

Using Story Bird as a strategy to develop Writing Skills in 7th grade at Normal Superior in Pamplona, Colombia: an action research

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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

General presentation

This action research is divided into four chapters, in each one of them the relevant aspects to implement are described in order to achieve its respective goals.

The first one is the pedagogical component in which is established the major reason to carry out this proposal according to the students' needs and what the researcher looked to for improving their language skills. Besides the theoretical framework is presented which guide the reader to better understand what the study is about. The methodology followed in this project was the use of the platform StoryBird, the stages in written production and reading comprehension and the task based learning.

The second one is the research component where the main objective was the reflection as a tool of critical thinking to change actions when teaching also when finish the practicum stage to verify the impact caused on the learners by this proposal. Additionally preliminary studies were included in order to support the current research, and also it is described the methodology to use, in order to know the design, the population and the instruments for gathering data.

The third component is the outreach one. This component aimed at working with a different population that belongs to same population, in this case the pre-service worked with primary school with second and fifth graders.

Finally, the administrative component which is related to all extra academics' events that are developed in the institution and in which the pre-service teacher has to take an active part.

Introduction

Currently, the use of technology in teaching English has taken an important place inside the classroom “some teachers tend to use tools such as videos, podcasts, worksheet banks, e-learning platforms, applications, and websites, accessible through electronic devices such as personal computers, or smart phones. These inventions facilitate classroom environment and diversify learning activities” (p.15). *“English in Interdisciplinary context of Life-long Education” 2017.*

Nonetheless, in the process of learning a language, it is important to integrate more than just one skill (Speaking, Listening, writing and reading) for this reason, as pre-service foreign language teachers, it is essential to integrate those skills in academic field in order to improve student’s learning process. However, writing can be a difficult skill in learning English since students do not have enough vocabulary, they do not know the correctly way to write in English or as English teachers do not implement some strategies in order that students can improve their academic writing.

Taking this into account, during a week of observation was conducted at the “Escuela Normal Superior de Pamplona” in which it was evidenced that seventh grade have difficulties to write some words however, some students have an English dictionary to verify if those words are well written also, was verified that some students write how they listen. That is the reason why this study was focused on the improvement of the writing and reading skill.

In order to reinforce those skills, a StoryBird platform was implemented, in which seventh grade students were motivated to writing in a creative way either short stories, poems, dialogues etc.

Justification

UNESCO, The United Nations Educational, Scientific and Cultural Organization (1967), states that “learning a second language must be an essential part in the formation of a personality in the modern world” (p.8) since this enables a person to live and move in more than one culture or linguistic community. Besides, teaching a foreign language means to encourage students to be open mind and to establish good relationships with other people. It is to form competent people in the real world.

As a way to contribute to learning and teaching English in the schools of Colombia; Universidad de Pamplona provides students from tenth semester of the Foreign Languages degree their practicum process in high schools in Pamplona or anywhere that the practitioner wants if they fulfill required requirements, where pre-service teachers must guide the English learning process of Students from high schools and they have to implement a pedagogical proposal that will help students to improve their performance in English.

This study aims at implementing StoryBird, e-learning platform in order to develop writing skill and reading comprehension during the English classes of 7TH grade from Normal Superior in Pamplona having in mind the situation observed during observation process. Seventh grade students can use this platform in order to creative short stories or the situation presented by the researcher during of the implementation of the project.

In this way, students developed their writing skill in a creative way also, reading comprehension because they read theirs creations. The implementation of this platform let that students create imaginative situations, exchanging and inventing information about the situation

worked in order to motivate them to see the foreign language as a vehicle for social interaction and show them it is possible to learn English doing what we like (Menezes, 2014).

Furthermore, this project is composed of four components: firstly, the pedagogical component in which the pre-service teacher worked and his role as teacher is specified; secondly, the research component which serves to the improvement of the pre-service teacher in the educational field; thirdly, the outreach component, whose main purpose is to respond to the specific needs of the school community. Finally, the administrative component which includes all the institution events where the pre- service teacher participated.

Objectives

General objective

- ✓ To develop reading comprehension and creative writing skill through the implementation of StoryBird platform in seventh grade students at Normal Superior Pamplona.

Specific Objectives

- ✓ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- ✓ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- ✓ To address the English Teaching demands from the child population in the elementary schools in Pamplona city.

- ✓ To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.
- ✓ To participate in all the extracurricular activities proposed by Normal Superior during the practicum process.

Institutional Observation

Topographical School's Location

The “Escuela Normal Superior” is a fairly large space, being strength the contact with the nature that stimulates students learning process arrived to Pamplona in January 1940 from Bogota. It is located in the urban area of Pamplona, Norte de Santander. This school was designed by the German Leopoldo Rother and it is surrounded by agricultural environment. Moreover, most of the students (80%) belong to the low social status and several of them come from rural or marginal area of Pamplona city; the institution counts with primary, high school and the supplementary cycle besides, the institution counts with three headquarters (Escuela Nueva Iser, Escuela Rural Cariongo and La Aurora) . The school is situated on Carrera 7 # 12-633 Santander Avenue on Zulia’s neighborhood.

However, there are several focused cases of students who are intolerant and aggressive. Those students show lack of motivation towards the future without a life project. Some of them with substitute homes by Colombian Family Welfare Institute, bullying, cyber bullying, vulnerable to the drug dependence and some cases of consumption of psychoactive substances,

which has exploded and some cases of micro traffic occurs. There are nearly 800 hundred students.

Educative Authorities

Taking into account the information established in the Educational institutional project (PEI). The institution “Escuela Normal Superior de Pamplona” is recognized for having a great team of teachers and authorities that are the major members in the school, as follow; Mr. Oscar Fabian Cristancho Fuentes, the head of the institution in charge of the school organization. Furthermore, the different committees composed by: the academic coordinator, the disciplinary coordinator and the higher education coordinator, who works together in order to enhance the quality and performance of the institution’s representative. The rest of the community of the institution is composed by: the students enrolled in the institution, the teachers associated to the institution, the head teachers and administrators, the general staff that offer their services to the institution, the parents or people in charge of the students and lastly, the students’ representative who are in front of the necessity of the students.

Table 1. Academic Authorities/Administrative staff

DEPENDENCIA	PERSONAL
Rectoría	1
Coordinación	1
Secretaria General	1
Secretaria programa formación complementaria	1
Pagaduría	2
Enfermería	1
Servicios generales	4
Celaduría	2
Mantenimiento recursos físicos	1
Parque automotor	2
Restaurant escolar	0

Fundamental Aspects of the Educational Institutional Project (PEI)



Figure 1: School

The Educational Institutional Project (PEI) has as main purpose the teachers' training for pre-school and elementary education and emphasizes its educational action on an improving pedagogical aspects that in exchange with science, culture and the ethical formation, turns the future teacher into an autonomous and creative being, committed with the transmission of values, skills and behavior. PEI is based on different principles such as: educability, inclusive education, pedagogy, use of the technologies, interculturality, and learning of a foreign language that aim answer to the necessities of the country and of the current world. Educational Institutional Project must respond to situations and needs of learners, local community, region and country, to be concrete, feasible and evaluable "Established by (Art.73, Law 115/54). The current Educational Institutional Project was renamed in November 2016.

Currently, as an important factor for this proposal is to integrate the mission and vision of this institution taking into account students of this institution have to be educated to be leaders,

researchers, knowledge builder's kind and cultural affinity providing values and quality education in the everyday life taking into account human rights and the schools' coexistence.

Mission

To train teachers of high quality, from preschool to the Complementary Training Program, with research, productive, technological and citizen competences within the pedagogy framework, and social projection to perform at the preschool and primary levels of the rural areas, urban and marginal urban.

Vision

The "Escuela Normal Superior" of Pamplona is seen as an Educational Institution that leads programs of initial and ongoing training of teachers formation within the framework of curricular and human integration where education professionals re-contextualize and produce pedagogical knowledge for the improvement of educational quality since Human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

School symbols



Figure 2: Institutional flag



Figure 3: Institutional field

Normalistas: "a las cumbres"

Figure 4: Institutional Moto

Rulebook

The “Escuela Normal Superior” in the process of continuous improvement of the institution and as part of the PEI, has elaborated the School Rules with the participation of all the committees. This manual establishes the rules and agreements that look for a healthy and harmonious coexistence to promote the academic standardization and the formation in values and principles. The rulebook of this institution was created taking into account the mission and vision of it, also having in mind the actions of the members of the educative community. As product of this labor, adopts it and recognizes it as susceptible of changes accordingly to the events of the daily life and especially with the legal changes that can arise. Therefore, the responsibility is imposed on all actors of the educational community in the integral formation processes that respond to the demands of today's education in Colombia. This book should be read and owned by all the institution belonging members.

It is important to mention that there is a student’s observer which are written all the problems of indiscipline of each student, it serves as a support of the academic life of each student as academic member of the institution.

Physical facilities

The Escuela Normal Superior has some requirements for students, teachers, and people in charge of the administrative managers. This institution is divided into 17 buildings appropriated to the comfort of the personal. The preschool classrooms, the leisure and sportive spaces, the laboratories building, the elementary-level building and the high school-level building, there can be found the classrooms distributed all around the different buildings, a teachers’ lounge, a

library, a chemistry lab, a physics lab, a English lab, music labs, two computer rooms, one chapel, one auditorium, audio-visual rooms and educative aids, two cafeterias, a restaurant, a farm, a psychology and orientation room and the bathrooms for girls, boys and teachers. The school also has the following physical resources: a soccer field, a basketball/volleyball court, a coliseum, a parking lot and most of the school is surrounded by green areas and open spaces and an environment full of peace. The coordination' office is in front of the rectory. Finally are complementary cycle classrooms. Each classroom has chairs, tables, blackboards and so on. It is important mention

Institutional organization

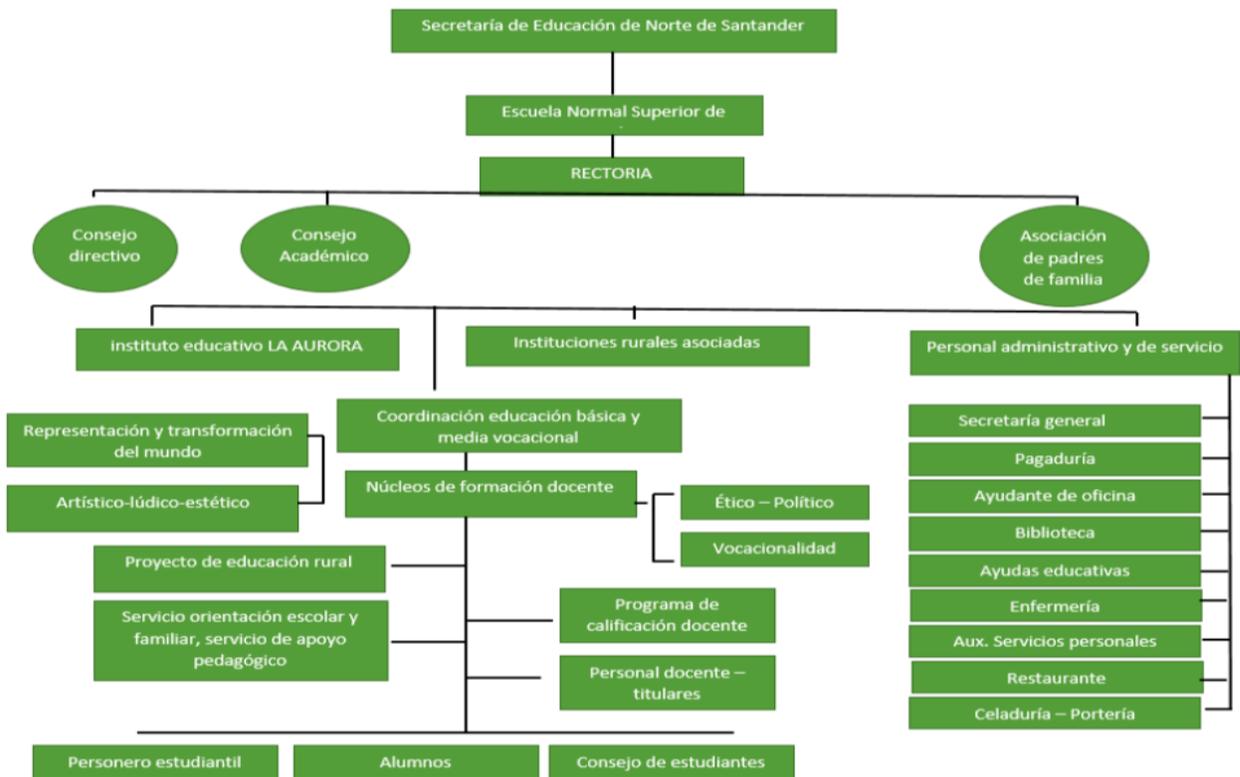


Figure 5: *institutional organization chart*. It shows the distribution and organization of the administrative component of the institution.

MAPA DE PROCESOS

ESCUELA NORMAL SUPERIOR

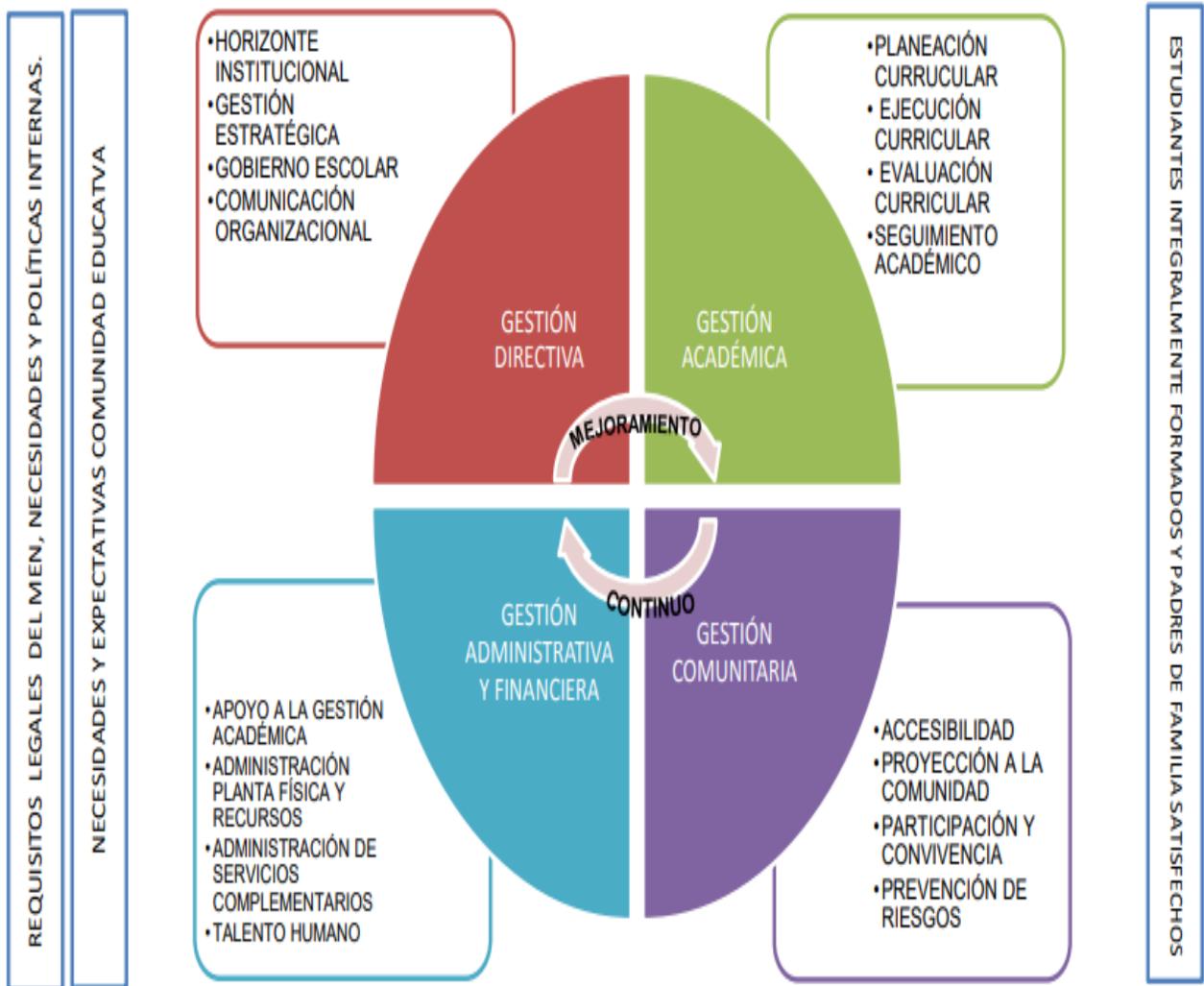


Figure 6: Institutional map of processes chart

Scholar calendar

SCHOOL ACTIVITIES

MONTH	ACTIVITY
September 24 th	English Festival
October 26 th	Festival de la canción y exposición artística
October 31 st	Día del estudiante
November 02 nd	Entrega de insignias
November 08 th	Día de los parques nacionales
November 16 th	Terminación de clases
November 19 th	Nivelación de estudiantes
November 30 th	Terminación tercer periodo académico

Figure 7: *scholar calendar*. It shows the activities corresponding the dates and the activities of the institution.

Supervisor's schedule

Table 2. *Supervisor's schedule*

N	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7:00-7:50	6A		5to (7:15)		7A
2	7:50-8:40	6A		5to (8:55)		7A
3	8:40-9:30				7A	

4	9:30-10:20	6B			7A	2do (9:10-10:50)
	10:20-10:50	BREAK				
5	10:50-11:40	6B				
6	11:40-12:30			6A	6B	
7	12:30-1:20			6A	6B	

Table 3. Pre-service teacher schedule

N	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7:00-7:50	6A		5to (7:15)		7A
2	7:50-8:40	6A		5to (8:55)		7A
3	8:40-9:30				7A	
4	9:30-10:20	6B			7A	2do (9:10-10:50)

	10:20-10:50	BREAK				
5	10:50-11:40	6B				
6	11:40-12:30			6A	6B	
7	12:30-1:20			6A	6B	

Pedagogical aspects

As a pre-service teacher, the researcher was able to identify the methodology that supervisor implements and all the abilities used to promote the English learning process. Through this observation stage teachers provide all the requirements to face the challenges of teaching; meaning that they master the language, knew the theories behind teaching a foreign language, had the ability to teach inside a classroom and that they can identify the teaching flaws on children’s’ learning process by researching, reflecting and proposing solutions. Also, it is relevant to mention that teachers’ works with the national plan of bilingualism created by Colombian Ministry of Education with the modules that it offers facing students with a foreign language. It is important to mention, that supervisor doesn’t have specifics formats to plan because he told that could be used the formats implemented in the university. Furthermore, in order to control discipline in the school is used students’ observer where each teacher can write some branches of discipline.

In seventh grade, teacher is focused on speaking and listening because she told that if students listen then they can talk, also supervisor allows the use of dictionary to verify some

words that students didn't know, the only writing activity was to create and write a message in the notebook but it was not produced by students because teacher copied it on the board; in this activity teacher did the translation of this message with the students in order to know what this was about.



Figure 8: books worked by teacher

The book way to go presents the following methodology: there is a **Teacher Guide Book** that presents vocabulary teaching tips, student's workbook answers, rubrics, projects, writing bank, learning strategies /study skills and list of online resources and it is presented by module, each module consists of three units. Also there is a **Student's book**, it presents modules, communicative/gap activities, grammar charts, vocabulary lists, verb list and additionally the **Workbook** where students practice and reinforcement and it presents the same number of units but with few pages: three pages per unit, a self-assessment page per unit and a chant activity.

CHAPTER 1

PEDAGOGICAL COMPONENT

Using story bird as a strategy to develop writing skills in 7th grade at Normal Superior in Pamplona, Colombia: An action research

Introduction

Teaching a foreign language is a difficult process due to the conception students have about learning a second language. Nevertheless, every teacher creates their own teaching preconceptions in order to look for the best way to teach English. All of that, based on English as foreign language has become a fundamental goal in the educational field Ministry of Education (2006) proposed in the *National Program of bilingualism 2004-2009*. Currently, it is possible to estimate that English as foreign language is the language of preference in our context this is why teachers search to apply different strategies in their teaching process to encourage students to gain a good English level.

Taking into account the above, it is important to mention, one aspect that every day takes more relevance in the teaching process; the use of technology within the classroom has allowed students to be motivated to learn a foreign language “In an educational context, new technologies offer wider knowledge and experiences, promote social interaction, foster autonomous behaviors and increase learners encouragement to learn” Herrera (2013 p.167). In this case, this study aims at integrate the technology in the teaching English in order to develop writing production and reading comprehension through of the implementation of StoryBird platform. According Suarez (2017) “it is evident that learners have to read before learning to write” (p.26), also reading helps

students to acquire vocabulary, recognition of words, expressions and grammar structures which can be applied in the writing process.

According to the Ministry of education it is supposed that seventh grade is placed in basic level, it means A2 level. However, when the pre-service teacher observed, it was noticed that the students do not have A2 level, because they commit some mistakes at the moment of writing, they write how they listen or they invent words with similarities to Spanish. Because of this, it was selected to work on the enhancement of creative writing using StoryBird platform in order to create short stories or the activities selected by the researcher.

According Avery (2011) outlines that “StoryBird is an extremely engaging site that allows students to focus more on the content of their writing rather than drawing pictures.”(p.165) Besides Dabbs (2011) and Nordin (2010) believe that Storybird encourages creativity and it is fun for any group of learners. It brings learners’ abstract thoughts to real life (Dabbs, 2011) and helps students to “learn effective communication and collaboration” (Nordin, 2010, p.4).

As such, the pre-service teacher decided to implement StoryBird platform in the practicum process at the Escuela Normal Superior de Pamplona to develop in 7th students’ creative writing and reading skills, which student were motivated to learn in a creative way furthermore, the use of this tool allowed to break with the classroom monotone.

Problem

During a week, four non-participant observations were carried out in 7th grade courses. These observations were executed in order to found the population and to identify fundamental aspects such as the English teaching-learning processes and potential drawbacks. Through this

process of observation, a series of obstacles were identified. First of all, since this course has a big amount of students (40 students) this caused indiscipline, because the activities developed by the teacher was not interesting for them and some students said that English was bored for this reason, those students interrupt the classes with different activities that are not about English class. However, the principal teacher has a good methodology to teach English but she doesn't integrate all the four skills in classes, supervisor focused on more speaking and listening since she told that if they can listen and understand they can speak. For this reason, the researcher decided to work with reading and writing; in order to develop writing skills through StoryBird platform. Writing is a process of creating written text that obtains ideas, feelings, thoughts, and desires to other person. (Rahmawati, 2014:15) besides, (Harmer 2007:13) mentions that writing involved planning what we are going to write. First, draft it. Then reviewing and editing what we have written and producing a final version.

Taking to account the above, Susilo (2015) affirms when writing students frequently have more time to think than they do oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them and (Harmer, 2004:31) state that writing encourages students to focus on accurate language use and, because they think as they write, it may provoke language development as they resolve problems with the writing puts into their minds.

Summers and Eisenhower (2006) point out that the use of technologies in the classroom can increase motivation, decrease anxiety, lead to more student-centered activities, provide students with an authentic audience for which to write, and in terms of language learning, can promote greater language production along with a higher level of language sophistication (p. 5). For this reason, this research looks for integrating the use of technology through StoryBird which

students have the opportunity to learn in a creative way, as mentioned before students were bored with the activities proposed by the teacher so with this implementation the researcher seeks to break the monotony and to innovate with other activities in the learning process.

The selected population, seventh grade students is around 12 and 16 years. The criterion to choose these students was because they presented some difficulties when learning English specially in writing skill and because the English teacher doesn't work all the four competences in this course. According to Ministry of Education (2006) affirms that seventh grade is place at basic level it means A2.2 however, the researcher during institutional observation noted that those students are placed A1 since that they.

GRUPOS DE GRADOS	NIVELES MCER	NIVELES PARA COLOMBIA
Décimo a undécimo	B1	B1.2 Pre-intermedio 2
Octavo a noveno		B1.1 Pre-intermedio 1
Sexto a séptimo	B1	A.2.2 Básico 2
Cuarto a quinto		A.2.1 Básico 1
Primero a tercero	A1	A1 Principiante

Figure 9: Relación estándares grupo por grados.

Statement of the problem

With the purpose of developing 7th grade students' writing skills at Normal Superior de Pamplona, this proposal was supported by the following questions:

- ✓ How StoryBird platform can develops writing skills in 7th grade students at Normal Superior de Pamplona?
- ✓ How does the implementation of short stories enhance writing skills and reading comprehension in the learning students' process?
- ✓ How does the exercise of creative writing contribute on the development of students' autonomy in their learning English process?

Justification

Based on what it evidenced during the four classroom observations mentioned before, it was important to carry out this study that will benefit 7th grade students, the Normal Superior but also the pre-service teacher, who put into a practice all his knowledge and engagement developing this project. Inasmuch as 7th grade only is focused on oral production and listening, during the practicum process was implemented StoryBird platform as the main tool in order to develop students writing skill through the creation of short stories in which students took an active part during their own learning process.

It is important to mention that 7th grade student were face a new tool in their learning process as the implementation about Blended Learning (B-Learning) in this case the use of the Storybird platform. B-learning is a combination of the face-to-face part of a course and an appropriate use of technology (Sharma and Barrett 2007 p.21) besides Graham (2012 p.7) stated three main reasons which blended learning must be implemented which are: improved pedagogy; increased access/flexibility; and increased cost effectiveness.

The population mentioned above, had the opportunity to access to this platform in order to create short stories using their imagination, this tool allowed students to enhance writing skills

and reading comprehension because they could read their own creations and partners' creations. According to Pardede (2010) the use of short stories is a good strategy because they can learn new vocabulary, grammar structure and to know writing style. Additionally, the implementation of this proposal served as a first contact with a real problem in a real educational context, and as an experience for the pre-service teacher with different methodologies that helped to improve the current needs in the learning process of students in Colombia. On the other hand, this research had an impact in school's teacher since it was the first time that the use of technology will be implemented in teaching English and they could use this tool to teach in the other graders besides Normal Superior in Pamplona because in this institution will be facing the new teaching processes and integrating the challenges of the technology. Nevertheless, this research could be a model for future studies in the integration of the technology in the educational field.

Objectives

General Objective

- ✓ To develop writing skill through StoryBird platform in 7th grade students at Normal Superior de Pamplona

Specifics

- ✓ To design writing workshops in order to enhance writing skills through StoryBird platform
- ✓ To implement strategies to teach writing skills and reading comprehension using short stories.

- ✓ To analyze the impact of the use StoryBird platform in helping boost their written production.
- ✓ To enhance students' interest in English learning through the creation of a final product, in this case, a gallery walk to show students 'creations.

Theoretical framework.

Writing skills are undoubtedly important for an effective communication as one of the productive skills. In this section, it is provided the theoretical foundations that supported this study: StoryBird platform, conception related to writing and reading comprehension, vocabulary, short stories, communicative approach and Task Bases Learning.

StoryBird

Storybird is a web 2.0 tool created by Mark Ury that supports the collaborative storytelling with the use of art galleries that inspire people to create stories (Storybird, n.d; Nordin, 2010). It is available at www.storybird.com and learners can activate a free personal account to write narratives using images to create storyboards. When creating a storyboard, learners can discuss what they want their story to say, how to structure it and what images to use. The creation of storyboards as a prewriting strategy helps learners develop their writing skill (Linares, 2010).

Blended learning

The term blended learning originated in the business world in connection with corporate training (Sharma and Barrett, 2007), then was employed in higher education (MacDonald, 2006) and lastly it appeared in language teaching and learning. With reference to blended learning in

higher education, it was defined by Banados (2006):“a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training programme which can improve learning outcomes and/or save costs” (p.534).

Communicative approach

(Canale and Swain 1980; Widdowson 1989; Halliday 1970) stressed the importance of communicative approach to language teaching, particularly the communicative acts underlying the ability to use language for different purposes and the relationship between linguistic systems and their communicative values in texts and discourses. Therefore, the communicative approach, which challenged the prevalent audio-lingual method, promoted the idea that social and cultural knowledge were necessary prerequisites for understanding and using linguistic forms. The list of communicative competences proposed by Hymes (1972), and complemented by other theorists includes: a) linguistic or grammatical competence; b) sociolinguistic or pragmatic competence; c) discourse competence, d) strategic competence (Richards and Rogers 1986; Hedge 2000), and e) fluency (Hedge 2000).

Task Based Learning

Harmer (2007) states that Task-Based Learning is a natural extension of communicative language teaching, in Task-Based Learning the emphasis is on the task rather than the language. Also Harmer affirms that a typical sequence starts with a *Pre-task* this is followed by a *Task Cycle* and the last stage *Language Focus*. It is important to mention, that Task-Based Learning allows teacher and students to concentrate on how we achieve things with language, and how we can use language for certain tasks.

Writing

Oshima and Hogue, (1997) (quoted in Elhabiri, 2013) expose that “Writing is an act of communication, it is considered as a skill that needs study and practice to be developed, the ability to write is not naturally acquired; it is usually learned as a set of practices in formal institutions, or other environments settings. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts” (p.15). Additionally, Urquhart and McIver (2005) affirmed that “writing is a recursive process” (p. 5) which means that students are frequently revising throughout the process, moving back and forth among the stages of the writing process itself.

Teaching Writing

Writing skill is considered a complicated process, some authors have established different approaches in order to achieve those objectives. Harmer (2001) stated that “there are two approaches in teaching writing, they are focusing on the product of writing process and focusing on the writing process itself” (p. 25). A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5); according to Kroll (2001) The “process approach” serves today as an umbrella term for many types of writing courses Also a process approach tends to focus more on varied classroom activities which promote the development of language use. Moreover, Richards and Renandya (2008) affirmed that “the process of writing consists of planning, drafting, revising and editing” (p.303). However, (Steele, 2004) state 8 stages in the writing process: brainstorming, planning/structuring, mind mapping, writing the first draft, peer feedback, editing, final draft and evaluation/teacher’s feedback.

According to these theories above, the teaching of writing must be well constructed and based on the students' level and capacity regarding the standards of competence. Additionally, no matter the approach, students must be engaged in the activities in order to construct their writing.

Genre

According to Harmer (2007) affirms that a genre is a type of writing which members of a discourse community would instantly recognise for what it was. It is possible to distinguish some type about genre such as: *genre analysis*, in which will help students see how typical texts within a genre are constructed and this knowledge helps them to construct appropriate texts of their own. And *guided writing* will help students produce appropriate texts even with fairly limited English

Evaluating Writing

In the process of teaching of writing, the evaluation plays an important role which allows teachers know performance's students, as an integral component of teaching and learning, assessment is widely conceived to provide "up-to-date information or feedback about students 'progress, allowing teachers and students or both to adjust what they are doing" (Graham, Harris & Hebert, 2011, p. 12) besides, Brown (2001) proposed different categories for evaluating writing (p. 417).

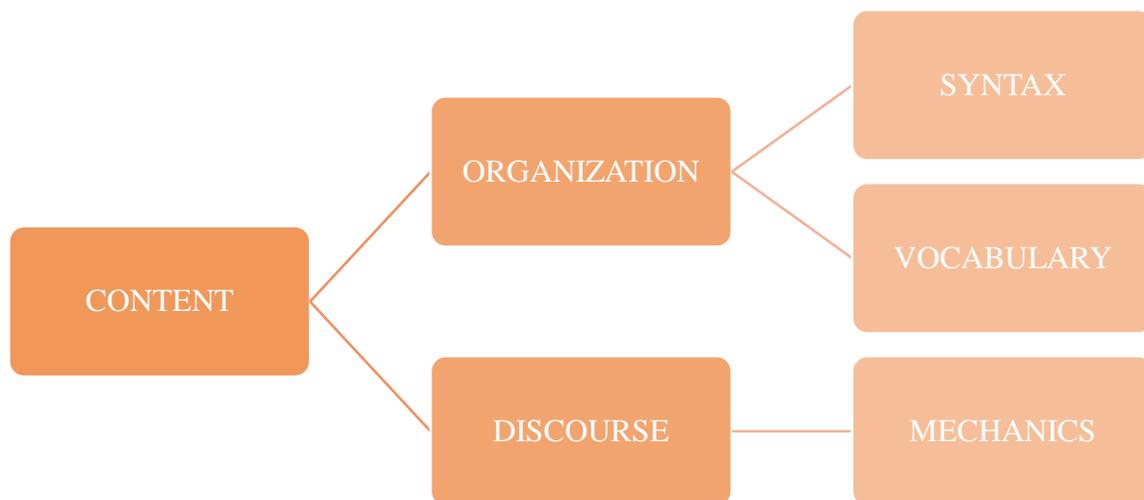


Figure 10: categories for evaluating writing proposed by brown (2001 p.417)

Reading

Reading is a mental process, in which the reader collects the information of their interest. According to William (1984), “he defines reading as a process whereby one looks at and understands what has been written” which means that is necessary to develop a relationship between reading and writing skills in order to improve both competences to become effectively readers and writers. As teachers, we want that students to improve their level in terms of the acquisition and use of a language with the aim that they can become better communicators in any field, and according to some writing tips reading is of great importance in this process and also has been found to have a reciprocal relationship with writing, taking into account that good habits and reading skills improve the intellectual and cognitive student’s ability to write. Collins English Learner’s Dictionary (1974) defined reading as an act of looking at and understanding point, which means that all the information enters through the reader’s eyes to understand several

words and structures in a sentence, paragraph, or the text itself in order to make them meaningful.

Types of reading

According Harmer (2007 p.99) it is necessary to do the distinction between *extensive and intensive reading*. Extensive reading refers to reading which do often away from the classroom, with this kind of reading, students can read novels, web pages, newspaper, and magazines it means the students have the chance to choose what they want to read. On the other hand, in term of intensive reading refers to the detailed focus on the construction of reading texts inside the classroom; taking into account the above, it allows to identify the vocabulary, grammar structure and specific information in the reading Harmer (2007 p.100).

Reading genre

According Harmer (2007 p.362) mention some genre of written language which is to possibly to identify a genre and to know what they look for within the text among them:

Nonfiction (*reports, editorials, essays and article* etc.), fiction (*novels, short stories, jokes, drama* etc.) letters, diaries, memos, messages, announcements, academic writing (*short-answer test responses, reports, papers, theses, books*) directions, labels, signs, recipes, maps, comic strips, cartoons and menus etc.

Assessing reading

In order to assess reading comprehension Harmer (2007 p.101) established some characteristics for assessing reading such as; perceptive reading (recognition of symbols, letters

words) selective reading (focus on morphology, grammar and lexicon) interactive reading (reading-comprehension questions, scanning, re-ordering sentences) extensive reading (skimming, summarizing, note taking, marginal notes, highlighting and outlining).

Short story

According to Oates (1992), “A short story is, essentially, a narrated account of events, it represents a concentration of imagination and not an expansion; it is not more than 10,000 words; and, no matter its mysteries or experimental properties, it achieves closure- meaning that, when it ends, the attentive reader understands why. The short story is generally considered an indigenous American art form; it is a prose piece that is not a concatenation of events, as in a new account or an anecdote but an intensification of meaning by way of events. Its plot may be wholly interior, a matter of the progression of a character’s thought”.

Vocabulary

Vocabulary is perceived as the glue that holds stories, ideas and concepts together allowing us to express those ideas and thoughts for an effective communication (Reading Panel, 2001). The teaching of vocabulary has become an important aspect of the reading and writing processes since it contributes to students’ development of these skills inasmuch as students know and manage many different words that can help them to better understanding and produce in a foreign language. In English language teaching, vocabulary is crucial because without the sufficient knowledge of vocabulary, students cannot understand other people or express their ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). In other words, without grammar but

knowing vocabulary people can manage to communicate in another language by using some useful words and expressions.

Literature review

In this section it is included the revision of four previous studies that supported this research. These studies focused on writing development through StoryBird as a tool to improve writing production, using short stories in reading comprehension to get vocabulary and product/process and writing production.

Effects of using StoryBird

Taking into account the previous studies related with the use of StoryBird platform, Menezes (2012) said that Storybird embodies three ideas-- creating, reading, and sharing. It is also a collaborative storytelling tool that allows students to focus more on the content of their writing rather than drawing pictures. Besides Czarnecki's research (2009) state that StoryBird helped the reluctant and shy students to write on their own. The use of artwork allowed students to develop deep reflection and higher-order thinking. Therefore, Storybird promoted imagination, literacy, and self-confidence. Nevertheless, those authors demonstrated that implementation of this tool was a good strategy because students always were motivated to learn and to write all the activities proposed by the teacher, However, those authors affirmed that using this tool is not a viable idea because some teachers are rooted in their traditional methodology and maybe they don't know the use of those platforms.

Incorporation of process and product approaches in writing production

Having in mind the previous studies *A Taxonomy of ESL Writing Strategies*: Congjun (2005) and *Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level*: Hasan and Akhand (2010). Those authors proposed two approaches in terms of writing; product and process. A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). It means that the students follow a model in order to create a new piece of writing and this model is based on four stages according (Steele, 2004) 1) Students study a model text, 2) students identify some features in this model text, 3) the ideas are organized and 4) write a final product. A process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting, this approach is focused on 8 stages in the writing process: brainstorming, planning/structuring, mind mapping, writing the first draft, peer feedback, editing, final draft and evaluation/teacher’s feedback (Steele, 2004).

Table 3. Product and Process writing. A comparison (Steel 2004.p1)

PROCESS WRITING	PRODUCT WRITING
Text as resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type, reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

However, those studies showed that students in product approach tried imitate the same model of writing presented by the teacher in other words, this approach did not help students in producing a good composition or their own production. In terms of process approach, the researchers observed that some students had some difficulties at the moment of write their written productions forgot to write the topic sentence of a paragraph or they did not support with details each paragraph. Finally, they suggested that the approach chosen will depend on the teacher, on the students and on the genre of the text that will worked.

Impact of short stories in reading comprehension

Taking into account two studies entitled *Students' Language Skills Development through Short Stories*: Arias (2017) and *short stories use in language skills classes: students' interest and perception*: Pardede (2010). Those studies was related with the use of short stories in order to improve reading comprehension. The former showed that at the beginning students was not able to understand the short stories because they had not or not knew enough vocabulary because there were new words and expressions however, short stories were a good strategy to gain student motivation and the students improved their writing skills beside the researcher demonstrated that short stories was a guide in written production. Nevertheless, in the second study the author affirmed that short stories facilitated the development of the classes because, students enjoyed read the same stories for several time; also, the author stated that short stories are an interesting and complete learning material since a single story could be used to enrich vocabulary, to develop reading skill, to study new expressions for conversation, and many others. Taking to account the above, it is possible to mention that short stories could motivate

students to learn a language and improve their writing and reading comprehension, because they help in the vocabulary acquisition and developing language skills.

Methodology of the research

Type of research

This was a qualitative research that aims to study a daily teacher's life work in which there was presented different situations that can be studied involving us as a teacher and as a researcher as Mason (2002) says, "Qualitative researching is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter" (p.11) furthermore, when we interact with people we can significantly take advantage of all those behaviors, relationships and experiences they can offer to us. Besides, this pedagogical component encompasses an action research in order to work on reading and writing skills at Escuela Normal Superior high school.

This section presents some important aspects that guide the pedagogic solution planned in order to overcome the educative needs observed in the institution. The following process will be implemented to achieve the objective of this project, improving creative writing and reading skills through the implementation of StoryBird platform.

That was why the pre-service teacher used the stages proposed by Kemmis and McTaggart (1995), they suggested that the fundamental components of action research include the following:

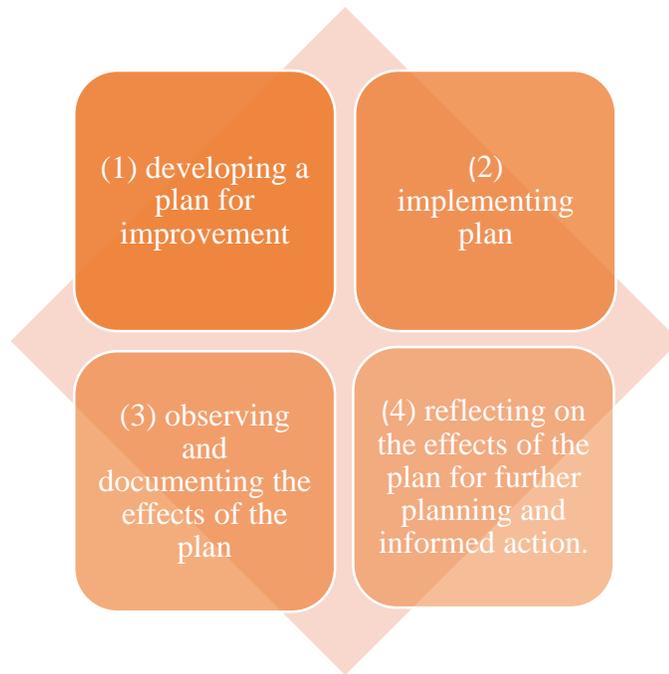


Figure 11: Component of action research proposed by Mc Taggart (1995)

Participants

This project was focused in a public school in Pamplona, Colombia at the “ESCUELA NORMAL SUPERIOR” mainly with 7th grade students. Which students aged was around 12 and 16 years, researcher worked with four participants. The criterion to choose these students was because they presented some difficulties when learning English specially in writing skill and because the English teacher didn’t work all the four competences in this course.

Data collection instruments

In this action research project, it is important to define the data collection instruments implemented in order to gather data. The researcher of this study implemented participant and

nonparticipant classroom observations, journals. Besides semi-structured interviews and students' written productions.

Non -participant observation

Non-participant Observation involves observing participants without actively participating. In other words, when using nonparticipant observations researcher does not interact, in any manner, with the teacher or the students while the learning session is in progress. "This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years."(Liu & Maitlis 2010, p.416). This instrument helped us to identify the main needs in a specific context. Researcher did two non-participant observation, which was possible to identify the needs that had the students in seventh grade.

Participant observation

In the present study the researcher takes into account Gordon's definition (2008), the participant observation is a research strategy which aims to gain a close and intimate familiarity with a given area of study through an intensive involvement with people in their natural environment(p.115). The main purpose of the observations was to verify the effectiveness on creative writing by using StoryBird platform so, three participant observations were carried out during the implementation of the study.

Journals

The reflection exercise allowed pre-service teachers to express about their work through narratives of their experience as a way of making sense to teachers' everyday lives. These

narratives served as journals in order to write perceptions of the pedagogical component.

(Annex, 1)

Semi-Structured Interviews

According to Wengraf (2001) “Semi-structured interviews were designed to have a number of interviewer questions prepared in advance but such questions were designed to be sufficiently open that students can express their opinions freely” (p.25). So, this instrument is useful in the purpose of gathering deeper information about the phenomenon, taking into account the participants’ voices, opinions, thoughts and answers at the moment of analyzing each question. One semi-structured interview was implemented in order to know the students’ perception about StoryBird implementation **(Annex, 2)**

Student written Production

Students’ work can be considered as one of the richest sources of data since it not only provide a valid representation of students’ written productions, but also it serves to keep a record of their writing process during the implementation of the project. Three productions by students (twelve written productions) were analyzed in some aspects such as: grammar structure, lexical etc. those written production were downloaded from the platform since the researcher had access to her. **(Annex, 3)**

Table 4. Timetable data collection. Pedagogical component.

Weeks instruments	1 st Sept.10 th 14 th	2 nd Sept.17 th 21 st	3 rd Sept.24 th 28 th	4 th Oct.01 st 05 th	5 th Oct.15 th 19 th	6 th Oct.22 nd 26 th	7 th Oct.29 th 02 nd Nov	8 th Nov.05 th 09 th	9 th Nov.12 nd 16 th	10 th Nov.19 th 23 rd
Journals	X	X	X	x	x	x	x	X	X	x
Interview									x	
Students' production			X		x		x			

Data analysis.

Data analysis is the process of transforming raw data into usable information in order to find something out, or to help with making decisions. According to Shamo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data” (p.1)

In order to analyze the data, an interpretive analysis proposed by Miles and Huberman (1994) was implemented, these authors suggested an analysis that consisted of three procedures:

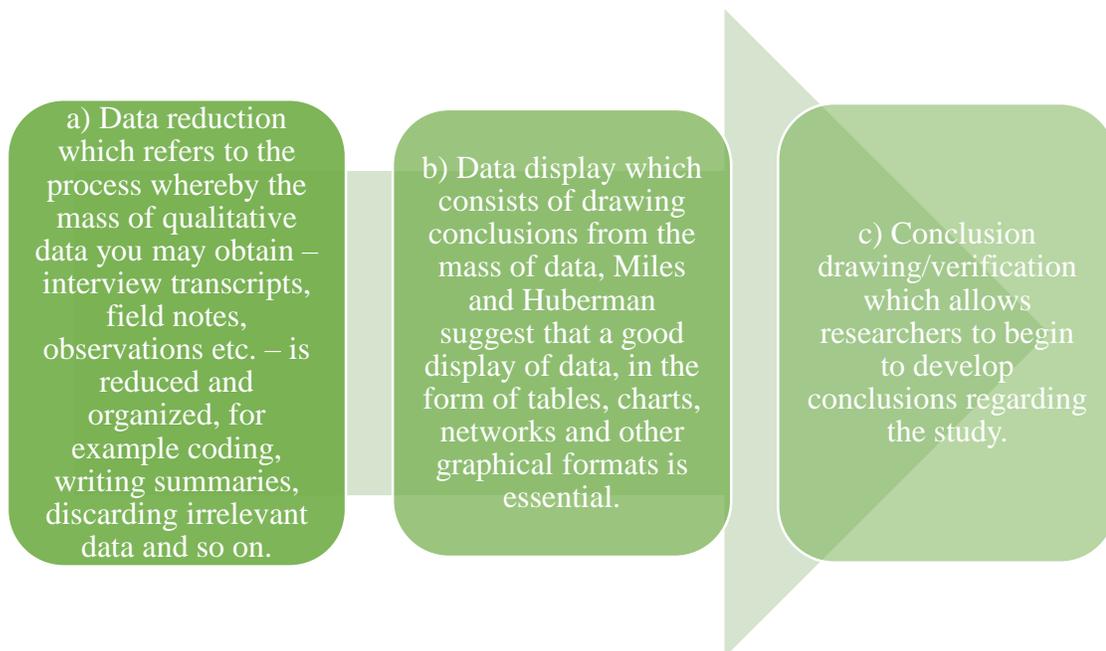


Figure 12: Data analysis procedures. Miles and Huberman (1994)

Data analysis procedures

After gathering all the information, the interpretive analysis proposed by Miles and Huberman (1994) was followed in order to begin with the process of content analysis. These authors proposed three steps: data reduction, data display and conclusion drawing and verification.

Beginning with the first step, data reduction, it was necessary to get to know the data. For this reason, data gathered to check if it was meaningful, and to analyze and to write short impressions of this information. Furthermore, analytical memos, that contained reflections and comments about everything the researcher found from the data, were written.

Subsequently, the researcher continued with the data display. During this step, it was carried out a review of the data collected by each instrument. In order to develop this step in an

efficient and organized way, a visual representation of each instrument, in other words matrices, were used. Each matrix not only contained the information gathered and who provided it – the participants or the researcher – but also their correspondent answers or comments. Doing it in this way facilitated the analysis process since it allowed the researcher to see and to analyze each instrument separately and setting aside the unnecessary information. Then, a general matrix with all the comments from the instruments were created. (**Annexe 4. Matrices for the analysis process**)

After having carried out the first and second steps, the data resulted in four main categories followed by sub-categories and descriptions related to those main categories. In the following figure it is shown the data after these two steps:

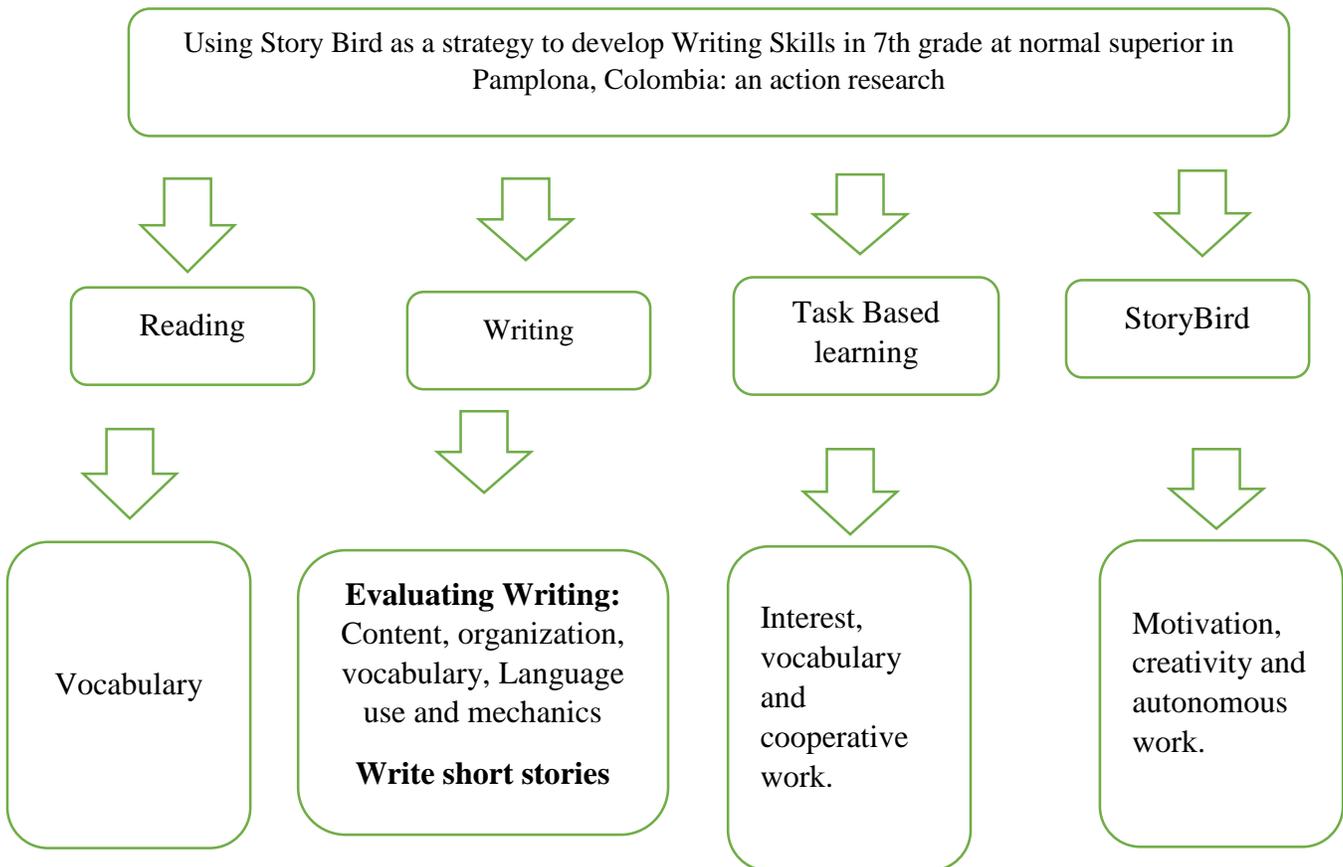


Figure 13: Categories, sub-categories and description

Finally, during the third and last step, conclusion drawing and verification, the researcher could attach meaning and significance to the information gathered, in other words, to trace connections and draw relationships while making sense of those categories. By following the previous steps, it was elaborated a descriptive summary of each category which was supported by data units taken from the participants and the researcher.

Methodology of pedagogical component.

The main objective of this proposal was to develop 7th grade students' writing skills at Normal Superior de Pamplona through the implementation of StoryBird platform during writing workshops. In order to do so, it was necessary to know, the features about StoryBird platform, steps about reading comprehension, writing production and how to work with Task-Based Learning.

StoryBird Platform

StoryBird is a tool web 2.0 which allows to write stories, storytelling and poems through images classified by categories besides this platform allows to create stories in a collaborative way, in which students wrote the final version of the stories; they wrote three stories through platform.

This tool had different functions:

- ✓ You can create the account as teacher or student
- ✓ You can select the category that you want to work depend on your interest
- ✓ This platform allows to create stories by chapter or to create poems by one single image

- ✓ StoryBird allows do public or private your creations
- ✓ Teacher can do students' feedback inside of the platform
- ✓ The creations can be published in the social networks or blogs

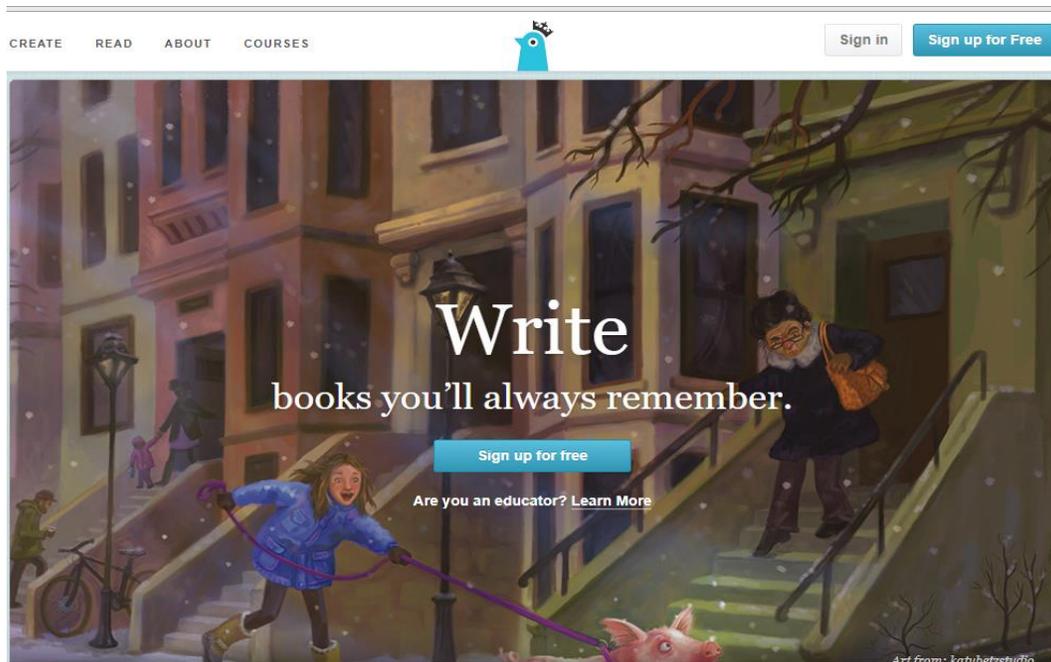


Figure 14: StoryBird Platform

Written production steps

It was necessary to follow a sequence to obtain an effective written production according to Hammer (2004).

Planning: In this stage the students decided what they want to write.

Drafting: Drafting is the phase where the students expressed the first ideas about the topic or what they wanted to write.

Editing: is the phase where students read the text and decided what work or not.

Final Version: as the final step and it was totally different form the first version.

Evaluation and Feedback: This stage was made by the researcher taking into account the evaluation rubric proposed by Jacob et al (1981). However, it was modified with other aspects that were include them.

Reading comprehension stages

According to Harmer (2007 p.100-101) states the following steps in order to do a good reading comprehension.

Scan: Students need to be able to scan the text for particular bits of information. This means that do not have read every word or line.

Skim: Students were able to recognise a general idea of what it is about the text

Reading for detailed comprehension: Students look for detailed information or picking our particular examples of language use.

Task-Based Learning process

According to Harmer (2007 p.51) affirms some stages about Task-Based Learning.

Pre-Task: Where students were introduced to the topic and told what the task will be.

Task cycle: Where students plan the task, gathering language and information to do it, and then they produce the piece of writing or oral performance that the text demands.

Language Focus phase: Students analyze the language they used for the task. Making improvements and practicing any language that needs repair or development.

Table 5. Implementation of pedagogical component

Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
	Introduction of the project and planning 1 st workshop	Implementation 1 st workshop	Evaluation and feedback	Planning 2 nd workshop and implementation 2 nd workshop	Evaluation and feedback	Planning 3 rd workshop	Implementation 3 rd workshop	Evaluation and feedback	Finish academic scholar	

Implementation of the proposal

Before carrying out the three writing workshops, it was necessary to introduce students to the project for them to know it better. To do so, during the third week of the practicum process the pre-service teacher decided to present them a power point presentation in which he included the objectives, the schedule of the project, the kind of written productions they had to work on, the explanation of a writing workshop and the presentation of the platform. While presenting that information, students were asked what StoryBird was? The researcher explained more detailed that there they were going to write the stories worked on class. However, researcher told them they must write a draft in order to get a final version so the teacher mentioned the type of written productions which were a fable, an anecdote and storytelling. On the other hand, teacher showed

the features of this platform such as: the images, color and types of letter that they could use at the moment of writing the stories. After this presentation, it was evidenced that students got interested on the project because most of them were saying that it was amazing write there because it was on the computer something different that write in a piece of paper.

In order to carry out the writing workshop it rubric was used to plan each implementation of the project. The stages that it contained were took of the methodology which the project was based on.

GROUP:	LEVEL:
TEACHER:	DATE/ DAY
LINGUISTIC OBJECTIVE:	COMMUNICATIVE OBJECTIVE:
SOCIO-CULTURAL OBJECTIVE:	TASK:

STRATEGY	DESCRIPTION OF THE ACTIVITY
READING COMPREHENSION	SCAN:
READING COMPREHENSION	VOCABULARY ACTIVITY:
READING COMPREHENSION	SKIM:
WRITING	PLANNING:
WRITING	DRAFTING:
WRITING	EDITING:
WRITING	EVALUATION AND FEEDBACK:
WRITING	FINAL VERSION:

Figure 15: plan project rubric

First Writing Workshop: “My first story’s contest”

The first writing workshop was implemented from the 27th September until the 05th November and it was called “My first story’s contest” During this writing workshop, students were able to recognise how to write a fable, vocabulary related to the environment. Additionally, they were able to use the necessaries expressions and vocabulary to talk about the environmental problem.

In order to develop this writing workshop, students followed the following steps:

GROUP: 7A th	LEVEL: A1	
	TEACHER: Miguel Prieto	DATE/ DAY September 27th, 2018 / Friday
LINGUISTIC OBJECTIVE Students were able to use expressions of the fable and vocabulary related to environmental problems to create a fable in past. Students were able to recognise the use of past simple	COMMUNICATIVE OBJECTIVE Students were able to express environmental problems in foreign countries thorough a fable	SOCIO-CULTURAL OBJECTIVE Know environmental problems about Anglophones countries
TASK Participate in the National Contest of Story by inventing and writing a fable related to environmental problems in a foreign countries	MATERIALS StoryBird Platform	

STRATEGY	DESCRIPTION OF THE ACTIVITY
<p style="text-align: center;">READING COMPREHENSION</p>	<p>SCAN: teacher presented a fable related to environmental problems (<i>THE RED MOON</i>)</p>  <p style="text-align: center;">THE RED MOON</p> <p>There was once a little grey planet that was very sad. The people living there hadn't looked after it, despite them having all the inventions and space ships you could ever need. They had contaminated the whole countryside so much with rubbish and pollution that there were no plants or animals left.</p> <p>One day, a little boy was walking on the planet, when he passed a cave and noticed a small red flower inside. The flower was very sick - almost dying - so the boy carefully dug up the flower, with roots, soil and everything. Then, he started looking for a place where he could look after it. He searched all over the planet, but everywhere was so contaminated that there was no place the flower could possibly live in. Then he looked up at the sky and noticed the moon. It seemed to the boy that maybe the plant could survive there.</p> <p>So the little boy put on his astronaut suit, and climbed into a space ship. He put the little red flower in the back, and off they went to the moon.</p> <p>Far away from all that pollution - and with the boy visiting it every day to tend it - the flower started to grow. The flower was so well cared for, that it had soon germinated, giving birth to others, and these other flowers spread onto other flowers.</p> <p>Before long, the whole moon was completely covered with flowers. That's why, whenever the little boy's flowers open up, for a few minutes the moon takes on a soft red sheen, like a warning light. Maybe it's telling us that if you don't look after your planet, a day will come when flowers will only be able to grow on the moon.</p> <p>Author: Pedro Pablo Sacristan Source URL: http://freestoriesforkids.com/children/stories-and-tales/red-moon</p> <p>Each student had the fable in a piece of paper however it was projected so that all students are focused on the class.</p> <ul style="list-style-type: none"> • Teacher did some general comprehension questions with the help of images in order to have a better understanding. <p>1: according to the image that you are watching. <i>What are the characters in the fable?</i></p> <p>2: <i>where is the story presented?</i></p>

	<p>3: What is the possible story according the images? 4: what kind of story is it?</p> <div style="text-align: center;">  </div> <p>Then, teacher with student’s help will clarify if those suppositions are true or false.</p> <p>In this first intervention, student liked them the reading presented since it was interesting for them. Besides, they showed an active participation when researcher asked some question related to the story. On the other hand, it was the first time that they worked this kind of activity on classes which helped students to be motivated in this moment.</p>
<p style="text-align: center;">READING COMPREHENSION</p>	<p>VOCABULARY ACTIVITY: In this part, teacher told students that they were going to read the story together, all had the opportunity to read one line in the text and the same time that they listened and saw one word unknown they underlined it. Then teacher with the help of images he clarified this vocabulary. <i>Teacher showed each image with the vocabulary unknown so he asked: What did the image represent?</i></p> <p>In this section, the images were a good strategy because students could imagine each part of story, an interesting thing was that students imagined that was the story and that some amazing ideas trying to guess the story in a creative way.</p>



**READING
COMPREHENSION**

SKIM: teacher is going to ask some questions related to story: those questions will be projected.

1: which are the characters in the story?

2: how was the gray planet?

A: Happy

B: Angry

C: Sad

D: excited

3: who was walking on the planet?

A: a girl

B: a horse

C: a little boy

D: the teacher

4: The red flower was happy? *True or False*, justify your answer with the text.

5: the red flower grew on the moon? *True or False*. Justify your answer with the text.
 6: why the red flower was taken to the moon?

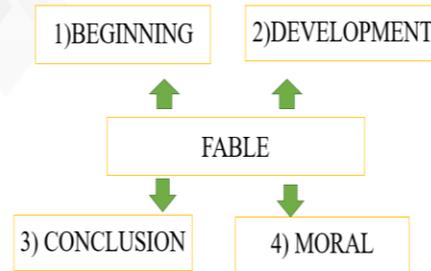
During this stage, students showed disposition to participate and answer the questions provided by the teacher. Students answered these question correctly since the previous activity related to vocabulary and reading helped them to understand the story worked. On the other hand, students identified the information with the text and they were motivated to answer because they had understood the story.



WRITING

PLANNING: teacher asked students if they knew the fable's structure in Spanish or English. Then teacher showed how the fable is formed.

ACTIVITY #4 WRITING



Formando líderes para la construcción de un nuevo país en paz

Then, teacher told students that they must identify the fable's part with the fable worked during the explanation.

Third, teacher showed how the fable was divided in order that students could identify it.

Finally, the teacher showed some useful expressions that students can take into account in order to write a fable.

In this part, researcher explained the fable's structure, he taught some useful expression to write it. One important thing to mention, students showed interest to write the fable however, the topic that they must use to do it was not so interesting because it was the environmental; they were working on this topic during three weeks for this reason, the main topic to write it was not attractive but they started to write it.

	<p>FABULE'S EXPRESSIONS</p>  <ol style="list-style-type: none"> 1) <i>It all began</i> 2) <i>It was one of those days when ...</i> 3) <i>At first</i> 4) <i>Some time later</i> 5) <i>Meanwhile</i> 6) <i>Later</i> 7) <i>Eventually</i> 8) <i>In the end</i> 9) <i>Finally</i> 10) <i>there was once... one day... once upon a time... A few days later... In a beautiful place... At the beginning... It was a hot summer day... no long afterwards... as soon as... minutos later...</i> <p style="text-align: right;"><small>(formando líderes para la construcción de un nuevo país en paz)</small></p>
WRITING	<p>DRAFTING: teacher told students the first task that they must start to write. <i>“Participate in the National Contest of Story by inventing a fable related to environmental problems in a foreign countries”</i> So teacher delivered them a piece of paper where the students must do a brainstorming about their own creation or the ideas that they have to write the fable.</p>

CHARACTERS (PERSONAJES)	CHARACTER'S DESCRIPTION (DESCRIPCION DE LOS PERSONAJES)
PLACE: (LUGAR)	DESCRIPTION OF THE PLACE (DESCRIPCION DEL LUGAR)
ENVIRONMENTAL PROBLEM (PROBLEMA AMBIENTAL)	
COUNTRY (PAIS)	

BEGINNING (INICIO)	DEVELOPMENT (DESARROLLO)	MORAL (MORALEJA)

Students started to write the fable in the class but hadn't enough time they should continue the draft in their houses and bring it to the next class.



WRITING

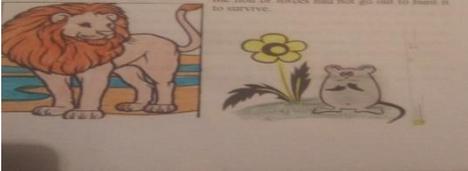
EDITING: after students wrote the fable, teacher reviewed them and he did the appropriate corrections in order to get the final version.

7-A
2020

THE LION AND THE STRIBING MOUSE

There was once a lion in the forest with a lot of hunger that always threatened the one that brings me the biggest piece of food, one that came tomorrow I will eat it, mouse arrived telling him that it would bring him the biggest piece of food, the lion said yes, he did not think that a small animal can fulfill his promise, but if it is not true and you do not bring me anything, I will not be afraid of your family, the mouse said yes, he would protect the lion, the lion said he did not want to protect his family, the lion said he would take the lion's biggest prey and thought about his friend the tiger that he liked to hunt, but he did not know the lion and explained that the lion had his family and had to take care of them, the lion said yes, he would protect them and not eat them, the tiger said he was not very afraid that lion, but he would protect them, the tiger said he would help him to hunt the prey and I will protect your family because you have not even have the strength to hunt, so now the tiger I hunt a gazelle with the help of the mouse and finished the afternoon they went to sleep, the lion said and the tiger told him from now on I will be the one who protects the mouse and his family, the lion wanted to continue living without needing to stay alone and waiting for them to bring him.

the lion or tiger had not go out to hunt is to survive.

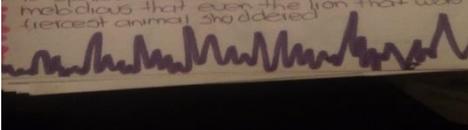


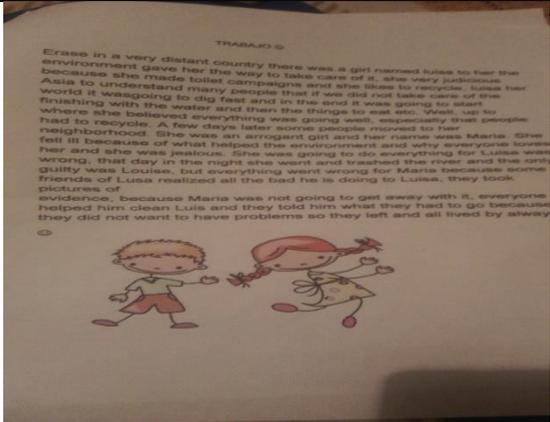
An extract from the story of

Titulo: Un extraterrestre en la selva...

Un día the lion left his cage and looked around to find out where the animal mouse had come from, but the only mouse he saw was a group of animals that watched with curiosity and at the same time with fear of a kind of tooth shine.

The king of the jungle came to the group of animals, he walked away from a place far from the group, he came with a bite and something came out of the box that caused the animals to retreat. The newcomer climbed the back of a tree and looked at the lion and the other animals, it was the size of a squirrel and flew with the grace of a butterfly, it had a (tail) and its eyes were like and bulging like balloons, they realized that his appearance was not very pleasant, but he spoke to them in a voice so sweet, melodious that even the lion that was the fiercest animal shuddered.



	 <p>THANKS</p> <p>Erase in a very distant country there was a girl named Luisa to her the environment gave her the way to take care of it, she was very judicious because she made total campaigns and she likes to recycle. Luisa her world it was going to dig fast and in the end it was going to start finishing with the water and then the things to eat etc. Well, up to where she believed everything was going well, especially that people had to recycle. A few days later some people moved to her neighborhood. She was an arrogant girl and her name was Maria. She felt it because of what helped the environment and why everyone loves her and she was jealous. She was going to do everything for Luisa was wrong, that day in the night she went and trashed the river and the only guilty was Louise, but everything went wrong for Maria because some friends of Luisa realized all the bad he is doing to Luisa, they took pictures of evidence, because Maria was not going to get away with it, everyone helped him clean Luis and they told him what they had to go because they did not want to have problems so they left and all lived by always</p> <p>©</p>
<p>WRITING</p>	<p>EVALUATION AND FEEDBACK: In order to carry out the evaluation step, the teacher took as reference the evaluation rubric proposed by Jacobs et al. (1981) however, it was modified with other aspects that were necessary to evaluate the written production. In which had a specific criteria to evaluate writing; All the written productions were corresponding to the participants of the project, these were evaluated with this criteria and most of them obtained good results according to it.</p>

	<p>Grid of written production A1</p> <table border="1"> <thead> <tr> <th colspan="7">Pragmatic and sociolinguistic skills</th> </tr> </thead> <tbody> <tr> <td>1. Respect of the instructions/content The written production is in accordance with the proposed topic Knowledgeable, substantive, through development of ideas, relevant to the topic</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>2. Organization Ideas clearly stated/supported, well-organized. Logical sequence, cohesive</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td>2.5 3 3.5 4</td> </tr> <tr> <th colspan="7">Compétence lexicale / orthographe lexicale</th> </tr> <tr> <td>1. Vocabulary range Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>2. Mastery of vocabulary demonstrate good control of elementary vocabulary but still commits mistakes to express ideas</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>3. Mastery of lexical spelling Lexical spelling, punctuation and layout are most often fair enough to be followed easily.</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>4: Mechanics Demonstrate mastery of convention, few mistakes of spelling, punctuation, capitalization, paragraphing</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <th colspan="7">Lexical competence / lexical spelling</th> </tr> <tr> <td>1. Degree of elaboration of sentences Master the structure of the simple sentence and the most common complex sentences.</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>2. Choice of tenses and modes Demonstrates good control despite clear influences of the mother tongue.</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>3. Morphosyntax / grammatical spelling Agreement in gender and number, pronouns, word marks, etc.</td> <td>0</td> <td>0.5</td> <td>1</td> <td>1.5</td> <td>2</td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>/20p</td> </tr> </tbody> </table> <p>On the other hand, after revising all the written productions, students were given a feedback in which the pre-service teacher showed them the common mistakes committed by them and the positive aspects of their written productions.</p>	Pragmatic and sociolinguistic skills							1. Respect of the instructions/content The written production is in accordance with the proposed topic Knowledgeable, substantive, through development of ideas, relevant to the topic	0	0.5	1	1.5	2		2. Organization Ideas clearly stated/supported, well-organized. Logical sequence, cohesive	0	0.5	1	1.5	2	2.5 3 3.5 4	Compétence lexicale / orthographe lexicale							1. Vocabulary range Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.	0	0.5	1	1.5	2		2. Mastery of vocabulary demonstrate good control of elementary vocabulary but still commits mistakes to express ideas	0	0.5	1	1.5	2		3. Mastery of lexical spelling Lexical spelling, punctuation and layout are most often fair enough to be followed easily.	0	0.5	1	1.5	2		4: Mechanics Demonstrate mastery of convention, few mistakes of spelling, punctuation, capitalization, paragraphing	0	0.5	1	1.5	2		Lexical competence / lexical spelling							1. Degree of elaboration of sentences Master the structure of the simple sentence and the most common complex sentences.	0	0.5	1	1.5	2		2. Choice of tenses and modes Demonstrates good control despite clear influences of the mother tongue.	0	0.5	1	1.5	2		3. Morphosyntax / grammatical spelling Agreement in gender and number, pronouns, word marks, etc.	0	0.5	1	1.5	2		TOTAL						/20p
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WRITING	<p>FINAL VERSION: after teacher did the pertinent corrections, the students will correct their creation in order to get the final version and students should submit it on StoryBird platform.</p> <p>Here, before publication of products on StoryBird platform. Explained stages students use to be part of this platform.</p>																																																																																											

THE LION AND THE MOUSE



THE LION AND THE MOUSE

RICARDOBARRIOS

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THE LION AND THE MOUSE

THE LION AND THE MOUSE

There was a lion in the forest who had hungry, he always shouted, he said who brings me the biggest prey of food can keep to calm that I will not devour him and will always be protected by me. one day a small mouse arrived he told him: I can bring the biggest prey if you promise me to take care of my family', the lion told him: I dont think that a small mouse can fulfill my promise



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If it is not true and you don't bring me food, I will eat you, the small mouse wanted to fulfill the promise while that lion continued sleeping in his cave. the mouse thought and thought how he would find the prey, he decided to talk with his friend the tiger; he explained him what was happening.



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THE LION AND THE MOUSE

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Second writing workshop: “My vacation”

The second writing workshop was planned to be implemented from the 26th October until the 01st November and it was called “my vacation”. During this writing workshop, students were able to tell how the last vacation that they had lived were, they knew how to write an anecdote which the main topic was (vacation) additionally, they were able to use the expressions and the vocabulary related to adjectives comparatives since it topic was worked during this implementation. In order to develop this writing workshop, students followed the following steps:

<p>GROUP: 7Ath</p>	<p>LEVEL: A1</p>	
	<p>TEACHER: Miguel Prieto</p>	<p>DATE/ DAY October 26th, 2018 / Thursday</p>
<p>LINGUISTIC OBJECTIVE</p> <p>Students were able to use comparatives adjectives writing an anecdote about the last vacations.</p> <p>Students were able to know the use of comparatives adjectives</p>	<p>COMMUNICATIVE OBJECTIVE</p> <p>Students were able to tell an anecdote lived in the last vacations.</p>	<p>SOCIO-CULTURAL OBJECTIVE</p> <p>Know how are the vacations in Anglophones countries</p>
<p>TASK</p> <p>Write to a foreign friend through an anecdote how were their last vacations</p>	<p>MATERIALS</p> <p>StoryBird Platform, video, images and word search</p>	

STAGES	DESCRIPTION OF ACTIVITY
<p>OPENING</p>	<ul style="list-style-type: none"> In order to start the second intervention, researcher showed <div data-bbox="743 402 1167 711" data-label="Image"> </div> <p>Costa Rica Vacation - The Best of Costa Rica Travel HD</p> <p>a video about vacations. https://www.youtube.com/watch?v=1WGltGszJBQ</p> Second, researcher told students that they were going to watch it; they should say what the video was about? In order to that student can identify the general topic that were worked in this intervention.
STRATEGY	DESCRIPTION OF THE ACTIVITY
<p>READING COMPREHENSION</p>	<p>SCAN: teacher presented an anecdote (<i>THE FOOTBALL GAME</i>) each student had the anecdote in a piece of paper however it was projected so that</p>

all students were focused on the class.

The Football Game

In my last vacations, my brother and I went to see a football game. We watched our two favourite teams, the Eagles and the Hawks. It was the second week of the season and the day was much colder than the week before. We arrived at the stadium at 11:30 am, which is a little earlier than usual. We were excited because I love the Hawks and he loves the Eagles.

The seats were good, but I wanted something closer to the field. However, we sat and enjoyed the game. Well, we enjoyed it until we started arguing. My brother and I both think our team is better than the other team. He always says to me that the Eagles are faster, stronger, and smarter than the Hawks. I never agree. On this day, he was wrong. The Hawks played a lot better than the Eagles. They looked stronger and tougher than the Eagles. They won by 15 points.

One thing I didn't like was that the food and drinks were much more expensive than other places, and tasted much worse. I was surprised that a hot dog cost \$7, which is more expensive than the \$3 I pay outside the stadium. Also, the hot dog was smaller than normal hot dogs. So I was a little sad about my meal, but I planned to get something tastier after the game.

Driving home I talked about how much better my team was than the Eagles. My brother was getting angry, and I noticed he was driving a lot faster than usual. We were lucky he didn't crash. Finally he saw a police car so he started to drive slower. We arrived home around 7:00 pm, which is later than normal. Usually we get home at about 6:00 pm.

Overall, it was a great day. I love going to the game with my brother. Even though we argue, I wouldn't want to watch the game with anyone else!

- Teacher did some general comprehension questions, with the help of images in order to have a better understanding.



1: according to the image that you are watching.

What could be the possible story?

- 2: what are the main characters?**
- 3: where do you think the story is developed?**
- 4: when do you think the story is developed?**

Then teacher with student's help clarified if those suppositions were true or false.

READING COMPREHENSION

VOCABULARY ACTIVITY: In this part, teacher told students that they were going to read the story together, all had the opportunity to read one line in the text and the same time that they listened and saw one word unknown they must underline it.

In order to identify the comparatives adjectives mentioned in the story; researcher delivered a word search where students must look for it.

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

Then teacher with the help of images clarified this vocabulary.

Teacher showed each image with the vocabulary unknown so he will ask: What did the image represent?



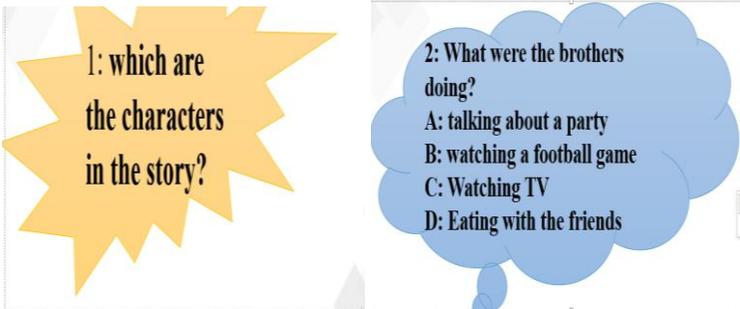


**READING
COMPREHENSION**

SKIM: teacher asked some questions related to story: those questions were projected.

- 1: which are the characters in the story?
- 2: What were the brothers doing?
- A: talking about a party
- B: watching a football game
- C: Watching TV
- D: Eating with the friends

- 3: What was the name of the soccer teams?

	<p>A: Junior and Cucuta B: Real Madrid and Barcelona C: the Eagles and the Hawks D: Brazil and Colombia</p> <p>4: Which team won the match?</p> <p>A: Real Madrid B: The Hawks C: The Eagles D: Colombia</p> <p>5: The brother was angry? <i>True or False</i>, justify your answer with the text. 6: What time did they arrive at the house?</p> 
<p>WRITING</p>	<p>PLANNING: teacher told students if they knew the anecdote’s structure in Spanish or English. Then teacher explained what an anecdote was? An anecdote is a very short story that is significant to the topic at hand; usually adding personal knowledge or experience to the topic.</p> <p>Then, teacher told students that they must identify the anecdote’s structure with the story worked during the explanation. Third, teacher showed how the anecdote is divided in order that students could identify it.</p>

Finally, showed some useful expressions that students can take into account in order to write an anecdote in English.

Beginning your story:

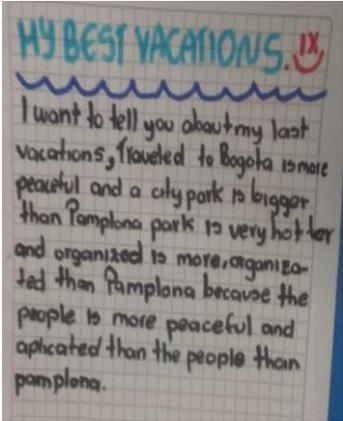
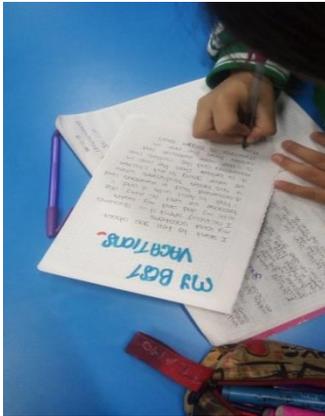
- First of all,
- To start off with,
- Initially,
- To begin with,
- In my last vacations,
- I want to tell you about my last vacations,

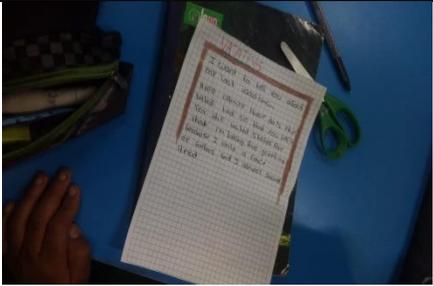
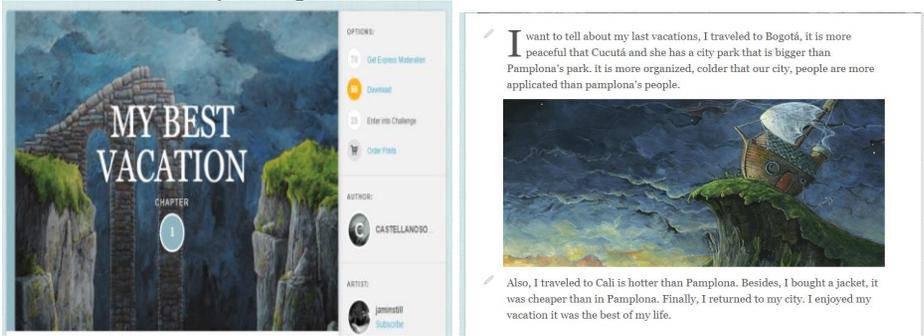
Continuing the story:

- Then,
- After that,
- Next,
- As soon as / When + full clause,
- ...but then
- Immediately,
- However
- Suddenly

Ending the Story:

- Finally,
- In the end,
- Eventually,

	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Beginning your story:</p> <p>First of all, To start off with, Initially, To begin with, In my last vacations, I want to tell you about my last vacations,</p> </div> <div style="width: 45%;"> <p>Continuing the story:</p> <p>Then, After that, Next, As soon as / When ...but then Immediately, However Suddenly</p> </div> </div>
<p>WRITING</p>	<p>DRAFTING: teacher told students the second task that they must start to write. <i>“Write to a foreign friend through an anecdote how their last vacations were”</i> students started to write the anecdote in the class but they should make the draft in their houses and bring it to the next class.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>

	
<p>WRITING</p>	<p>EDITING: after students wrote the anecdote, teacher reviewed them and he did the appropriate corrections in order to get the final version.</p>
<p>WRITING</p>	<p>FINAL VERSION: after teacher did the pertinent corrections, the students corrected their creation in order to get the final version and students should submit it on StoryBird platform.</p> <div data-bbox="520 721 1444 1057">  </div>
<p>WRITING</p>	<p>EVALUATION AND FEEDBACK: In order to carry out the evaluation step, the teacher took as reference the evaluation rubric proposed by Jacobs et al. (1981) however, it was modified with other aspects that were necessary to evaluate the written production. In which had a specific criteria to evaluate writing; All the written productions were corresponding to the participants of the project, these were evaluated with this criteria and most of them obtained good results according to it.</p>

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	0	0.5	1	1.5	2	2.5	3	3.5	4
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	0	0.5	1	1.5	2				
TOTAL					/20p				

Story text: Grading: Letter 76

(1) MY VACATION !! My vacation was in October, I felt that was shorter than last year, as my grandmother says: "Every day is better than yesterday for this reason, I enjoyed my vacation, I was with my family" vacation was not one day, I realized that my uncle is taller than my father but it not much the difference. I slept a lot of with my mother. THE END...

Submit Grades are displayed privately. Students are notified when graded.

Give your student private or public feedback - you choose!

Your notes:

Hola Sharon, estuvo muy bien la presentación de su historia, sin embargo tenga en cuenta la puntuación y el orden de las ideas es decir que tengan una relación con lo que está escribiendo, seguir las herramientas de la clase en clase o usar...

Save Note

Third Writing workshop “My first international story’s contest”

The third writing workshop was planned to be implemented from the 07th November until the 16th November and it was called “My first international story’s contest”. During this workshop, students were able to recognise the storytelling’s structure, they learnt vocabulary related to fantasy’s story in which they acquired it through a game, the task in this implementation was invent the new

version of Grimm Brothers' stories which teacher told them that it was going to be sent to the international story's contest in London.

In order to develop this writing workshop, the students followed the following steps:

GROUP: 7A th	LEVEL: A1	
	TEACHER: Miguel Prieto	DATE/ DAY November 7th, 2018 / Thursday
LINGUISTIC OBJECTIVE Students were able to use vocabulary related to fantasy's story in order to invent a storytelling with an original version.	COMMUNICATIVE OBJECTIVE Students were able to invent the new version of Grimm brothers' stories	SOCIO-CULTURAL OBJECTIVE Student recognized the Grimm Brothers' stories in English
TASK Invent the new version of the Grimm brothers' stories to be sent to the international story contest in London.	MATERIALS StoryBird Platform, video, images and game	
STRATEGY	DESCRIPTION OF THE ACTIVITY	

<p>OPENING</p>	<p>In order to develop the third writing workshop, teacher showed a video related to the Grimm Brothers' Grimm.</p>  <p><small>Little Red Riding Hood - Bedtime Story (BedtimeStory.TV)</small></p> <p>https://www.youtube.com/watch?v=02W4L3l6660</p> <p>After student watched it, teacher asked them: Did you know what the story's name?</p> <p>A: little red riding hood B: red rose C: snow white D: the wolf</p> <p>With this video, students were introduced could imagine that they were going to work with the storytelling.</p>
<p>READING COMPREHENSION</p>	<p>SCAN: teacher presented a storytelling (<i>LITTLE RED RIDING HOOD</i>) each student had this story in a piece of paper however it was projected so that all students were focused on the class.</p>

Little Red Riding Hood Short story

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.



On her way Little Red Riding Hood met a wolf.
 'Hello!' said the wolf. 'Where are you going?'
 'I'm going to see my grandmother. She lives in a house behind those trees.'

The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

'Granny, what big eyes you have!'
 'All the better to see you with!' said the wolf.

'Granny, what big ears you have!'
 'All the better to hear you with!' said the wolf.

'Granny, what a big nose you have!'
 'All the better to smell you with!' said the wolf.

'Granny, what big teeth you have!'
 'All the better to eat you with!' shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house.

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out.

The wolf ran away and Little Red Riding Hood never saw the wolf again.

This storytelling was a adapted version taken in British council (Learning Kids) since if researcher presented the original version it will be very long and the students were bored with this activity.

<https://learnenglishkids.britishcouncil.org/es/short-stories/little-red-riding-hood>

READING COMPREHENSION

VOCABULARY ACTIVITY: In this part, teacher told students that they were going to read the story so they must highline the words unknown. Then teacher delivered a piece of paper with two different activities where students had to complete it in order to have a better understanding

Little Red Riding Hood

1. Match them up!
 Draw a line to match the picture and the word.



wood	granny	basket	wolf	eyes	see
ears	hear	nose	smell	teeth	eat

2. What's the order?
 Watch the story and put the sentences in order.

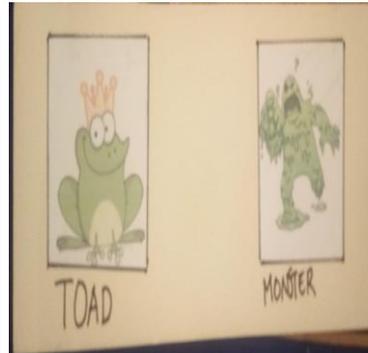
- On her way she met a wolf.
- Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.
- 1 One day Little Red Riding Hood went to visit her granny.
- Little Red Riding Hood never saw the wolf again.
- The wolf opened his mouth wide and Granny jumped out.
- The wolf ran to Granny's house and ate Granny up.
- A woodcutter heard a loud scream and ran to the house.

www.britishcouncil.org/learnenglishkids
 © British Council 2017. This document is intended to provide opportunities for educational opportunities and cultural relations. We are registered in England as a charity.

<https://learnenglishkids.britishcouncil.org/es/short-stories/little-red-riding-hood>

In this way student clarified the doubts in terms of vocabulary.

Secondly, teacher taught the new vocabulary related to fantasy's story through a game called "lottery" where students knew all the vocabulary they must use in the next writing production. The game was developed in groups.



**READING
COMPREHENSION**

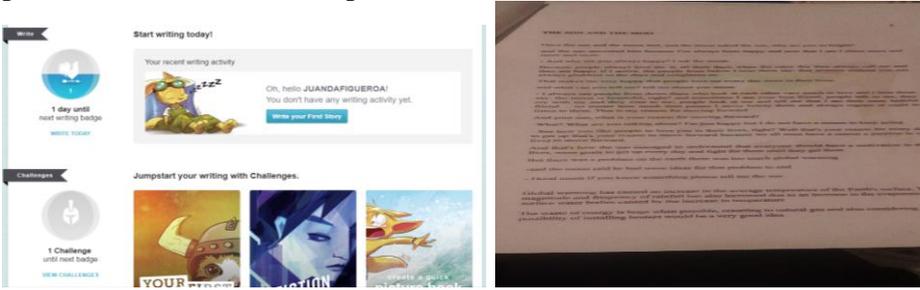
SKIM: teacher asked some questions related to story: those questions were projected.

Who was visiting Little Red Riding Hood?

A: HER BOYFRIEND

B: HER GRANNY

	<p>C: HER AUNT D: HER FRIEND</p> <p>Little Red Riding Hood met the wolf? <i>TRUE OR FALSE</i> AND JUSTIFY YOUR ANSWER IN THE TEXT</p> <p>Who helped Granny and Little Red Riding Hood?</p> <p>The wolf ate the grandmother? <i>TRUE OR FALSE</i> AND JUSTIFY YOUR ANSWER IN THE TEXT</p> <div data-bbox="520 594 915 745" style="background-color: #0070C0; color: white; padding: 5px;"> <p>► Who was visiting Little Red Riding Hood? A: HER BOYFRIEND B: HER GRANNY C: HER AUNT D: HER FRIEND 2: QUESTION</p> </div> <div data-bbox="520 777 928 954" style="background-color: #0070C0; color: white; padding: 5px;"> <p>► Who helped Granny and Little Red Riding Hood? 4: QUESTION</p> </div>
WRITING	<p>PLANNING: Teacher told students that they were going to write a storytelling which they must invent a new version of the Grimm Brothers' stories. Teacher showed some storytelling that they could take into account to create it.</p>

	 <p>▶ HANSEL AND GRETEL ▶ RAPUNZEL ▶ THE SEVEN RAVENS ▶ GODFATHER DEATH ▶ SNOW WHITE ▶ THE QUEEN BEE ▶ THE FROG KING, ETC ▶ https://www.grimmstories.com/en/grimm_fairy_tales/index</p> <p>GRIMM'S FAIRY TALES</p> <p>Teacher mentioned the task that they must accomplish: <i>“Invent the new version of the Grimm brothers' stories to be sent to the international story contest in London”</i></p>
<p>WRITING</p>	<p>DRAFTING: Taking into account the task mentioned above, students wrote to write their own creation; teacher told them they could work in groups or pairs since that the written production must be delivered the next class.</p> 
<p>WRITING</p>	<p>EDITING: after students wrote the anecdote, teacher reviewed them and he did the appropriate corrections in order to get the final version.</p>
<p>WRITING</p>	<p>FINAL VERSION: after teacher did the pertinent corrections, the students corrected their creation in order to get the final version and students should submit it on StoryBird platform.</p>



MY ORIGINAL VERSION

There was once a long time ago a giant man who live in a forest, the soldiers of palace near the forest captured him and loch him in the jail of the palace. After a long time the queen had a son and decided the great iron man would be the one who would teach him to defend himself and teach to be a great heart. With the passage of the time the iron man told the prince that he should help all people so, the prince invited all people who lived nearby the palace, he told them; you can write in a book of each person with the needs they had since he must to govern well.

The prince met a child, he asked him what he needed, the child answered: I wanted to have shoes because these are broken, my parents don't have enough food, the prince's questions and understanding that people didn't have progress, the prince took the decision to give the opportunity all people to work in the palace. After a long time, he returned to the village and asked child: how are you? the child answered I am fine, I have clothes to wear, all days we have food, my parents can work and I go to school, as the prince realized that it was a good idea what he had done, he felt happy because the iron man taught him to see people's needs and the most important thing to have a great heart and be a god leader.

MY ORIGINAL VERSION

CHAPTER NOTE:
my original version

Jump to chapter...

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WRITING

EVALUATION AND FEEDBACK: In order to carry out the evaluation step, the teacher took as reference the evaluation rubric proposed by Jacobs et al. (1981) however, it was modified with other aspects that were necessary to evaluate the written production. In which had a specific criteria to evaluate writing; All the written productions were corresponding to the participants of the project, these were evaluated with this criteria and most of them obtained good results according to it.

Grid of written production A1

Pragmatic and sociolinguistic skills					
1. Respect of the instructions/content The written production is in accordance with the proposed topic. Knowledgeable, substantive, through development of ideas, relevant to the topic.	0	0.5	1	1.5	2
2. Organization Ideas clearly stated/supported, well-organized. Logical sequence, cohesive	0	0.5	1	1.5	2
Compétence lexicale / orthographe lexicale					
1. Vocabulary range Sophisticated range, effective word/diom choice and usage, word form mastery, appropriate register.	0	0.5	1	1.5	2
2. Mastery of vocabulary demonstrate good control of elementary vocabulary but still commits mistakes to express ideas	0	0.5	1	1.5	2
3. Mastery of lexical spelling Lexical spelling, punctuation and layout are most often fair enough to be followed easily.	0	0.5	1	1.5	2
4: Mechanics Demonstrate mastery of convention, few mistakes of spelling, punctuation, capitalization, paragraphing	0	0.5	1	1.5	2
Lexical competence / lexical spelling					
1. Degree of elaboration of sentences Master the structure of the simple sentence and the most common complex sentences.	0	0.5	1	1.5	2
2. Choice of times and modes Demonstrates good control despite clear influences of the mother tongue.	0	0.5	1	1.5	2
3. Morphosyntax / grammatical spelling Agreement in gender and number, pronouns, word marks, etc.	0	0.5	1	1.5	2
TOTAL	20p				

Findings

As it was mentioned in the data analysis procedure, four major categories resulted from all data gathered as follows: a) reading; b) writing; c) Task Based Learning and; d) StoryBird platform. These four categories are followed by some sub-categories and description which are supported by the data units taken from the participant's interviews and written productions as well as journal from the researcher. In this section, it is described the findings that came up from the pedagogical implementation which aimed at developing writing skill of seventh grade at Normal Superior in Pamplona.

Reading

Read is a mental process, in which the reader collects the information of their interest. According to William (1984), "he defines reading as a process whereby one looks at and understands what has been written". Taking this into account, it is important to highlight that to carry out the reading comprehension, many aspects need to be worked such as understanding of words, symbols, letters and even sentences' structure. When it comes to the understanding of words, it refers to vocabulary. Vocabulary is seen as a problem when working on reading comprehension since the lack of it impedes its development. Regarding *vocabulary*, all participants and the researcher argued that pre-teaching vocabulary in a creative way allowed them to know new vocabulary, also facilitated the understanding of the texts worked on class. With regards to the activities worked to teach vocabulary (game, videos and images) the participants affirmed through interviews that the videos and images permitted to understand and imagine what happened in each part of story. *"yo aprendí más con el video, nos ayudaba a contextualizar mejor lo que sucede en cada parte de la historia"* P1. *"las imágenes porque uno*

al mirarla se guiaba más para saber cuál era la palabra que representaba la imagen” P3. On the other hand, the researcher pointed out in the journals that when vocabulary was taught through different activities, which students learnt new vocabulary in a creative way and they felt motivated to participate and work on the writing workshop. *“Researcher taught vocabulary related to fantasy’s story through a game (lottery), in this game students were so motivated to participate since it caught their attention” (Journal, N°3).* As Wilkins (1972) wrote “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). In other words, without grammar but knowing vocabulary people can manage to communicate in another language by using some useful words and expressions. These results coincide with Pardede (2010) stated that read short stories allow students enrich vocabulary, to develop reading skills, to study new expressions for conversation, and many others. Taking into account the above, it is possible to mention that short stories could motivate students to learn a language and improve their reading comprehension, because it facilitated the vocabulary acquisition and developing language skills.

Writing

According to the Common European Framework, writing is one of the productive skills required to be proficient in English and Urquhart and McIver (2005) affirmed that “writing is a recursive process” (p. 5) which means that students are frequently revising throughout the process, moving back and forth among the stages of the writing process itself. Taking into account the above, during the evaluation of the students’ production, the researcher found the students’ progress in terms of the *content, organization, vocabulary, language use and mechanics* improved and changed during the implementation of the three writing workshop

since the texts worked on class were from the more complex to the simpler as it is remarked by the researcher since the first writing workshop to the third *“In the second written production, participants improved in terms of use the correct time to write the story, the use of vocabulary, misspelling, capitalization and punctuation”* (Journal, N°2) since in the first workshop the students used the wrong verbal tense (present simple) and they confused the writing of some words or they wrote the words in Spanish (*honey/money, thath/that, gread/great, bing/big, wish/witch, trigger/tiger etc.*). Additionally this statement is confirmed by the participants since they stated that writing the short stories such as: fables, anecdotes and storytelling help them improve in terms of grammar rules and use of vocabulary that they didn't know. *“Escribir los textos me ayudó a conjugar bien los verbos y a escribir bien el vocabulario porque ya sabíamos cómo se escribía”* P3. *“La escritura de las historias me ayudaron a conocer nuevo vocabulario que no sabía”* P1. Taking into account the above, Arias (2014) stated that short stories are a guide in the written production because is a complete learning material where students learn vocabulary, grammar structures and new expressions in order to improve the writing skills.

With regards to **writing process** also it was found that students at the beginning used the translator to write some sentences or expressions, which in the other written productions didn't use it and create it with the vocabulary and the expression taught in every project's implementation. *“The student had few mistakes, in some cases he used translator to create the sentences”* Ex: *“The when wey they looked again it was gone”* (Journal, N°2). Besides, it is important mention that participants were very organized writing the stories since these were clear and understandable however, in some cases one of the participant didn't accomplish with the goal of the writing workshop because he didn't follow the suggestions made by the teacher. Taking into account the descriptors in creative writing by the *Common European Framework of*

References for languages states that students in a level A1 can write simple phrases and sentences about themselves, where they live and what they do. Which it was evidenced when they wrote short stories such as: fable, anecdotes and storytelling even though they did not have enough vocabulary and were not well prepared grammatically.

Task based learning

Harmer (2007) states that Task-Based Learning is a natural extension of communicative language teaching, in Task-Based Learning the emphasis is on the task rather than the language. During the project's implementation were implemented three main tasks which students developed their writing process. Taking into account the above emerged some sub categories: ***interest, vocabulary and cooperative work***. In terms of ***interest***, all the participants in each section showed more interest to participate and learn in a creative way, which during the interventions the researcher found that participants were motivated since the activities developed were interesting for them and they were learning in an innovative way "*On the other hand, students were very happy because rarely in an English class these kind of activities (games) were implemented to teach something*" (Journal, N° 3) "*Researcher could verify that students were motivated in the second task since they wanted to tell about the last vacation an interesting topic for them*" (Journal, N°2).

Subsequently, In terms of ***vocabulary*** all participants argued that the way they worked the vocabulary was a good methodology because they knew the meaning about it and it was worked through images, videos and games. "*El vocabulario presentado en clase fue de una manera diferente en imágenes, videos y juegos y a la vez este fue de gran ayuda para realizar nuestros escritos. Me ayudó a tener más vocabulario que yo no conocía*" P1. "*El vocabulario como usted nos los presentó nos ayudaba a saber el significado y así lo podíamos aplicar a los textos sin*

equivocarnos” P1. Newton (2001) stated Task based learning gives language learners’ opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task, these theory coincide with the information aforementioned.

Additionally, through development of this project, it was evidenced the *cooperative work* helped them in their writing process since if someone didn’t know one word or how to make a sentences they could help each other, it was supported through interviews *“el trabajo en grupo nos ayudó porque había estudiantes que no sabían mucho que otros y pues entre todos nos ayudábamos”* P2. However, one of the participants argued that *“Para mi es mejor hacerlo individual porque uno puede ser más profundo al momento de escribir de algo... En grupo fue divertido porque trabajamos con los amigos”* P1. Also, it was supported in the researcher’s reflection which students felt motivated to write the last story worked on class *“In this creation, researcher told them that it were going to work in groups which caught the student’s attention because they were going to work together and it will be easier to create”*(Journal, N°3). Vanden (2006) stated learners are a group of participants, many of the tasks are made in pairs or groups which students felt more motivated while performing the task, its mean that they guide their own learning.

StoryBird platform

Storybird is a web 2.0 tool created by Mark Ury that supports the collaborative storytelling with the use of art galleries that inspire people to create stories (Storybird, n.d; Nordin, 2010). When creating a storyboard, learners can discuss what they want their story to say, how to structure it and what images to use. During the development of the project students

used this platform to write the short stories in a creative way where they had a variety of resources at the moment of create it (images, colors and different types of letter) taking into account the above, some aspects emerged from students' interviews and the journal written by the researcher. It was found some sub-categories dealing with ***motivation, creativity and autonomous work***. In terms of ***motivation***, students were motivated at the moment of using this platform since, it was a creative way of writing the stories also because they were writing in an interactive way and not in a sheet as they used to do it in the other classes “*Researcher could notice that students were excited using this platform, they said that it was very funny write there because they could use the image they wanted and the colors preferred in their creations*” (Journal, N°2). Also, students established that use this platform motivated them since they were from a computer, they watched the stories of classmates and they could share it with other people. “*Si me motivó ya que lo podía hacer desde mi computador y se lo podía mostrar a más gente y era bonito por las funciones que tenía*” P2. “*Si me motivó mucho porque ahí podíamos ver otras historias que ya habían creado y pues ya sabía cómo crearlas*” P4. It coincides with Menezes (2012) that stated, Storybird embodies three ideas-- creating, reading, and sharing. It is also a collaborative storytelling tool that allows students to focus more on the content of their writing rather than drawing pictures.

Consequently, In terms of ***creativity***, all participants indicated that the platform was a good tool because it had a variety of images, colors and different types of letter which liked them since it was a creative way of writing their stories there. “*lo más bonito de esta plataforma fue la variedad de cosas que uno utilizaba como los colores, la letra y las imágenes para que la historia quedará más bonita*” P3. “*Creo que la plataforma fue algo diferente ya que no era escribir a lápiz y en hojas y pues usted la personalizaba como quisiera mediante las imágenes*

que tenía la plataforma” P4. Czarnecki’s research (2009) stated that StoryBird helped the reluctant and shy students to write on their own through images and different types of letter, the use of artwork allowed students to develop the imagination, self-confidence that they can write in English in a creative way.

On the other hand, all participants stated that the use of this platform allowed them the **autonomous work** because could use it when they wanted since there was not a restriction to access it and this platform was free, which it was supported on students’ interviews. *“si porque podíamos utilizar la plataforma cuando nosotros quisiéramos, además porque no era escribir a lápiz y era por medio del computador” P2. “Si porque la plataforma la podíamos utilizar las veces que quisieramos no había resticción alguna solo era tener el internet pero usted la podía utlilzar en cualquier momento” P4.* However, it was evidenced that not all the students submitted the stories on the platform. *“Students in the first writing production didn’t submit their creation unlike in the other productions they wrote these stories on the platform” (Journal, N°3)*

Although this project mainly focused on the writing process, it is true that many aspects emerged from the data analysis and had more impact on students learning process than the writing process itself.

Conclusions

The purpose of this study primarily centered on the use of StoryBird as strategy to develop writing skills in 7th grade at Normal Superior in Pamplona.

Throughout this research, students found out the positive changes and improvements they had on their writing skills as they worked on the writing workshops. They also perceived the impact of the platform which improved in terms of content, organization, vocabulary, language

use and mechanics; but on their own learning process since they evidenced that working on aspects of their interest such as autonomous work, creativity and learning vocabulary through different activities as games, videos and images increased their motivation because they could better carry out the writing workshops. Additionally, students had the opportunity of having the control in their creation at moment of using this platform since they could use it in any moment using all the variety of resources given there.

Furthermore, researcher found out the importance that when teaching writing, it is important to look for the new strategies to motivate students to learn in a creative way and innovating in the learning process. However, it is important mention that some students didn't have the same engagement during the implementation of the project since they didn't submit the stories on the platform but it was evidenced that the motivation that they had at the moment of learning through of different activities proposed by the researcher.

Giving the prior statements, it can be said that these results relate to previous studies on writing development and the elements that make part of it such as vocabulary, reading comprehension, and in this case, writing workshops and the task based learning. Furthermore, this research might contribute to the writing skill development through writing workshops as innovative and effective tools to support the writing process. However, results from this research derived from a group of four students of seventh grade students in a public school in Colombia. Having that in mind, these results cannot be an overall representation of Colombian school students.

Recommendations

Finally, it is highly recommended further studies based on the outcomes of this research as there exists some issues that need to be addressed such as importance of the writing process in learning of a foreign language, the perception of students with regards to learn a new language in an innovative way or how new methodologies are helping in the student learning process of a foreign language.

Also, it is important to highline in further studies that researcher must provide the previous knowledge before starting the writing process in this case, teach the new vocabulary since that student must know it. On the other hand, verify if the schools have a good internet connection because it is necessary that researcher verify if the students are using the platform correctly. It is also recommended that teachers take advantage of the video rooms that are in schools so that students feel motivated. Finally, it is necessary to train students in the use of this platform so they can exploit it.

Chapter II: Research Component

In the Foreign Languages Program (PLEX) training context, training teachers' pedagogical practices are one of the interests and focus update to study and document the teaching-learning process improvement in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focus on the learning problem than in matters of teaching.

It has been considered relevant to design a project that establishes a reflective approach on practices with the aim of objectifying knowledge, behavior and attitudes that guide teachers'

labor. Additionally, as an assimilation, immersion, and conscious exploration exercise of one's own teachers' subjectivity, through the formulation of questions and search for information for problem solving and for self-recognition.

Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice that not reflect to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation which affects teachers, it is required teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these can be essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, can evaluate themselves, install a critical and constructive sense at their work in the teaching role.

To start this study the following guiding questions are formulated:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Justification

The design of this project in the Foreign Languages practicum context focused on a professional conception of the practicum as a cutting edge sharpen to improve educative processes in the application institutions where PRADO was being executed. It was considered that conceding importance to the reflection role in the teaching process was the first step to understand the difficulties of the profession, one's performances and to be interested in knowing the different models and approaches to respond to a problematic situation and establishes an analytical look at it.

In accordance with what the philosopher of education John Dewey, precursor in the applied teaching reflective thinking field, exposed, it was justified the necessity of carrying it out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

Objectives

General Objectives.

- ✓ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- ✓ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.

Specific Objectives.

- ✓ To consolidate a group of teachers-practitioners with a critical spirit who reflects and Presents proposals and alternative solutions to problems presented in their pedagogical practice.
- ✓ To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be placed effectively in the institution.
- ✓ To identify and to analyze strategies that students use in their pedagogical practice.
- ✓ To implement reflective workshops and development of didactic units that guide the Reflection of Students-Practitioners.
- ✓ To analyze one's beliefs about the teaching work and about the students.

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

Teaching profession.

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

Teaching requires a series of skills that currently constitute a conceptualization and a way to operate the planning and management of human resources in order to facilitate a link between Management, work and education. So that, each teacher must accomplish all the teaching competences that allow her/him to control of a group of knowledge and skills in a specific area, given that the first intellectual requirement of a professional is the level in which he/she develops his/her activity. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

Reflection

Talking about reflection implied to address different conceptions about this notion. For this reason, in order to deepen its definition, it was taken into account two different aspects: a) reflection as a process; and b) reflection as a theme (Correa Molina et al 2010)

Reflection as a process.

Reflection is developed through a series of stages that result in a cycling process. According to Schön (1983) cited by Correa Molina et al (2010) to reflect on experience implies “un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”.

The stages of the process of reflection were evidenced in the following figure:

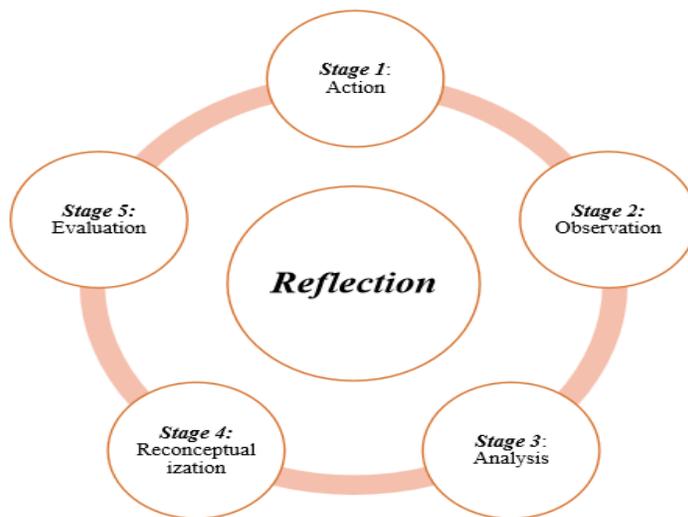


Figure 16: reflection a process

Reflection as a theme.

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection

exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective Practice.

It was necessary that teachers asked themselves about their own practice and about the impact they had generated in order to update and to qualify academic proposals at the University and to orientate students towards new ways to relate to the world. Teachers played a main role in the current educational world; they performed in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The Teaching profession requires that: “los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes” (Ebutt y EllioT:1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction. The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work. This study served teachers who participated to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure. (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level, the effective application of skills and technical knowledge occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

At the second level, reflection bears on the implicit budgets of the specific classroom practices. Then, it was analyzed that the consequences of the adapted strategies and the curriculum,

practices were based on the application of the educational criteria to the teaching practice to make pedagogical decisions to be adopted to the institutional reality and to the contexts.

At a third level, Van Manen established a critical reflection exercise; in this level it was presented a more elaborated reflection, an ethical, normative and moral criteria questioning linked directly or indirectly to the classroom.

Pedagogical Practice.

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assumed Zeichner's proposal which established several modalities of the practicum as follows:

Academic practicum.

It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

Social Efficiency Practicum.

Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

Development.

Teaching is based on students' interests and development, and, at the same time, it considers teachers' development as a teacher and as a person.

Social Reconstruction.

The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

Generic.

Programs refer to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection promoters.

According to Schulman (1987), these promoters are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element on reflective thinking.

This element of the reflective thinking relates to “los aspectos morales y éticos de la compassion y la justicia social” according to Sparks-Langer and Colton 1991:39. The interest in social justice and ethics in education.

These author established the following categories of knowledge:

1) Knowledge of content

- 2) General pedagogical knowledge
- 3) Curricular knowledge (materials, programs, etc.)
- 4) Teaching knowledge and professional configuration
- 5) Students' knowledge and their characteristics
- 6) Knowledge of educational contexts
- 7) The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is one of the reflective thinking elements that make part of this study as an instrument. This element was related to the teacher's narratives in order to encourage short stories about his/her experience in the classroom which came in different forms but accomplished diverse functions in the subjectivity, and in the constitution of subjectivity. In this component it was situated the teachers' journals in which writing unchained the elaboration of the teacher's reflective thinking about his/her experience of practice, objective, subjective and inter-subjective.

Methodology

The methodological strategy proposed in this study had as central axis the ongoing reflection that, additionally, considered the convening of meetings to strengthen the practicum group as an initial space to address the education and professional problematic. The principles of organization were autonomy, planning and self-observation. In order to review the impact of the reflective proposal about this process of practicum, it carried out a process of socialization and systematization of itself.

This study belonged to the qualitative research approach, from the perspective of reflection as a vocational space that greatly contributed to the description, identification and analysis of the pedagogical practice itself.

With regards to the data collection, it was proposed the implementation of the following instruments:

Reflection workshops.

The reflection workshops have the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of their work in order to enrich their process and include new tools that allows them to transform their pedagogical practices. Two reflection workshops were carried out.

Self-observation cards.

The self-observation card aim at guiding the student-practitioner towards an own perspective of his/her exercise as a teacher and his/her role in the classroom and the educational community field where he belonged to, during the practicum stage were developed 2 self-observation cards. (**Annex, 5**)

Narratives.

The reflection exercise allows students to express about their work through narratives of their experience as a way of making sense to teachers' everyday lives. Since this exercise allows pre-service teachers to express their process. These were done each week. (**Annex, 6**)

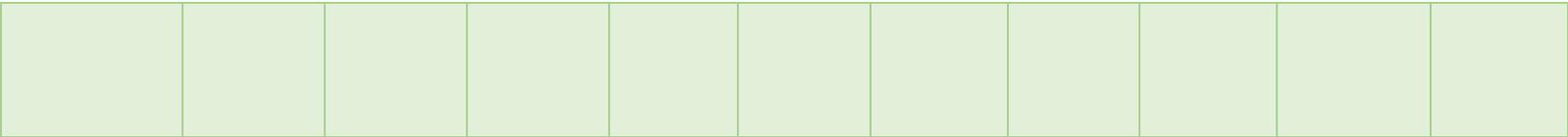
Class recordings.

To have evidence of the students-practitioners performances in the classroom allows to reflect on different aspects regarding the teaching-learning processes in the Foreign Languages context that will be taken into account by the training teacher in his/her reflection exercise. These recordings allow to have an external and constructive look at his/her pedagogical practices.

During the stage of practicum was not possible to record the class since the time and the conditions that didn't allowed it. However, it was possible to analyze a student's intervention in which it was evidenced how the practionner develop a class and other pre-service teacher can learn of this intervention, beside some advices were given taken into account the activities developed in class.

Table 6. Research component Timetable

Weeks instruments	1 st Sept.10 th 14 th	2 nd Sept.17 th 21 st	3 rd Sept.24 th 28 th	4 th Oct.01 st 05 th	5 th Oct.15 th 19 th	6 th Oct.22 nd 26 th	7 th Oct.29 th 02 nd Nov	8 th Nov.05 th 09 th	9 th Nov.12 nd 16 th	10 th Nov.19 th 23 rd
Narratives	X	x	X	X	x	X	X	X	X	x
Self-observation card		x		X			X			
Class recordings									X	
Reflection Workshops				X				X		



Implementation of the research component

Narrative as a tool to reflect:

The fact of reflecting on our daily practices and work, is an activity that allows all people, especially teachers and those students that are in the practicum process. This act of reflection helps to see how we develop our work inside the classroom. It also allows finding those weak points where is crucial to make a reinforcement and changes to better guide the teaching-learning process. In that order, the narratives allowed to write and express how my teaching experience in the English class flows. Thus, while doing those narratives, researcher could describe how the classes, the students were and the role taken by the supervisor teacher. The pre-service teacher can write those aspects to improve and those ones positives that help while encouraging the teaching practice. Narratives also allowed have opportunity to see personal growing regarding how pre-service teacher teach.

Self-observation cards.

The self-observation cards were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process. Since these forms had to be answered every fortnight, its questions did not vary from one form to another. Two self-observation cards were fulfilled during the practicum process, this allowed the pre-service teacher to reflect on what aspects needed to be improved and if they improved since the first self-observation card that was answered;

additionally, while answering to its questions, the pre-service teacher had the opportunity to take as reference some of the statements that were presented in the form in order to put them into practice when carrying out the practicum process such as the participation of the students during the classes and their motivation, the lesson planning, some of the classroom management advices, the use of different resources, the activities carried out in the classes, the instructions and evaluations of the topics. Since these forms presented a specific criteria to self-evaluate, they were really useful because they allowed the pre-service teacher to focus on specific features that needed to be taken into account at the moment of carrying out the classes, and to put them into practice in case they were not.

Reflection workshops.

Reflections workshops were designed to serve as a space in which the practitioners had the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. These writing workshops were planned to be developed three times during this process. However, these reflection workshops were implemented two times during the practicum process since there were some difficulties with the schedule due to the strike.

Practicum meetings.

As it was mentioned above, two reflection workshops could be developed, these practicum meetings were carried out by the directors of this process and all the practitioners. On the one hand, in the first meeting, the practitioners were asked to talk about their experience as teachers' trainee until the moment and what difficulties or disadvantages they had faced; additionally, the directors clarified some doubts and gave guidelines about the practicum and the

final evaluation rubric. This first meeting served as a reflection workshop since all the practitioners had to listen to their partners and reflect on their own personal practices in order to socialize it with the rest of the group. On the other hand, the second practicum meeting helped the practitioners to clarify a lot of doubts regarding the practicum since there was a strike at the university that lasted a month. During this meeting, the directors of the practicum explained all the aspects that concerned the practicum process and developed a written exercise in order to check each one's process. Although this last meeting served more as a solving doubts meeting, there was a reflection exercise since the practitioners had to think of what they had learnt during the process, what difficulties they had faced and what the advantages of carrying out the practicum were. Even though they were not the reflection workshops that were planned at the very beginning of the practicum, they served to achieve one of the main goals of this component which was to make the practitioner to reflect on their own pedagogical practices

Classroom observation feedbacks.

Throughout this process, three classroom observations were done by the tutor of each practitioner. Then, feedback was provided in order for the practitioners to know the positive aspects about her classes; what aspects could be improved; and some suggestions and considerations to better develop the English classes. These feedbacks served as a way to reflect on the pre-service teacher's own practices since he received comments from another point of view, in this case from a teacher. Comments from another person were important because they let the pre-service teacher knew how he was working during the practicum; additionally, they served to compare and see if there was any change since the process started until it finished. Taking into account these comments allowed him to improve his practices and better carried out the English classes by modifying and taking advantage of her tutor's suggestions.

Conclusions

All along this process, the reflective practices that were implemented through different methods such as narratives; self-observation cards; and class recordings among others, allowed the pre-service teacher to reflect on his pedagogical practices from different perspectives even including her tutor's suggestions and comments. These practices served as a way to check his own process at the school since they allowed him to face the teaching experience which was really different from other practices made before.

All in all, the implementation of a reflective process during the practicum, helped all the teachers to see how they can be aware of their daily practice, how they can implement different strategies to surpass all kind of issues regarding the class, the discipline, the learning process, the students' needs and to try to be each day analyzing the way the teacher acts and conducts himself while guiding an English course.

On the other hand, interaction with students was very important because it allowed to have a real contact with them also because it demonstrated that if teachers have a good interaction with students, the classes can have a great development because it is important to clarify that teachers can't give many confidence it can be prejudicial since that they can abuse of this relationship

Subsequently, self-evaluating allowed the pre-service teacher to strength her teaching performance and others since there were many aspects to take into account when reflecting on one's progress. Likewise, these practices not only favored the pre-service teacher but also the

students because as the teacher improved his teaching performance, this led to a change that positively impacted on students' learning process.

Finally, during the reflective practices it was evidenced that reflection not only allowed the pre-service teachers to take a look at their practices but also to improve them since the reflection activity resulted in many aspects that served as reference in order to change them, or add them to each one's pedagogical practices; impacting not only their performance but also the English learning process of the students.

Chapter III: Outreach Component

“Awareness project to English language in elementary schools in Pamplona, Colombia”

The outreach component of this study was focused on teaching English in other academic population since it is important to spread the teaching/learning process in EFL with people who have an easy access to education, because of that the pre- service teacher offered her assistance with the primary school and with the night session or formal education for adults, working with two cycles,. This initiative was a benefit for both sides, on one hand students received a new support since they didn't have the same English proficiency as students who belong to the contrary session. On the other hand in accordance with the supervisor, the pre-service teacher completed the practicum stage.

Justification

The acquisition and learning of a foreign language allow students to be at the forefront of the needs that today's world demands. It is therefore necessary to implement and work on it from the beginning of children's schooling in order to finish their basic education cycle, they have

foundations that allow them to continue learning in high school, vocational and higher education to achieve more people to be trained in this area.

The aim of this proposal was at raising awareness towards English teaching in elementary schools in Pamplona city, contributing to the basic education in foreign language which is necessary and essential in these levels. For this reason, this project will be carried out as part of the outreach component to the community of the integral practice that is developed by the last semesters students of the Foreign Languages program of Universidad de Pamplona, as a way to contribute to the strengthening of English teaching in elementary schools.

The implementation of this proposal promote high and mutually as the institutions and student population of Pamplona city, as the Foreign Languages program and the integral practice students. This benefit redound in the possibility that children have in elementary schools of having contact with the foreign language and, at the same time, with students that are finishing their university education in order for them to know the realities and needs of the educational context, and in this way they could contribute by intervening in processes that impacted on the improvement of these needs.

Objectives

General Objectives.

This proposal of the outreach project, from the part of the Foreign Languages program of Universidad de Pamplona, focused on the following objectives:

- ✓ To address the English Teaching demands from the child population in the elementary schools in Pamplona city.

- ✓ To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.

Specific Objectives.

With regards to a better comprehension of the aspect mentioned before, this proposal aimed at:

- ✓ Familiarizing children of the elementary schools in Pamplona to essential knowledge of English.
- ✓ Involving students from the Foreign Languages program in English teaching at elementary schools in Pamplona.
- ✓ Articulating the students' training from the Foreign Languages program with the programs of social projection that are offered by the office of social interaction from Universidad de Pamplona.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in which the practicum is developed and that offered elementary education in Pamplona. This project was part of the training project of the foreign languages program at Universidad de Pamplona.

This study coordinated with social projection and went beyond institutional environment allowing PLEX the articulation to the community of Pamplona. The main objective at a pedagogical and communicative level was framed into the outreach community institutional lines of Universidad de Pamplona.

Contribution lines

- ✓ The contribution to formal education in the Foreign Languages area.
- ✓ Civic education (attention to problems in the educational context in order to decrease the inequality of the educational system).
- ✓ School community outreach at Universidad de Pamplona and the Foreign Languages program.

Theoretical Framework

Teaching Languages.

Linguistic International Policies.

“La UNESCO se ha preocupado desde hace varios años por el papel de las lenguas en el contexto mundial. En su conferencia general de 1999 adoptó el término «educación multilingüe» para referirse al uso de al menos tres lenguas: la lengua materna, una lengua regional o nacional, y una internacional. Esta resolución partió de la idea de que los requerimientos de participación nacional y global, y la atención de las necesidades particulares de comunidades cultural y lingüísticamente distintas, únicamente pueden ser atendidos a través de la educación multilingüe.

Cruz M, Loyo G, & Mendez E, (2011).

La UNESCO (2003) considera que las lenguas no son únicamente medios de comunicación, sino que representan la verdadera fábrica de expresiones culturales; son portadoras de identidades, valores y visiones del mundo. Por ello, propone como principio para la diversidad cultural mantener y fortalecer la diversidad de las lenguas (incluyendo aquéllas con poblaciones nómadas o aisladas) y, al mismo tiempo, apoyar el aprendizaje de lenguas

internacionales que ofrecen acceso a la comunicación global y al intercambio de información. Para lograr lo anterior, la UNESCO sugiere fomentar el multilingüismo y el diálogo intercultural, así como desarrollar políticas para la traducción, en todos los medios posibles, de materiales escritos y visuales con el fin de promover la circulación de ideas y de trabajos artísticos”.

According to Lima M, (2006), “El aprendizaje de las lenguas extranjeras es actualmente una necesidad ineludible, pero lo es también de manera inseparable el aprendizaje de las culturas que representan. Las lenguas constituyen el espíritu y la conciencia de los pueblos, señala el poeta; son el mejor instrumento para el acceso a otras culturas, a otras historias, a otros modos de ver y de entender el mundo; borran las distancias y nos acercan también a la ciencia y a la tecnología”. All types of learning are of vital importance in the sociability of the human being because it allows him/her to act adequately in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at make and know-how.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

According to Yesser A, & Chacon C, (2011) “La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros”. In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue”. From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language”.

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard Amato 1996)”. Authors show their point of view regarding the topic and they differ “que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede

adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje” it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently, “los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE

debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes”.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated “desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua”. “De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo”.

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that “there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

Children who start studying a foreign language at school tend to keep a level of performance more positive than others.

- ✓ Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults'.
- ✓ Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- ✓ Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

Methodology

This outreach component had as main purpose the pre-service teacher could contribute to enhance the level of English of students providing them extra-time to solve their doubts but also to reinforce English classes in primary students' level at the "Escuela Normal Superior" which schedule was Wednesday and Fridays, in this way, student could promote and reinforce their knowledge and abilities.

Table 7. Primary schedule

N	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRYDAY
1	7:15- 7:55			5to		
2	8:05- 8:55			5to		
3	9:10- 10:00					2do
4	10:00- 10:20					2do

Table 8. Topic of the Outreach component 2ND grade

Week	Topic	Material
1ST	ENVIRONMENT VOCABULARY	FLASHCARD/WORKSHEET
2ND	CLOTHES	FLASHCARD/WORKSHEET
3RD	TOYS VOCABULARY	FLASHCARD/WORKSHEET
4TH	SCHOOL VOCABULARY	FLASHCARD/WORKSHEET
5TH	HUMAN BODY	FLASHCARD/WORKSHEET
6TH	DEMONSTRATIVE PRONOUNS	FLASHCARD/WORKSHEET
7TH	ANIMALS	FLASHCARD/WORKSHEET
8TH	FAMILY MEMBERS	FLASHCARD/WORKSHEET

9 TH	AN/A ARTICLE	FLASHCARD/WORKSHEET
10 TH	THIRD TERM EVALUATION	FLASHCARD/WORKSHEET

Table 9. Topic of the Outreach component (5TH GRADE)

Week	Topic	Material
1 ST	PRESENT SIMPLE	FLASHCARD/WORKSHEET
2 ND	PAST SIMPLE	FLASHCARD/WORKSHEET
3 RD	USED TO	FLASHCARD/WORKSHEET
4 TH	COMPARATIVES/SUPERLATIVES	FLASHCARD/WORKSHEET
5 TH	CLOTHES	FLASHCARD/WORKSHEET
6 TH	THERE IS/THERE IS	FLASHCARD/WORKSHEET
7 TH	PROFESSIONS	FLASHCARD/WORKSHEET
8 TH	FAMILY MEMBERS	FLASHCARD/WORKSHEET
9 TH	AN/A ARTICLE	FLASHCARD/WORKSHEET
10 TH	THIRD TERM EVALUATION	FLASHCARD/WORKSHEET

Development of the Outreach Component

In this component, the pre-service worked with 2nd and 5th graders two hours by week at normal superior, it is important to mention that work with this population was a great experience because was very different work in secondary school and primary school; with second and fifth graders teacher was working with flashcards which it motivated students to learn a second

language and demonstrated that study a foreign language it not a difficult situation. However, the implementation of activities in this grades were few because students had not classes but the topics seen with each grade has been explained and exploited with another strategy implemented by pre-service teacher, these were the worksheets which it allowed to verify if the students understood among them crossword, word search and match activities etc.

The use of flashcards also allowed to reinforce the pronunciation because each one has his phonetic. At the moment to show them, the teacher asked: what did this image represent? So students watched the image and answer in Spanish because those gave the opportunity to associate the image and teacher told them in English their pronunciation and how to write it.

The work with this community allowed to familiarize students in learning process of a second language which teacher evidenced that are motivated to learn and receive the knowledge that teachers have beside primary students loved to learn drawing, watching images, videos and with funny activities. Finally, the pre-service was grateful for the work done with these graders. Nevertheless, it is important to mention, primary only have 2 hours by week it means that it was little for them take advantage of this.

Conclusions

With the development of this proposal, it was perceived that students' interest in learning English increased a little bit since they seemed to be more active and participative during the English classes in which Flashcards were used. Additionally, researcher noticed that when using these kind of visual aids, students felt more motivated which helped them to better learn all the vocabulary. On the other hand, it was evidenced that students preferred their classes when they were having fun while learning because in that way, they were more committed to the work they

had to do. Finally, students seemed to be really happy with the opportunity of having a more qualified English teacher since they were full of questions and doubts; for that reason, they took advantage of the pre-service teacher because they thought those questions and doubts would be clarify better.

CHAPTER IV

Administrative Component

Introduction

The purpose of this chapter was to present the extra administrative activities, in which the pre-service teacher has to participate actively during the process of implementation of the project. The pre-service teacher needs to take part in all cultural, academic celebrations' activities, being an example in punctuality and authority.

In addition, it is essential for the future teacher to keep an active role with the other teachers. Being familiar with each event and personal aspect of the teachers' life could be necessary during this process in order to acquire experience in the teaching work.

During the ten weeks period in which the practicum was done, the pre-service teacher played the role of another teacher in the school who had to be part of the events, activities, among other extra-curricular activities; this process of getting involved not only contributed to the execution of these activities but also to the training process of the teacher as he/she experienced real lives contexts.

Objectives

General objective

- ✓ To take part in extracurricular activities at “Escuela Normal Superior”.

Specific objectives

- ✓ To participate actively in all academic and cultural events proposed by the institution.
- ✓ To be part of the logistics team in those events.
- ✓ To understand why the implementation of extra-curricular activities are important in the institutions.
- ✓ To help in the organization of some events through the practicum process.

Methodology

The pre-service teacher participated in all the events proposed by the institution according to the school calendar and in the role that the cooperating teacher assigns during his practicum process. Those activities are flag-raising, parents and teachers meetings, informative meetings, English Festival among others.

Table 10. Time Table of the school activities

DATE	ACTIVITY
SEPTEMBER-13	ENGLISH FESTIVAL-SPELLING BE
SEPTIEMBRE-14	CELEBRACIÓN DIA AMOR Y AMISTAD
OCTUBRE 5	ECUCARISTIA NORMALISTA
OCTUBRE 25	FESTIVAL DE LA CANCIÓN

OCTUBRE 31	DIA DEL ESTUDIANTE
NOVIEMBRE 2	ENTREGA DE INSIGNIAS
NOVIEMBRE 9	DIAS DE LOS PARQUES NATURALES

Activities in which the practitioner made part

Our role was not only be in a classroom teaching but pre-service teacher had the opportunity to take part in all activities proposed by the institution, the first event that pre-service teacher took part was in the English’s Event (spelling bee contest) as teacher had the opportunity of being the organizers of this event, also we prepared students in the different activities developed such as (song’s performance, poems performance and spell of the word worked on the event) also, we were the host in this important event which it was the English macro event.

(Annex, 7)



Figure 17: spelling Bee Contest

Additionally, as teacher had the opportunity to be integrated on the flag raising held by primary school which as teacher were in charge of the courses that we were teaching (second and fifth

graders). In this flag raising, a course was in charge of the organization, which were presented different activities such as: songs, poems and dancing) since main topic was love and friendship. Also, we were present in the last flag raising on secondary school there eleven grade delivered the representative emblems of the institution to tenth grade, such as: the flag and shield etc. Those activities allowed us to be members of the school. (**Annex,8**)



Figure 18: Flag raising

Student's Day was held on October 31st, this day students were disguised since it was on Halloween's Day, and the authorities' academics allowed this celebration since it is an institutional date of the institution. During this day students did aerobics, they danced, they played football, there was contest to the best disguise and finally student had a special sharing given by the school. In the contest, the pre-service teacher had as a jury with other teacher of the school, one more experience to integrate us as an academic community. (**Annex, 9**)



Figure 19: Fig.18 student's Day

Conclusions

During all the practicum process, the pre-service teacher was treated as a proper teacher by all the members of the school community including not only the students but the rest of the teachers, and the administrative staff. As time went by, the practitioner learnt the way in which the school managed and organized different activities which varied from flag-raising and special celebration

Additionally, it was evidenced, from the part of the practitioner, why every institution developed these activities since they served as another way to build and train students but from other perspectives because they were prepared in order to teach important things that students might need in their lives. Likewise, those activities were made in order to fulfill the school academic year since it did not focus only on teaching students about different subjects but building them as correct people for our society and future. It was really significant as a practitioner to be part of the school since as a member of it, she was working not only on teaching English to students but also to collaborate and help in the organization of some important activities that not only concerned the English area but also the whole school.

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Annexes

Annexe 1: Journals

Journal N° 2: Second writing Workshop: “Write to a foreign friend through an anecdote how their last vacations were”

DATE: October 26th 27th 2018

COURSE: Seventh grade A

WRITING WORKSHOP #2

NAME: My last vacation

METHODOLOGY

INTRODUCTION:

Researcher's reflection:

In order to start the class the second project's implementation, researcher showed a video related to the topic that will be worked in this intervention. This video was an essential part since students could identify the general topic that will be worked in class. On the other hands, students watched it and they identified the main topic presented in this video, in this stage students demonstrated interest, an active participation because researcher asked some general questions about the video so students answered these questions correctly: *What do you think is the main topic in this video? Where would you like to travel on your next vacation? Where were you on your last vacation?* In this part, researcher could detect that it will be an interesting topic for them because it was related to a personal experience.

Step 1: PRE-TASK READING COMPREHENSION: SCAN/VOCABULARY ACTIVITY

Researcher's reflection:

In order to start the second writing workshop, teacher projected an image related to the story they were going to read; with this image students could identify the possible story, the researcher asked: *what do you think about this image?* Which students could imagine some situations that were correct, in this section, researcher thanks to the image presented before reading the story,

students could identify what could be the possible story. Second, researcher gave a piece of paper with the story “*the football game*” where students read and they had to highline the words unknown; in this case students should look for the comparative adjectives since it was the main topic worked in the class. In order to clarify this words, researcher gave a word search where student looked for it and researcher with the help of images clarified it. In this section, students could understand the story easily because it was not so difficult, students showed respect, an active participation because the story was interesting for them. However, a problem emerged the indiscipline some students were making much noise which prevented the good development of the class for this reason, researcher had that continue with the next activity

Step 2 PRE-TASK READING COMPREHENSION: SKIM

Researcher’s reflection:

In this part, researcher asked students some questions related to story: those questions were asked in order to verify if students had understood the story. Researcher could verify that students had comprehended because it was not difficult to comprehend, students could understand correctly the story thanks to the activities implemented before researcher asked it. On the other hand, researcher could notice that it story allowed to keep students concentrated because it was related to the personal life.

PRE-TASK WRITING STEP 1: PLANNING

Researcher’s reflection:

Before start to writing the second workshop, it was necessary to mention That they is going to write an anecdote, researcher explained that is an anecdote also researcher showed the useful expressions to create it. In this part, students took notes about these expressions because should be used in the story that were going to write. Students asked researcher about some possible ideas to write it so researcher could verify that students were

motivated in the second task since they wanted to tell about the last vacation an interesting topic for them.

PRE-TASK WRITING STEP 2: DRAFTING

Researcher's reflection:

In order to start writing the second story, researcher gave the instructions to write it, in this section researcher could notice that they were motivated to create it because in the first workshop the topic was not so interesting for this reason, researcher could corroborate that student if wanted to write because it was a topic that caught their attention. Students began to write it in the class in order to complete it, researcher helped them clarifying some doubts in vocabulary, in general student was interested to write the anecdote because was a topic that they knew and they felt confident writing something that had already lived.

PRE-TASK WRITING: STEP 3 EDITING

Researcher's reflection:

As students didn't finish the story in the class, researcher told them that they could finish it in their houses for the next class so it were delivered the next day. In this part, students had more engagement since all were writing the anecdote and asking about how to create it correctly. Unlike the first writing workshop, students were interested in writing the anecdote because the topic worked was not bored for them.

PRE-TASK WRITING: STEP 4 FINAL VERSION

Researcher's reflection:

Unlike the first creation, researcher could do the relevant corrections on time in order that student could submit he story on the platform. In this part, researcher took the students to the computer room, there they wrote the story on this platform. Researcher could notice that students were excited using this platform, they said that it was very funny write there because they could use the image that wanted and the colors preferred in their creations. On the other

hand, students didn't want to stop writing on the platform because they were writing in an interactive way and not a sheet like they did in the classes for this reason, researcher could corroborated the student's happiness writing on this platform and saying teacher when will be the next workshop. It is important to mention that have these students writing through a computer the indiscipline was not provoked however, all the time was not possible to be in the computer room because it was busy with other classes but teacher told them you can continue creating the stories in their house because access to it was free

Annexe 2: Semi-Structured Interviews

**UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS CON ENFASIS INGLÉS-FRANCÉS
PRACTICAL INTEGRAL 2018-2**

NOMBRE DEL PROYECTO: "Uso de StoryBird como una estrategia para desarrollar habilidades de escritura en 7 grado en la Escuela Normal Superior de Pamplona".

OBJETIVOS DEL COMPONENTE PEDAGOGICO:

Objetivo general:

- ✓ Desarrollar habilidades de escritura a través de la plataforma StoryBird en estudiantes de séptimo grado en la Normal Superior de Pamplona.

Objetivos específicos:

- ✓ Diseñar talleres de escritura con el fin de mejoras las habilidades de escritura a través de la plataforma StoryBird.
- ✓ Implementar estrategias para enseñar habilidades de escrituras y comprensión de lectura utilizando cuentos cortos.

Responda las siguientes preguntas con sinceridad. Recuerde que se guardará con suma confidencialidad, lo que diga en la entrevista no repercutirá en la nota de inglés, solo es para el proyecto.

1: Con la implementación de los talleres de escritura ¿Qué aprendió usted?

2: ¿Le gustó el proyecto implementado en las clases? (Actividades de lecturas y escritura de textos cortos)

3: ¿Qué piensa usted de la escritura de diferentes tipos de textos (Anécdotas, fabulas y cuentos) en la clase de Inglés?

¿Qué otros aspectos se trabajan aparte de aprender inglés? (Desarrollo de la imaginación)

4: ¿Cree que la escritura de historias cortas ha contribuido en su aprendizaje en inglés? Si es así ¿de qué manera?

5: ¿La presentación del vocabulario antes de la producción escrita le facilitó la escritura de historias cortas?

6: ¿Con cuál actividad de las siguientes, aprendió más vocabulario? Justifique la respuesta

A: Imágenes

B: Videos

C: Bingo

7: ¿Considera que la implementación del proyecto le ayudó a mejorar la comprensión de textos? Si. No ¿De qué manera? ¿Por qué?

8: ¿Cree usted que la realización de lecturas y su comprensión contribuyó a la escritura de historias cortas? Si. No ¿De qué manera? ¿Por qué?

9: ¿Cuáles tipos de textos le gustó más escribir? Escoja la respuesta correcta y justifique:

A: fabula

B: anécdota

C: cuento

10: ¿Considera que la creación de las historias cortas mediante la plataforma StoryBird lo/la motivó? Si o no ¿Por qué?

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11: Con la escritura de las historias cortas ¿cree usted que ha mejorado su nivel de escritura en inglés? Si. No ¿Por qué?

12: ¿Considera usted que el proyecto le ayudó a mejorar en? Enumera de 1 a 2 siendo 2 el más alto y 1 el más bajo, justifica cada uno.

___ Gramática

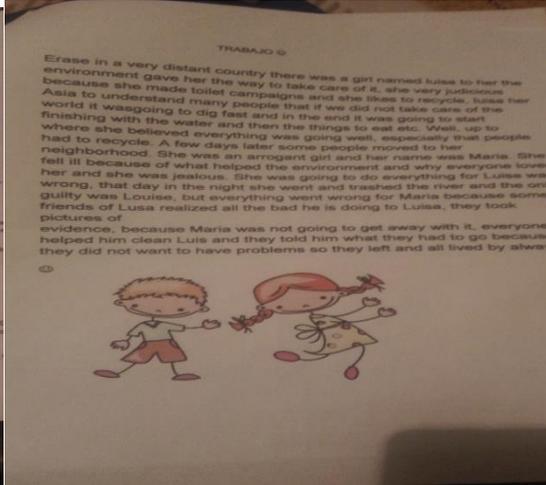
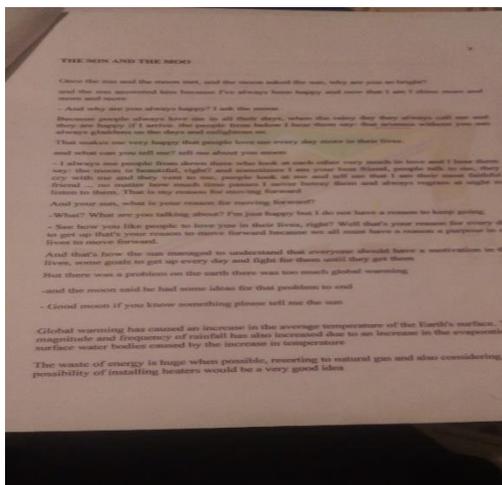
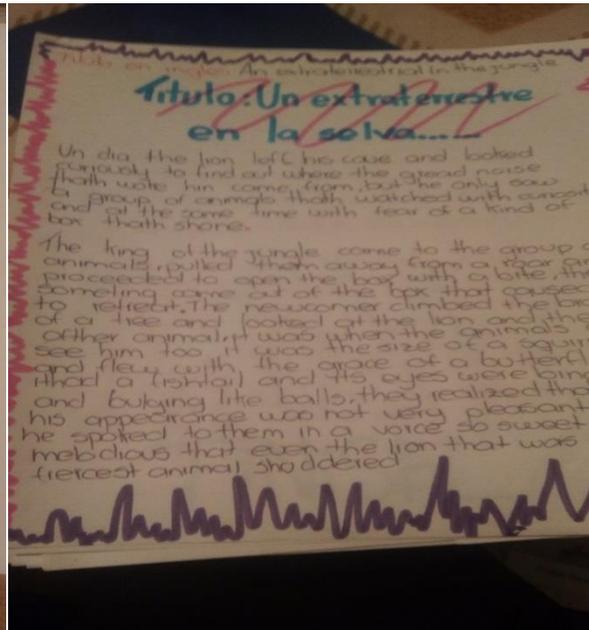
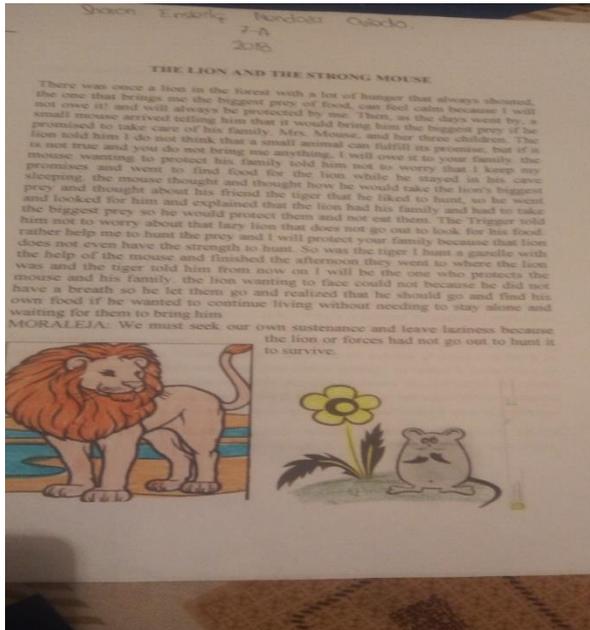
___ Vocabulario

13: ¿Le gustaría que en la clase de Inglés se siguieran desarrollando este clase de proyecto? (Actividades de lecturas y escritura de textos cortos)

14: ¿Cómo el uso de la plataforma StoryBird contribuyó al trabajo autónomo en inglés?

15: ¿Qué piensa usted de la escritura de textos en grupo? (facilitó el proceso, fue difícil, cuáles fueron los inconvenientes, ventajas y desventajas)

Annexe 3: Student's written Production



MY VACATION!!!

MY VACATION !!!

My vacation was in october, I felt that were shorter than last year, as my grandmother say: "Every day is better than yesterday for this reason, I enjoyed my vacation; I was with my family watched movies but one day, I realized that my uncle is taller than my father but is not much the difference. I slept a lot of with my mother.

THE END...



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MY ORIGINAL VERSION

There was once a long time ago a giant man who live in a forest, the soldiers of palace near the forest captured him and loch him in the jail of the palace. After a long time, the queen had a son and decided the great

MY ORIGINAL VERSION

There was once a long time ago a giant man who live in a forest, the soldiers of palace near the forest captured him and loch him in the jail of the palace. After a long time, the queen had a son and decided the great iron man would be the one who would teach him to defend himself and teach to be a great heart. With the passage of the time the iron man told the prince that he should help all people so, the prince invited all people who lived nearby t the palace, he told them: you can write in a book of each person with the needs they had since he must to govern well.

The prince met a child, he asked him what he needed, the child answered: I wanted to have shoes because these are broken, my parents don't have enough food. the prince's questions and understang that people didn't have progress, the prince took the decision to give the opportunity all people to work in the palace. After a long time, he returned to the village and asked child: how are you? the child answered I am fine, I have clothes to wear, all days we have food, my parents can work and I go to school, so the prince realized that it was a good idea wht he had done, he felt happy because the iron man taught him to see people's needs and the most important thing to have a grat heart and be a god leader

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THE LION AND THE MOUSE

There was a lion in the forest who had hungry, he always shouted, he said who brings me the biggest prey of food can keep to calm that I will not devour him and will always be protected by me. one day; a small mouse arrived he told him: I can bring the biggest prey prey if you promiss me to take care of my family", the lion told him: I dont think that a small mouse can fulfill my promise



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SUMMARY:

THE LION AND THE MOUSE

I want to tell about my last vacations, I traveled to Bogotá, it is more peaceful than Cucutá and she has a city park that is bigger than Pamplona's park. it is more organized, colder than our city, people are more application than pamplona's people.



Also, I traveled to Cali is hotter than Pamplona. Besides, I bought a jacket, it was cheaper than in Pamplona. Finally, I returned to my city. I enjoyed my vacation it was the best of my life.

MY LAST VACATION.

In my last vacation, I went to Bucaramanga, it hotter than Pamplona, the travelling spent 3 hours or 4 hours, bucamanga is bigger than pamplona because is the capital of Santander but Pamplona is more peaceful than bucamanga because there is not problem with the public transport; in pamplona the buses are cheaper than metros.



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Annexe 4: Matrices for the analysis

ANALISIS DE DATOS DIARIOS DE CAMPOS JOURNAL					
CATEGORIA GENERAL	SUG CATEGORIA	DESCRIPCION TEORICA	FRASES LITERALES DIARIO DE CAMPO (JOURNAL N0 1)	FRASES LITERALES DIARIO DE CAMPO (JOURNAL N0 2)	FRASES LITERALES DIARIO DE CAMPO (JOURNAL N0 3)
Reading comprehension		- Reacción a las actividades propuestas durante la ejecución	<ul style="list-style-type: none"> - researcher showed some images in order to clarify the words unknown, students had a great imagination watching it because they imagined how the story was and how it was developed - Researcher could verify that students had comprehended the story because they answered all the questions correctly thanks to the images and the gestures used in the previous stage they 	<ul style="list-style-type: none"> - Researcher showed a video which students could identify rapidly the topic that will be worked in class... researcher could detect that it was an interesting topic for them because it was related to personal experiences 	<ul style="list-style-type: none"> - On the other hand, researcher taught vocabulary related to fantasy's story through a game (lottery), in this game students were so motivated to participate since it caught their attention - Besides all students wanted to participate at the same time because they knew the answers thanks to the video presented before.

Task based learning	Vocabulary	Task based learning gives language learners' opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students (Newton, 2001).	<ul style="list-style-type: none"> - Researcher showed each image related to the words unknown, this methodology allowed that students matched the image with the word unknown also it allowed that students had a better understanding about the fable's story - When students didn't understand the words watching the 	<ul style="list-style-type: none"> - . In order to clarify these words, researcher gave a word search where student looked for it and researcher with the help of images clarified it. In this section, students could understand the story easily because it was not so difficult 	<ul style="list-style-type: none"> - In order to clarify the vocabulary unknown the teacher showed some images which students could comprehend it. On the other hand, researcher taught vocabulary related to fantasy's story through a game (lottery) Thanks to this activity students learnt the new vocabulary
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			images, researcher did gestures which it was other good strategy in order that students could		which will be used in the next writing activity.
--	--	--	---	--	--

ANÁLISIS DE DATOS, ANÁLISIS DOCUMENTAL (PRODUCCIONES ESCRITAS)

CATEGORIA GENERAL	SUBCATEGORIAS	DESCRIPCIÓN TEORICA	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 1	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 2	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 3	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 4
WRITING		INSTRUCTION/CONTENT	PRODUCTION 1: "the student accomplished the goal to write a fable taking into account the requested criteria. The content was perfectly understood. R	PRODUCTION 1: "The communicative purpose was accomplished and her fable was clear and understandable" R	PRODUCTION 1: "The story was clear but the student didn't accomplish with the goal of the writing workshop" R	PRODUCTION 1: "The story was clear but the student didn't accomplish with the goal of the writing workshop" R

			"The communicative purpose of the fable was clear and understandable with the goal of the writing workshop". R	PRODUCTION 2: "Student had few mistakes. However, his communicative was clear and he accomplished with the goal of the writing workshop" D	PRODUCTION 2: "The communicative purpose of the story was clear and understandable" R PRODUCTION 3: "The Student	PRODUCTION 2: "Even though few mistakes of spelling, the story was clear and the student accomplished the goal of this writing workshop" R
--	--	--	--	--	---	--

WRITING		ORGANIZATION	PRODUCTION 1: "The student was very organized with story's content, took into account the recommendations given in class. R "the ideas were well-organized and clear" R PRODUCTION 2: " The story	PRODUCTION 1: "The student wrote a text clear and comprehensible, the ideas were well-organized" R PRODUCTION 2: "The story's structure was well written, student took into account the suggestions given in class" R	PRODUCTION 1: "Even though the content was not clear, the story was well-organized" R PRODUCTION 2: "The anecdote was well-organized however some ideas were not clear" R	PRODUCTION 1: "The student's ideas were well-presented and the structure's story well organized" R PRODUCTION 2: "Even though the content was clear, the organization was very poor and some ideas disorganized" R
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			presented a good organization and the ideas were well-structured" R PRODUCTION 3: "The text was well-organized and the student's ideas were clear and consistent.	PRODUCTION 3: "The story was well-written, the story's structure was very organized.	PRODUCTION 3: "The student's ideas were clear and very organized so student took into account the recommendations given by teacher" R	PRODUCTION 3: "The story was well-organized and the ideas were clear and understandable" R
WRITING		VOCABULARY	PRODUCTION 1: "The student correctly used the vocabulary worked on class" R	PRODUCTION 1: "The student correctly used the vocabulary given beside added more vocabulary to complete his	PRODUCTION 1: "The student didn't use all the vocabulary give in class" R PRODUCTION 2:	PRODUCTION 1: "The student didn't used the vocabulary provided however, he used different vocabulary that

s)		Análisis de datos, análisis de entrevistas								
Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 4	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 5	Categoría general	Subcategorías	Descripción teórica	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 1	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 2	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 3	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 4	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NÚMERO 5	
		WRITING	TEACHING WRITING	Cual de los tipos de textos trabajados durante la ejecución del proyecto le gustó más.	me gustó mas la anécdota porque yo la escribí basada en un hecho real, me gustó mucho tener que utilizar la memoria, buscar algunas cosas en internet que no sabía, también porque uno aprende mucho vocabulario diferente al trabajado en clase	con el cuento porque uno se podía imaginar lo que quería poner en el texto y permitía hacer algo imaginario como si fuese real creando la versión como usted quisiera	el cuento porque era crear una versión diferente a la original y pues me pareció chevere porque era mas personalizado	la anécdota porque uno contaba algo que le había sucedido y porque usted escribía algo que le había vivido era como mas fácil para mi		

Annexe 5: Self-observation Cards

- × Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área * _____ / 8

1	2	3	4	5	6	7	8	9	
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Siempre						

Comentarios

si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guió del libro de trabajo que maneja cada grado. en cuanto al proyecto, planeo y realizo actividades que acorde al proyecto pedagógico que se lleva en curso.

Añadir comentarios a una respuesta individual

- × Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. * _____ / 3

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

- × Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. * _____ / 3

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Comentarios

por lo general, antes de planear la clase, le comento a la profesora las actividades que tengo en mente para hacer y así saber si ella considera que son posibles de realizar o no.

Añadir comentarios a una respuesta individual

- × Planteo situaciones introductorias previas al tema que se va a tratar. * _____ / 2

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Annexe 6: Narratives

NARRATIVA # 1

El 10 de septiembre de 2018 inicié mi primera semana de práctica en la Escuela Normal Superior de Pamplona. El día lunes me enfrenté a la realidad de trabajar dentro de un aula de clase y enfrentar los desafíos que había observado durante la semana de observación sin embargo al momento de ejecutar las clases me puede dar cuenta que la realidad fue otra ya que, los estudiantes fueron muy receptivos y no fueron como los había observado antes. La cantidad de estudiantes (40) que tienen los grados 6 impide un poco el buen desarrollo de la clase dado que ellos hablan muchos con los otros compañeros; pero las reglas que mostré al comienzo de las clases fueron de gran utilidad porque ellos sabían que una de ellas era escuchar al profesor y estar atentos a las explicaciones dadas. Este primer contacto me sirvió para darme cuenta cómo será el posible trabajo con estos grados que el mayor problema que presentan es la indisciplina pero por el momento estos grados han sido trabajables. Otro aspecto importante de destacar en los grados 6 es que presentan un respeto por el docente que imparte el conocimiento; también me pude dar cuenta que a esto grados debemos mantenerlos concentrados haciendo algo para que no se fomente el foco de indisciplina ya que si ellos no tienen una actividad asignada de una vez hacen desorden; hay ciertos estudiantes que realmente son muy indisciplinado pero con un buen trato y manejo de la clase ellos responden y están atentos a las actividades propuestas. De otra parte, es necesario decir que el rol docente de un colegio público no es fácil por todo lo que debemos hacer dentro de ella: buscar las estrategias que le permitan a los estudiantes estar motivados a aprender una segunda lengua ya que

Annexe 7: Spelling Bee Contest





Annexe 8: Flag Raising



Annexe 9: Student's Day



