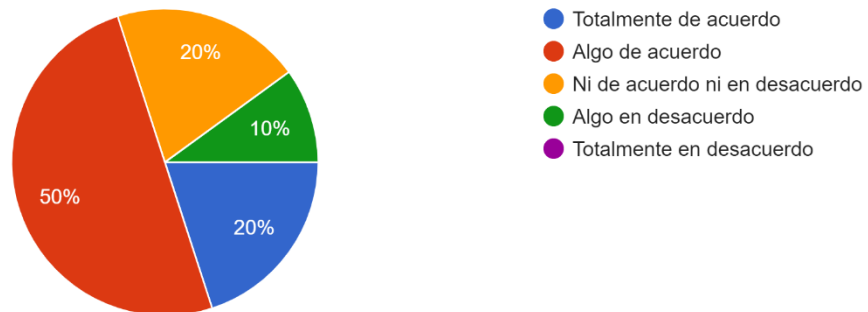
3. El uso de historias de seis palabras como incitadores de escritura contribuyó a la discusión en grupo y condujo a la puesta en marcha de la historia.

10 respuestas



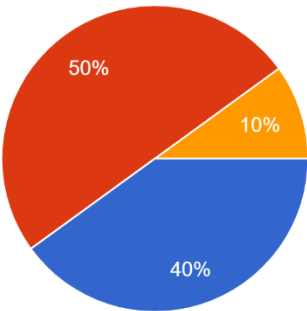
4. Me sentí menos inclinado a usar diccionario/traductor durante la elaboración de historias cortas que durante una clase normal.

10 respuestas



5. El espacio de escritura creativa redujo mis niveles de ansiedad con respecto a una clase tradicional.

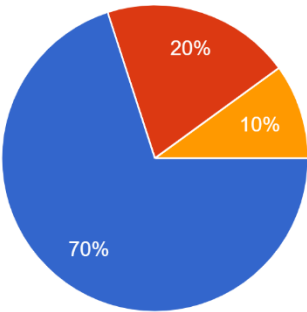
10 respuestas



- Totalmente de acuerdo
- Algo de acuerdo
- Ni de acuerdo ni en desacuerdo
- Algo en desacuerdo
- Totalmente en desacuerdo

6. El proyecto me proveyó con los conocimientos básicos para elaborar historias cortas.

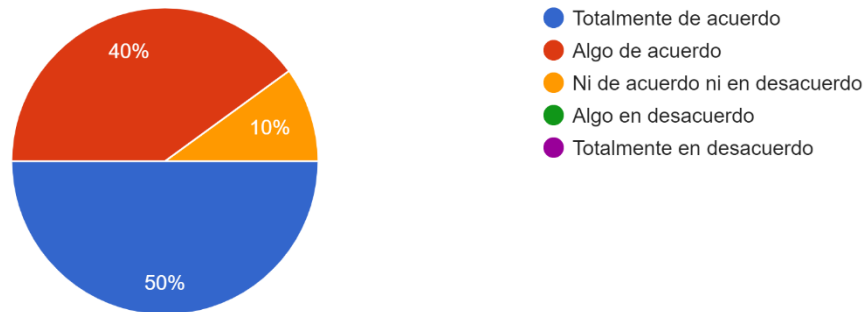
10 respuestas



- Totalmente de acuerdo
- Algo de acuerdo
- Ni de acuerdo ni en desacuerdo
- Algo en desacuerdo
- Totalmente en desacuerdo

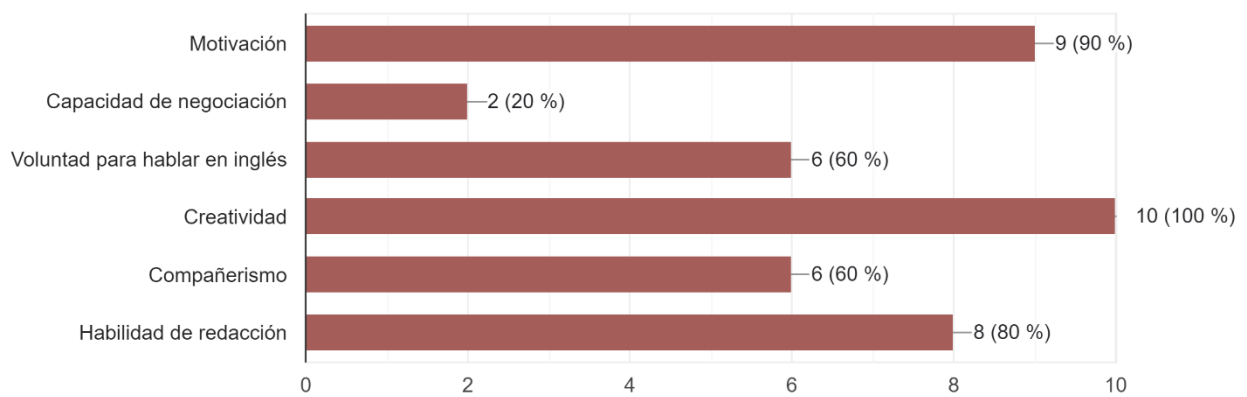
7. La implementación del proyecto contribuyó al fortalecimiento de mi conocimiento del inglés.

10 respuestas



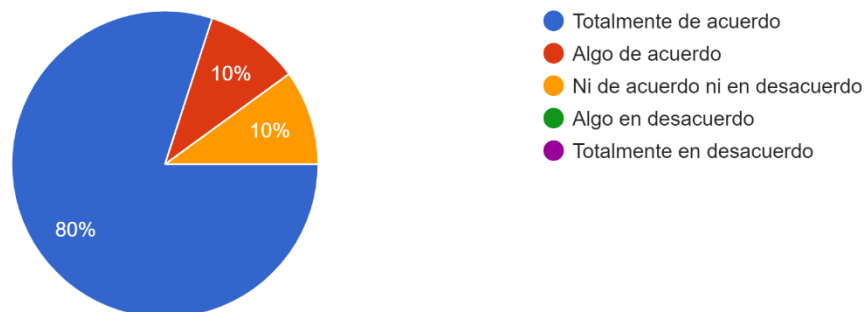
8. Seleccione las casillas a las que aplique. Con la ejecución del proyecto se incrementó mi...

10 respuestas



9. Me gustaría que se siguieran implementando este tipo de proyectos en la institución.

10 respuestas



10. De acuerdo a su experiencia, ¿cuales son los aspectos que más le gustaron del proyecto de producción de historias cortas en círculos de escritura?

10 respuestas

Me encantó, que cada estudiante tuviera y desarrollara un papel en cada grupo para la producción de historias cortas

el trabajo en equipo

El trabajo en equipo

Pues aprendimos muchas cosas, desarrollamos cosas que no sabíamos de nosotros

Elaborar historias cortas en clase también hacer la historia en tipo hojas de cartulinas como un libro

Si miraron muchas alucines ante la experiencia de las cuales me llevo gratamente porque a parte de ser algo rutinario el explicar y poner actividades momentáneamente, en estas actividades se vio el cambio de percepción de las cosas de las clases, el poder aprender con la imaginación porque no solo aprendemos a la redacciones en inglés ante un manuscrito sino también se aprende a explotar esa creatividad que muy copas veces se ve en un aula, ya que la mayoría opta por memorizar o gravar y evaluar; así que si me gustó mucho la experiencia vivida, además de que me gusta mucho escribir y esto me hizo explotar ese enriquecedor gusto.

10. De acuerdo a su experiencia, ¿cuales son los aspectos que más le gustaron del proyecto de producción de historias cortas en círculos de escritura?

10 respuestas

Si miraron muchas alucines ante la experiencia de las cuales me llevo gratamente porque a parte de ser algo rutinario el explicar y poner actividades momentáneamente, en estas actividades se vio el cambio de percepción de las cosas de las clases, el poder aprender con la imaginación porque no solo aprendemos a la redacciones en inglés ante un manuscrito sino también se aprende a explotar esa creatividad que muy copas veces se ve en un aula, ya que la mayoría opta por memorizar o gravar y evaluar; así que si me gustó mucho la experiencia vivida, además de que me gusta mucho escribir y esto me hizo explotar ese enriquecedor gusto.

Lo que más me gustó fue la manera didáctica en que se realizaba cada clase los medios audiovisuales que en estas mismas usaban y que se hacía entender por lo tanto se nos facilito el tema a pesar de que nunca lo habíamos visto.

Me gustó la manera en que se explicó y como las clases fueron didácticas lo cuál contribuyó en nuestro aprendizaje y nuestro entendimiento del tema.

me gustó la forma en la que se podía crear una historia con una simple idea y llenarla de creatividad, personajes, descripciones, etc.

Que ponía en práctica mi imaginación y creatividad, también que aprendí a redactar una historia en inglés.

11. De acuerdo a su experiencia, ¿cuales son los aspectos a mejorar del proyecto de producción de historias cortas en círculos de escritura?

10 respuestas

La verdad, el proyecto está perfecto tal y como está, me parece que estuvo bien en cada aspecto de este

la organización

Creo que el proyecto estuvo muy bien organizado y no le veo aspectos a mejorar

A mi parecer no hay que mejorar nada

Mejorar el uso del diccionario y no usar tanto traductor, mejorar la ortografía y la redacción

Pues muchas veces algunas personas optaban por ser facilistas y no explotar su capacidad de pensar para poder hacer una historia corta en otro idioma sino que de veía mucho lo facilista como para buscar todo en el traductor, no como ayuda (porque considero que eso es diferente y válido) sino para hacer todo.

A mi parecer, no hay aspectos a mejorar.

Ningún aspecto a mejorar.

11. De acuerdo a su experiencia, ¿cuales son los aspectos a mejorar del proyecto de producción de historias cortas en círculos de escritura?

10 respuestas

Creo que el proyecto estuvo muy bien organizado y no le veo aspectos a mejorar

A mi parecer no hay que mejorar nada

Mejorar el uso del diccionario y no usar tanto traductor, mejorar la ortografía y la redacción

Pues muchas veces algunas personas optaban por ser facilistas y no explotar su capacidad de pensar para poder hacer una historia corta en otro idioma sino que de veía mucho lo facilista como para buscar todo en el traductor, no como ayuda (porque considero que eso es diferente y válido) sino para hacer todo.

A mi parecer, no hay aspectos a mejorar.

Ningún aspecto a mejorar.

por mi parte, pienso que se podría mejorar la participación de personas que comúnmente no tienen agilidad o se les facilita el inglés.

Explicar mejor la estructura para hacer una historia corta

Appendix L

Lesson 01 4th grade

Planning

GROUP: 4-1	LEVEL: Elementary English A.1	LESSON N: 01
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Food Vocabulary I like/ I don't like	DATE/ DAY: 30/09/2022 <i>Synchronous Meeting</i>
		TIME 14:20-15:20 (60')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening	Attendance List
Warm Up	Teacher will start with a guessing game about food. She will show some popular food images that are going to be revealed little by little and the students will have to guess which food is (Pizza, burger, hot dog and so on).	10 minutes	Speaking	PPT TV
Explanation	The teacher will show the slides and for each dish she will ask the ingredients for example burger, salad, pizza and so on. Subsequently she will ask students if they like that dish or not.	15 minutes	Listening Writing Speaking Reading	PPT TV Flashcards

Activity	The teacher will show the vocabulary related to fruit and she will implement a kinesthetic activity called “Banana, Apple, cherry” So, when the teacher says “banana” students will have to jump forward and when the teacher says “apple” students will have to jump backwards and when teacher says “cherry” students will have to swing.	10 minutes	Listening	PPT TV
Activity	The teacher will show a short video, which is a song about fruits and will ask students to make a sign for each fruit. https://www.youtube.com/watch?v=mfReSbQ7jzE Subsequently, she will play the songs and students will have to dance and sing alone.	10 minutes	Speaking Reading Listening	Youtube video TV PPT
Closure	In this final stage, the teacher will congratulate their students for their effort and participation. Finally, the teacher will invite students to learn the vocabulary presented during the lesson.	5 minutes	Listening	None

Implemented Material



Appendix M

Lesson 02 4th grade

Planning

GROUP: 4-1	LEVEL: Elementary English A.1	LESSON N: 02
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Food Vocabulary I like/ I don't like	DATE/ DAY: 21/10/2022 <i>Synchronous Meeting</i>
		TIME 14:20-15:20 (60')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening	Attendance List
Warm Up	Teacher will start with a nursery rhyme about food to make students remember the topic. https://www.youtube.com/watch?v=nqwxYlix7Fw	10 minutes	Speaking	PPT TV
Explanation	The teacher will ask the question “What is your favorite food?” and will propose the answer “My favorite food is (name of the food)”. She will explain the structure and will make a circle game	15 minutes	Listening Writing	PPT TV

	where students have to ask each other and throw the ball to continue the game.		Speaking Reading	Flashcards
Activity	The teacher will show the chapter “Chef Sheep” of the TV show World Word and will invite students to find as much vocabulary as possible. https://www.youtube.com/watch?v=LtVPtUr6IOE	10 minutes	Listening	PPT TV
Activity	The teacher will present vocabulary related to cooking a recipe and will propose a movement for each verb and at the end the teacher will say the action and students will make the movement related to it.	10 minutes	Speaking Reading Listening	Youtube video TV PPT
Closure	In this final stage, the teacher will congratulate their students for their effort and participation. Finally, the teacher will invite students to learn the vocabulary presented during the lesson.	5 minutes	Listening	None

Implemented Material



<https://www.youtube.com/watch?v=LtVPtUr6IOE>

Evidence

Appendix N

Lesson 03 4th grade

Planning

GROUP: 4-1	LEVEL: Elementary English A.1	LESSON N: 03
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Food Vocabulary I like/ I don't like	DATE/ DAY: 28/10/2022 <i>Synchronous Meeting</i>
		TIME 14:20-15:20 (60')

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	10 Minutes	Listening	Attendance List
Warm Up	Teacher will start showing the nursery rhyme "Let's play in the forest" about food to make students discover the lesson topic. https://www.youtube.com/watch?v=rWoKhakGqzk	10 minutes	Listening	PPT TV
Explanation	The teacher will show the lyrics of the song and will practice with students the corresponding pronunciation. Subsequently she will show the flashcards related to daily routine and will explain the movement for each action.	20 minutes	Listening Writing Speaking	PPT TV Flashcards

			Reading	
Activity	<p>The teacher will show the nursery rhyme “Let’s play in the forest” karaoke version and will invite students to sing along.</p> <p>https://www.youtube.com/watch?v=rWoKhakGqzk</p>	10 minutes	Listening Reading Speaking	PPT TV
Closure	<p>In this final stage, the teacher will congratulate their students for their effort and participation.</p> <p>Finally, the teacher will give the homework which will consist on a short worksheet and a word search related to daily routine and she will state that students must learn the lyrics of the song for playing the following class.</p>	10 minutes	Listening	None

Implemented Material
















INSTITUCIÓN EDUCATIVA COLEGIO GUATIQUEA
ENGLISH CLASS
2ND GRADE

DAILY ROUTINES

color and match the image with your respective text

	I go home	
	I go to bed	
	I do my homework	
	I go to the park	
	I take a shower	
	I get up	
	I watch TV	
	I brush my teeth	
	I have breakfast	
	I go to school	

INSTITUCIÓN EDUCATIVA COLEGIO GUATIQUEA
ENGLISH CLASS
4TH GRADE

DAILY ROUTINES

Z	I	W	A	T	C	H	T	V	L	W	W	F	U
I	U	I	W	B	A	A	T	Z	A	M	S	Z	T
I	G	O	T	O	S	C	H	O	O	L	D	I	I
I	H	A	V	E	B	R	E	A	K	F	A	S	T
C	I	G	E	T	U	P	V	A	J	T	J	H	P
I	B	R	U	S	H	M	Y	T	E	E	T	H	O
U	I	F	G	B	I	Y	U	N	E	Q	H	H	A
O	O	I	T	A	K	E	A	S	H	O	W	E	R
K	E	F	X	N	V	A	Q	O	Y	Y	Z	A	K
S	I	C	S	G	A	P	E	V	O	N	G	Y	L
I	D	O	M	Y	H	O	M	E	W	O	R	K	Z
I	G	O	T	O	T	H	E	P	A	R	K	L	W
I	G	O	T	O	B	E	D	K	L	U	Z	O	E
I	G	O	H	O	M	E	N	X	J	X	Y	J	C

Appendix O

Lesson 04 4th grade

Planning

GROUP: 4-1	LEVEL: Elementary English A.1	LESSON N: 04
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Daily Routine Verbs	DATE/ DAY: 04/11/2022 <i>Synchronous Meeting</i>
		TIME 14:20-15:20 (60')
OBJECTIVE : To play the Nursery Rhyme “Let’s play in the forest” To review vocabulary related to daily routine	COMPETENCES: Listening Speaking Writing Reading	Graphic 5. TASK Graphic 6. To solve the word search and practice the Nursery rhyme “Let’s play in the forest”

S TAGE S	DESCRIPTION OF THE ACTIVITY	TI ME (min)	S KILLS	MA TERIAL
Openin g	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	5 Minutes	Listenin g	Attendance List

Warm Up	Teacher will review the task and will ask students if they have questions on the matter.	5 minutes	Listening	Word-search
Explanation	<p>The teacher will show the nursery rhyme “Let’s play in the forest” karaoke version and will invite students to sing along in order to practice before playing.</p> <p>https://www.youtube.com/watch?v=nqwxYlix7Fw</p>	10 minutes	<p>Listening</p> <p>Writing</p> <p>Speaking</p> <p>Reading</p>	<p>PPT</p> <p>TV</p> <p>Flashcards</p>
Activity	Students’ will go to the schools’ court and will play while singing alone the nursery rhyme “Let’s play in the forest”.	30 minutes	<p>Listening</p> <p>Reading</p> <p>Speaking</p>	None
Closure	In this final stage, students’ will come back to the classroom and the teacher will congratulate them for their effort and participation.	10 minutes	<p>Listening</p>	None

Appendix P

Lesson 05 4th grade

Planning

GROUP: 4-1	LEVEL: Elementary English A.1	LESSON N: 05
TEACHERS: Soranyi Valentina Rios Bobadilla	MAIN TOPIC Daily Routine Verbs	DATE/ DAY: 11/11/2022 <i>Synchronous Meeting</i>

OBJECTIVE To ask and tell the time in English To review vocabulary related to the time	COMPETENCES Listening Speaking Writing Reading	Graphic 7. TASK Graphic 8. None.
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STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Once all the pupils are in the class, the teacher will welcome them, and she will proceed to take the attendance. Subsequently, she will share the main objectives of the class.	5 Minutes	Listening	Attendance List

Warm Up	Teacher will play hangman so students can guess the class topic. The phrase will be Do you have the time?	5 minutes	Listening	Board Markers
Explanation	<p>The teacher will review numbers in English and will introduce a short dialogue so students can understand how to ask and say the time in English.</p> <p>Students' will focus on O'clock and half-past hours. So, teacher will say different hours and students will imitate the watch hands and will position their arms according to it.</p>	25 minutes	<p>Listening</p> <p>Writing</p> <p>Speaking</p> <p>Reading</p>	<p>PPT</p> <p>TV</p> <p>Flashcards</p>
Activity	Students' will draw a personified clock and they will set a time for it.	25 minutes	<p>Listening</p> <p>Reading</p> <p>Speaking</p>	<p>Notebook</p> <p>Markers</p> <p>Colors</p>
Closure	In this final stage, instructor will quickly review the topic as well as students' work and will provide feedback about it. Finally, she will congratulate them for their effort and participation.	10 minutes	Listening	None