



Formando líderes para la construcción
de un nuevo país en paz

The Use of Pictures to Enhance Writing Skill in 10th Grade Students at Camilo Torres Restrepo

Educational Institution: An Action Research

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University of Pamplona

Faculty of Education

Foreign Languages Bachelor Degree

Teaching Practicum

Pamplona, Norte de Santander

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Chapter I: General Overview

The Foreign Languages Program: English-French at the University of Pamplona establishes within its training plan that the main requirement for tenth-semester students to obtain their degree of the foreign language teacher is to assume their teaching role in a public or private institution in Colombia. That is why this document exposes three main components which are framed in five chapters exposed as follows: General overview, Institutional Observation, Research and Pedagogical Component, Community Outreach Component, and the Inter-institutional Activities Component.

The first chapter refers to the Integral Practicum Proposal in which it is exposed the introduction, the justification, and the objectives of the pedagogical proposal.

Regarding the second chapter, it contains the Institutional Observation carried out at the “Institución Educativa Camilo Torres Restrepo (INECATORES)”. It presents a detailed report exposing important information of the institution as its administrative and pedagogical organization.

The third chapter exposes the project “The Use of Pictures to Enhance Writing in 10th Grade Students”. This project was developed for overcoming the shortcomings evidenced in the institutional observation process carried out at Camilo Torres Restrepo Educational Institution.

Concerning the fourth chapter, "Community Outreach Component" it refers to the pre-service teacher incorporation in the primary school to promote English as a foreign language, providing children the possibility of having a significant first contact with the language itself. In



this sense, this project sought to implement movement games as a strategy that allowed students to learn English vocabulary while using their body as a means of learning.

Finally, the last chapter presents the pre-service teacher actions and contributions in the development and planning of the Inter-institutional activities that took place in the educational institution such as celebrations, and cultural, social and religious events.

Introduction

Over the years, learning English as a foreign language has become an essential factor within the Colombia's educational institutions. It is for this reason that within educational institutions, whether school or universities, it is necessary to perform projects focused on the development of students' skills and abilities concerning the English learning process.

Following this argument, it is stated that for the development of the skills presented above, it is imperative to implement strategies, techniques and teaching methods that allow to generate a significant learning focused on the students and their way of learning English as well as creating a series of interesting, fun and diverse educative spaces.

In this sense, after carrying out the observation process in a 10th grade English class at Camilo Torres Restrepo Educational Institution, it was possible to ascertain the need to apply strategies for the development of writing, since the English teacher's methodology is only focused on teaching grammatical structures, a situation that harms the development of students' writing skill because it is not explained important elements such as vocabulary, synthesis, coherence and cohesion. In the same way, it is necessary to highlight how empathetic the students are when



learning English, they see it as a highly difficult subject that they do not understand and therefore, they are not interested in learning it.

Accordingly, this study proposes” The Use of Pictures to Enhance Writing”, which aim to foster the students’ interest, creativity and motivation, as well as improve their grammatical and textual competences.

Similarly, this project seeks to provide knowledge in Primary Education, being a guide in the teaching of English, choosing to implement movement games as a didactic strategy focused on the acquisition of vocabulary in English, combining factors such as action, movement, body and fun, for the meaningful learning of a foreign language.

Finally, this study proposes to be a support in the planning and execution of cultural and religious events and/or celebrations that take place within the institution, developing pertinent leadership and creativity capacities for the continuous accompaniment in the organization and logistics of the intra-curricular activities.



Justification

According to the English area curriculum of the “Institución Educativa Camilo Torres Restrepo”, in Basic Primary and Secondary levels, the aim is for the student to develop communication skills to read, understand, write, listen and speak correctly, as well as to develop the ability to understand texts and correctly express oral and written messages.

In this order of ideas, once the observation process was carried out, the low academic performance of the tenth-grade students in the English class was evidenced. Their writing skill is poor because they do not develop writing activities that is why they cannot compose any kind of texts. In the same way, they do not put into practice the use of grammar, they do not have adequate vocabulary to their level, and they do not know how to organize their ideas with cohesion and coherence, which clearly makes difficult to carry out a writing process, and finally, the students are disinterested to learn English.

In this sense, and taking into consideration the difficulties presented above, the execution of this project sought to vary the methods and learning strategies implemented in teaching English as a foreign language in order to encourage the search for new educational horizons that allowed successful results in the acquisition of knowledge in the English area, thus developing communicative, grammatical, and textual dimensions focused on meaningful learning.

Similarly, this study aimed to analyze and detail the influence of pictures in improving writing skill and thus apply them to overcome the difficulties that students presented. It was also



essential to determine how through a picture the feelings, ideas and opinions that derive from it can be expressed in an act of written communication.

Thereby, this project allowed to integrate creativity and imagination as elementary aspects in the development of writing skill, since the picture was used as the main element to enhance writing and encourage the students' interest. In this way, the students felt interested and they could carry out a successful writing process.

On the other hand, this project aimed to generate an educational growth in the teaching of English in Primary Education, since the learning of English is limited, a situation that is attributed to the fact that teachers do not have training in the English language, which is why the need to focus on this population is evident. Being this project a support in their learning, implementing movement games to learn vocabulary as the main didactic strategy for their teaching.

Finally, it is pertinent to mention that the growth of the pre-service teacher should highlight a development in the personal and professional sphere, which is why the participation of the teacher in the organization and execution of intra-curricular activities carried out in the institution was proposed. This, as a learning factor focused on the cultural and/or religious development of both the student and the teacher, allowing a space for recreation and integrated acquisition of knowledge.



Objectives

General Objective

- To strengthen the pre-service teacher pedagogical competences in teaching English, integrating them into classroom and intra-institutional activities carried out at the Camilo Torres Restrepo Educational Institution.

Specific Objectives

- To enhance writing in English through the use of pictures in 10th grade students at Camilo Torres Restrepo Educational Institution.
- To teach EFL vocabulary in 3rd-grade students at Camilo Torres Restrepo Educational Institution through movements games.
- To get involved in all the inter-institutional activities established by the INECATORES.



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Chapter II: Institutional Observation and Diagnosis

Taking into consideration the stages stipulated for the design and implementation of a pedagogical proposal, it is pertinent to mention as the first stage “the data collection process” where the pre-service teacher of the Bachelor in Foreign Languages degree was required to carry out a one-week observation in the institution where the project was executed. This process allowed to understand the identity, principles and purposes of the institution, its pedagogical strategy for imparting knowledge, the challenges that may arise within the educational context and to examine about the linguistic and communicative needs in the English language area. Moreover, it is fundamental to highlight that the “Institución Educativa Camilo Torres Restrepo” (INECATORES) returned to classes under the biosafety standards and recommendations announced by the Ministry of Health and Social Protection and the Ministry of Education regulated by resolution 2157 of 2021, which allowed to develop the institutional observation in the main headquarter of the school.

Location

The “Institución Educativa Camilo Torres Restrepo” is located in the municipality of Curumani, Cesar. It offers the three levels of formal education; (1) pre-school, (2) basic primary and (3) secondary, besides, technical middle which is carried out in the entity “Servicio Nacional de Aprendizaje (SENA)”. From the emergence of Law 715, it is made up of two headquarters: Santísima Trinidad, and Buenos Aires. However, taking into account the grades awarded at each



educational headquarters, this pedagogical project was implemented at the institution's main headquarters.

Figure 1: *The Main Headquarter of the Camilo Torres Restrepo Educational Institution*



Photo by Kevin Santiago Almeida Paipilla

Administrative Level

School's Institutional Educational Project (IEP)

The Institutional Educational Project is a permanent process of reflection and collective construction that is based on the country's educational policies, connecting the Institution with the goals of education at the local, departmental and national levels. Considering its nature and its purpose, the Institutional Educational Project becomes a guide for the actions and the development of the Institution in a given period, during which each of its components is subjected to permanent reflections that may lead to adjustments that favor its validity and relevance.



In this sense, the PEI of “INECATORES” aims to solve the problem that has arisen, which is based on the type of memory training that students receive and that is translated into a grade which has become the main focus of the students.

Furthermore, it also wants to improve the deficiencies in the physical plant, didactic material, teaching and administrative staff, provide more equipment for the computer classroom and manage the connection to the Internet with the national and departmental government; in this way, the expectations of the students and the community would be met, complying with the provisions of the general education law.

That said, the objectives of the project sought that the students acquire autonomy, responsibility, respect for values; all this as a result of the learning and formation imparted in the institution. Thus, in order to ensure that autonomy and responsibility are progressively achieved, this project tried as much as possible that students learned to educate themselves and thus be able to manage their own learning, so that the teacher could do a better job in accordance with the new evolution, adapting to the changes that have occurred in the current year 2022, due to the consequences caused by the COVID 19.

Institutional Objectives.

- To provide education to all young people of school age, without discrimination and with equal opportunities, according to their resources and possibilities; with the best and diverse means to achieve integral quality education.

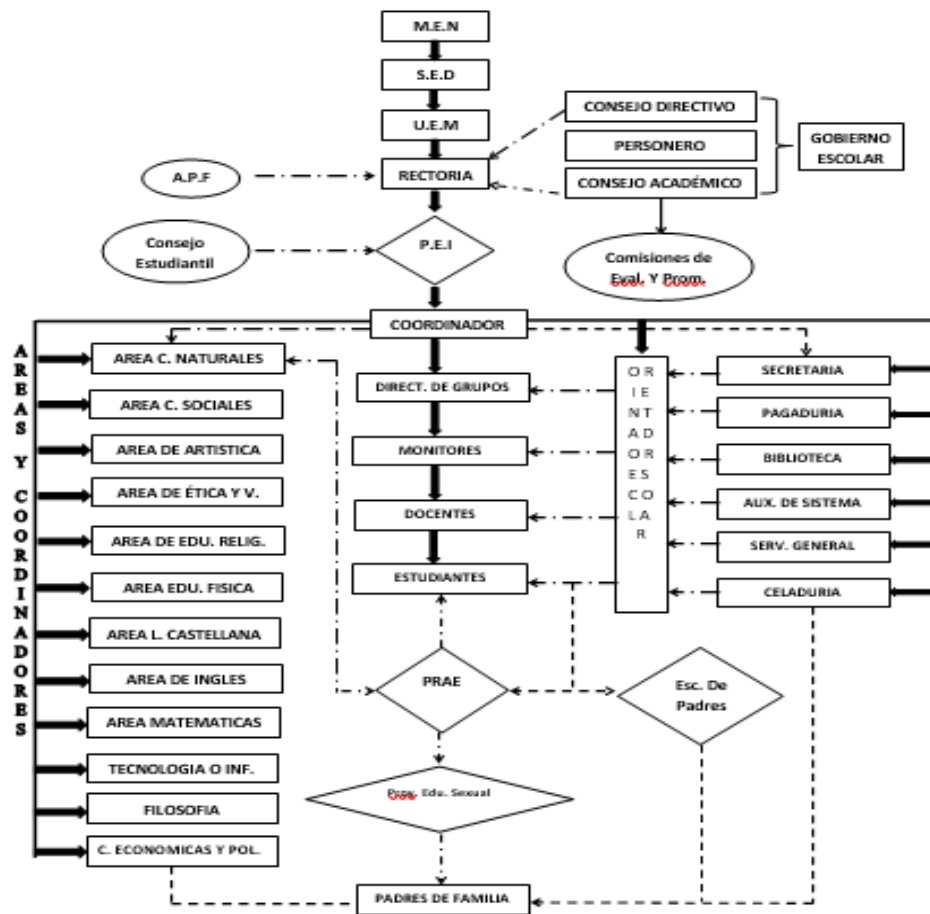


- To train students in the humanistic aspect, to exercise rights and fulfill obligations that achieve the high objectives of culture and social coexistence, through the promotion and dissemination of civic ethics, personal and social morality, science and arts.
- To promote the achievement of academic excellence in the different educational levels through the scientific and pedagogical training of the teaching staff.
- To provide the institution with the necessary resources, and administrative and curricular processes to achieve the desired change.
- To achieve in the student the intellectual, psychomotor, affective, volitional and religious development in the respective grade that occurs.
- To form in the student the autonomy and responsibility according to the grade and level respectively.
- To achieve an integral education in all its students according to the most elementary ethical, moral and religious principles of any organized society.
- To cultivate in the student self-esteem, civic values, love for the institution, respect for superiors, classmates and other members of the community.
- To achieve high levels in the STATES Tests “Saber 11^o”



Organization Chart

Figure 2: Organization chart of the Camilo Torres Restrepo Educational Institution





Board of Directors

Table 1: *Board of directors at the Camilo Torres Restrepo Educational Institution.*

Representatives	Name
Rector	Jorge Benjumea Rocha
Teachers	Alfonso Guardias Angulo- Alfonso Deud Silva
Parents	John Ochoa Meneses
Students	Jorge Luis Cordero
Ex students	Oscar Vega Pérez

Administrative Council

Table 2: *Administrative council of the Camilo Torres Restrepo Educational Institution*

Principal	Jorge Benjumea Rocha
Coordinator	Luz Marina Medina Orta



Parent Community

The Camilo Torres Educational Institution states that parents are the main educators of the students. It is for this reason, that in order to foster their participation within the Educational institutional, parents have representation in the directive committee, and the parent's council. In addition, parents are integrated in a conversational space to contribute and offer valuable elements as a result of their experiences.

The Parents community is made up of the following people:

- Maritza Velásquez
- Javier Arceo
- Yennys Martínez Flores
- Manuel Nieto
- Mileydis Matute Gómez
- Jesús Luque Estrada



Coexistence Manual

Introduction

The Coexistence Manual of the “Institución Educativa Camilo Torres Restrepo” is based on the National Constitution, in articles 73 and 87 of Law 115 of 1994, issued by the General Law of Education, which establishes the obligation to incorporate the coexistence manual within School’s Institutional Educational Project (IEP). Article 17 of Decree 1860 of 1994, regulation of Law 115, which stipulates the definition of the rights and duties of students and their relations with the other levels of the Educational Community. And finally, the law 1620 of 2013 and its Regulatory Decree 1965 of the same year, which establish clear guidelines on the structure and basic conditions that the Coexistence Manual must comply with in order to conform to the "National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence".

Therefore, the purpose of the Coexistence Manual stipulated by the educational institution “Camilo Torres Restrepo” is to guarantee to all members of the Educational Community the full respect for their rights as citizens and training in the fulfillment of their duties, in other words, in the co-responsibilities that each person has towards their family, institutional and social group.

Consequently, the principles governing this Agreement are based on respect for difference and recognition of cultural diversity and its manifestations as part of the dynamics in educational processes, constituting processes inherent to the formation of citizens and the construction of peaceful coexistence.



Justification

The Coexistence Manual is the pedagogical tool that synthesizes the fundamental guidelines that the "INECATORES" builds to guide the training process of its students; in the sense of promoting values of coexistence, developing competences to exercise democracy, interacting with others in a framework of respect for rights, adequately managing conflicts and participating in alternatives to establish a fair and equitable society in peace.

For this educational institution, teaching coexistence not only improves learning, but also prepares students for a successful and autonomous life project. To achieve this, an adequate school climate is generated, where Educators, Parents and Students exercise their rights and duties and assume their responsibilities, since the school environment is not the result of chance.

Objectives

Objectives of the Coexistence Manual

- To strengthen coexistence and citizenship training.
- To apply restorative justice as a social and civic principle.
- To execute the pedagogical model through practices, developing curriculum.
- To implement the Institutional Student Evaluation System (SIEE).

Objectives of the Coexistence Process

The greatest desire of all school coexistence process is the permanence of peace among its members, therefore the objectives of this institution are:

- To become a model of analysis, reflection and coexistence.



- To stimulate and encourage the exercise of participation.
- To develop autonomy, intelligence and reflection so that students think for themselves with a critical sense, in consideration of the rules of coexistence.
- To promote friendship, responsibility and freedom, resolving conflicts peacefully.
- To create pedagogical environments where dialogue, consensus and the possibility of respectfully disagreeing with each other's positions prevails.

Article I: Institutional horizon

Mission

To train people with integral development processes that through their human, intellectual, spiritual and social preparation, become leaders who can coexist socially and affectively, with a structure in values and sciences, in view of the situations of displacement, vulnerability and diversity of children, youth and adults, with the ability to use freedom, will and intelligence for the good of themselves and their environment.

Vision

The “Institución Educativa Camilo Torres” will become the most important Academic, Sports and Creative Cultural Center in the Municipality; with solid spiritual, emotional, social and human formation in the context of a globalized culture with projection to a broad life project; in addition, our graduates will be certified by SENA in a technical area at the end of their high school.



Ethical and Moral Principles

- Education will be directed towards the training of integrated people with the handling of the fundamental concepts of science and the formation of values.
- Respect for the person will be the foundation that marks the relationships between the members of the Educational Community, instilling ethical, religious and moral values.
- Democratic participation will be a constant practice.
- The student will be the subject of his/her development, capable of valuing him/herself, making decisions, expressing him/herself and being able to live coexist in harmony.
- Identity and relevance will ensure the preservation and Institutional advancement.

Symbols

Motto

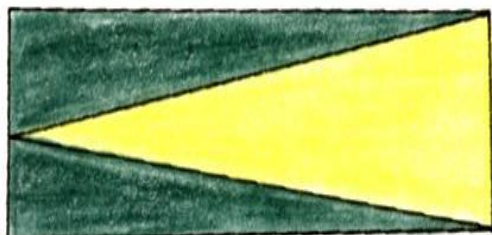
«Educating with quality for the future»

Figure 3: *Shield of the Camilo Torres Restrepo Educational Institution*





Figure 4: *Flag of the Camilo Torres Restrepo Educational Institution.*



Article II: Referential Framework

A. Principles of the National System of School Coexistence and Training of Human Rights Participation

By virtue of this principle, educational entities and establishments must guarantee their active participation for the coordination and harmonization of actions, in the exercise of their respective functions, that allow the fulfillment of the purposes of the system.

Co-responsibility

The family, educational establishments, society and the State are co-responsible for citizen training, the promotion of school coexistence, education for the exercise of human, sexual and reproductive rights of children and adolescents from their respective spheres of action.

Autonomy

Individuals, territorial entities and educational institutions are autonomous in accordance with the Political Constitution and within the limits set by laws, regulations and provisions.



Diversity

The System is based on the recognition, respect and appreciation of one's own dignity and that of others, without discrimination for reasons of gender, sexual orientation or identity, ethnicity or physical, social or cultural condition. Children and adolescents have the right to receive an education and training based on a comprehensive conception of the person and human dignity, in peaceful, democratic and inclusive environments.

Integrity

The philosophy of the system will be focused on the integrity and will be oriented towards the promotion of education for the self-regulation of the individual. education for social sanction and education in compliance for the Constitution and the laws.

B. Regular Conduct

The members of the “Institución Educativa Camilo Torres Restrepo” for the solution of conflicts, complaints, claims and/or suggestions, will make use of the following regular conduct, in such a way that the person involved in it may not act without having exhausted the following instances:

1. Educator of the area or subject
2. Course Director
3. Respective Coordination
4. Rector (notified by Rector's Resolution).



5. School Coexistence Committee (notified by Rector's Resolution).
6. Board of Trustees (notified by means of a Board Agreement).

C. Legal Framework

- General education law (law 115/1994).
- Decree 1860 of 1994.
- Decree 1108 of 1994, on possession and consumption of narcotic drugs and psychotropic substances.
- Resolution 4210 of September 12, 1996.
- Law 1622 of April 2013. Juvenile citizenship statute.
- Law 734 of 2002.
- Decree 366 of 2009.
- Law 1404 of July 27, 2010.
- Law 1620 of March 15, 2013.
- Decree 1286 of 2005.
- Colombian Constitutional Court and the Supreme Court of Justice.

Chapter IV: Profiles

Profile of the “INECATORES” Student

- Autonomous, to make responsible use of his/her freedom.
- With a spirit of service and participation.
- Able to recognize individual differences in order to accept and respect others.



- Creative, recursive and committed to change the social reality.
- Committed to caring for the environment.
- With a sense of belonging and identity with the Educational Institution.
- With appreciation for teamwork and use of free time for creativity.
- Assumes and denotes the institutional principles and values.
- Has a high self-concept.
- Reflective, critical and analytical.
- Accepts mistakes as another element in the process.
- A competent citizen in the different spheres of family, work and cultural life.

Educator Profile

- Reflects in his/her pedagogical work, knowledge of and commitment to the mission, vision, principles, values and institutional philosophy.
- Humanistic in the accompaniment of the formative processes.
- Promotes democratic participation, dialogue and social sensitivity.
- Educates by example and is a testimony of life.
- Interested in research, innovation and permanent training.
- Committed to the improvement, development and quality of education.
- Designs and proposes meaningful pedagogical activities.
- Open minded to change, ability to work in a team and leadership.
- Coherent in the way he/she acts, feels and thinks.



Chapter VIII: Rules

Regulations of Hygiene, Prevention and Public Health

The “INECATORES” establishes hygiene, prevention and public health standards to prevent accidents and illnesses during educational work. Not only is it enough that each actor fulfills his functions, but the work must be developed following them.

- Make use of all the protection and self-care measures that the institution requests (masks, personal spray with alcohol or personal gel), as well as require all its students, peers, superiors and the educational community in general to comply with the security measures implemented at the institutional level.
- Respect peers by maintaining cleanliness and proper personal appearance, for their own well-being and that of the group.
- Keep hands neat and organized; short and clean nails.
- Abide by guidelines for the prevention of alcoholism, drug addiction and smoking.
- Consume food in the stipulated places and times, maintaining hygiene standards.
- Abide by the current regulations regarding the conservation of public health.
- Keep the vaccination schedule updated.
- Actively participate in preventive health programs developed by the municipal administration and entities that provide health services.
- Correctly use institutional public restrooms.



MEN Guidelines and Regulations for Health Emergencies

The Ministry of Health and Social Protection through Resolution 385 of March 12, 2020, declared a health emergency throughout the national territory, this in order to prevent and control the spread of COVID-19. Similarly, with the aim of reactivating the activities of all the sectors where the daily life of the Colombian population takes place, it was necessary to establish self-care standards and update the general biosafety protocol, in order to promote the gradual and progressive return to all the activities.

For this return, as stipulated in Decree 109 of 2021, modified by Decrees 404 and 466 of 2021, the National Vaccination Plan against Covid-19 was adopted, the entire population must receive the vaccine as a priority to comply with the objective of reduce the incidence of serious cases and protect the population.

Once the vaccination plan has been executed, the educational service in initial, preschool, basic and secondary education must be provided in person, including school feeding services, transportation and complementary curricular activities. The return to class depends on the maximum capacity that each educational establishment has and the biosecurity conditions defined in resolution number 777 of June 02, 202 (mental health care, hand washing and hygiene, use of face masks, adequate ventilation, and cleaning and disinfection).

Additionally, in Article 5 of the aforementioned resolution, it is stated that the Secretaries of Education of the certified territorial entities will organize the return to face-to-face academic



activities of teachers, students, teaching directors, administrative staff and logistical support who have received the complete vaccination scheme and who have decided not to be vaccinated.

Working Day

According to Decree 1850 of August 13, 2002 and the ministerial directive of March 25, 2003 that guides the application of the Decree, in every educational institution it must be considered:

- **Working day time:** All preschool, elementary, secondary and middle school teachers must dedicate a minimum of thirty 30 hours per week to the fulfillment of their academic assignments and complementary activities in state educational institutions.
- **Remaining time of the working day:** The remaining time of the workday can be fulfilled outside or inside the educational establishment in the development of complementary activities.
- **Academic assignment and class periods:** The class hour refers to an effective duration of sixty 60 minutes and each basic secondary teacher will have an academic assignment of 22 effective weekly hours, the primary teacher 25 hours and finally, the preschool teacher 20 hours.
- **Group management:** Group management is of great importance to guide the integral formation of students in the different stages of their development and to attend to the parents of a specific group. It is a responsibility that is part of the complementary activities that are carried out in the various spaces and opportunities of the school day.



The time that teachers dedicate to this student orientation service is different from the 22 hours of the basic teacher's academic assignment.

The stipulated schedule of the institution's headquarters is detailed below:

Table 3: *Working Day Schedule of the Camilo Torres Restrepo Educational Institution*

Headquarters	Schedule
Camilo Torres Restrepo	6:00am a 12:15pm
Buenos Aires	6:15am a 11:30am
Santísima Trinidad	6:15 am a 1:00pm

Pedagogical Level

Planning of English Area

According to the Article 79 of Law 115 of 1994, established by the MEN, it is mandatory for all educational institutions to have a study plan for the fundamental and optional areas, which must be part of the curriculum. This plan must incorporate some important elements in view of the PEI such as the objectives by grades and levels, methodology, resources, strategies, evaluation criteria, and time distribution.

Following these guidelines, the Camilo Torres Restrepo Educational Institution proposes an English Plan structured as follows: identification of student needs, purposes and goals,



competencies to be developed by grade, methods and methodological strategies, learning situations, performance indicators, evaluation design and resources.

The approach for the planning of English Area is aligned with the institutional horizon of the Educational Establishment, whose pedagogical model is “Conceptual”, with an alternative didactic perspective. This model generates permanent construction, becoming an educational instrument that allows the community to be sure of what it is and what it intends to be, taking into consideration its conditions, history, expectations, interests and needs.

Finally, the objectives of the English area are guided by the students’ needs and the mission and vision of the institution. The learning goals are in correspondence with the Basic Learning Rights (D.B.A.), and the Basic Competence Standards (E.B.C.).

Pedagogical Resources

According to Vargas (2017) didactic resources as a pedagogical aid contribute to the development of teaching and learning process by: a) supporting the presentation of contents, b) mediating the student's encounter with reality, and c) reinforcing the learning of knowledge.

However, despite its importance, the institution's didactic resources are limited, so they are not enough to meet the demands required for a better development of the classes in the classroom. The institution only has a book “way to go!” and few dictionaries to conduct English classes, a situation that leads to demotivation and unproductive learning of the students.



Syllabus

The Syllabus is a crucial educational element because it helps the teacher to clearly express to the students what they expect to learn from the course and establishes the relationship between the objectives of the course and the teaching-learning goals of the institution. That is why, the teachers in charge of the English area in the “INECATORES” attended to the importance of its elaboration, analyzing the topics to be taught exposed by the MEN and the shortcomings presented by their students in previous years, organizing the topics as follows; it is important to clarify that the syllabus presented below is only from the course in which the project was executed (10th grade).

Table 4: *English Area Syllabus of the 10th Grade Students*

**Área: Humanidades –Idioma Extranjero-
Inglés.**

Docente(s):

Objetivo(s)del grado:

- Comprender textos sobre actividades cotidianas de su interés sobre otras asignaturas y su entorno social.
 - Sostener conversaciones rutinarias para saludar, despedirse, hablar del clima o de cómo se siente.
 - Expresar ideas, sensaciones y sentimientos.
-

Competencias comunicativas de comprensión y producción.

- Competencia lingüística (1)
 - Competencia pragmática (2)
-



-
- Competencia sociolingüística (3)

Situación de aprendizaje:

A teen's reality: arts, music, movies and internet, our environment, never give up, life style: to be or not to be.

Período: 1

Topics

- Present and past perfect.
- Prepositions.
- Use of: in. on. by.
- Zero and first conditional.

Indicadores de Desempeño

Saber Conocer:

- Identifica preguntas y respuestas relacionadas con su identidad, preferencias, opiniones y acciones.
- Distingue la diferencia entre lo tradicional, retro, actual y futurista.

Saber Hacer:

- Utiliza la lengua extranjera en la construcción de diálogos o situaciones comunicativas relacionadas con su identidad, sus preferencias, opiniones y acciones.
- Explica la diferencia entre lo tradicional, retro, actual y futurista.

Saber ser:

- Posee una actitud positiva para participar en diálogos y presentaciones con sus compañeros de clase.
-



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Segundo Periodo

Topics	Indicadores de Desempeño
	Saber Conocer:
<ul style="list-style-type: none"> ➤ Present and past progressive. ➤ Confusing English verbs. ➤ -Speak. talk. say. tell. ➤ -Look. see and watch. ➤ Relative clauses or relative pronouns. ➤ Second and third conditional 	<ul style="list-style-type: none"> ➤ Identifica las causas del cambio climático y las consecuencias a futuro. ➤ Clasifica las acciones que están enfocadas al cuidado del medio ambiente. ➤ Establece unas normas para su institución para el cuidado del medio ambiente. ➤ Distingue la diferencia entre lo tradicional, retro, actual y futurista.
	Saber Hacer:
	<ul style="list-style-type: none"> ➤ Argumenta los beneficios y consecuencias del cuidado del medio ambiente. ➤ Construye y valora su propio proyecto de vida y el de sus compañeros en pro del medio ambiente.
	Saber ser:
	<ul style="list-style-type: none"> ➤ Es organizado con su tiempo y planes inmediatos

Período: 3

Topics	Indicadores de Desempeño
	Saber Conocer:
<ul style="list-style-type: none"> ➤ Like + verb. +ing. (As a gerund). ➤ Vocabulary about: the health, drinks, 	<ul style="list-style-type: none"> ➤ Reconoce sus habilidades, talentos y destrezas en diferentes circunstancias de la



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family, clothes, food.

- How much. how many. how often.
- how long

vida.

- Lista las diferentes opciones profesionales, sus características e implicaciones en la sociedad.

Saber Hacer:

- Investiga las diferentes propuestas académicas en la ciudad y los mecanismos para acceder a ellas.
- Construye un proyecto de vida basado en sus destrezas, talentos y habilidades.

Saber Ser:

- Identifica y analiza dilemas de la vida en que los valores marcan la diferencia.
- Orienta los contenidos de la clase a su vocación profesional.

Período: 4

Topics

Indicadores de desempeño

- Present perfect continuous.
- Past perfect continuous.
- Reading comprehension.
- Active and passive voice

Saber Conocer:

- Reconoce sus habilidades, destrezas y actitudes para enfrentarse a la vida universitaria o laboral.
- Conoce diferentes perfiles de personas exitosas en distintos campos profesionales.
- Identifica los diferentes formatos de hoja de vida.



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Saber Hacer:

- Investiga y comparte diferentes perfiles de personas exitosas en diferentes campos del conocimiento.
- Construye su proyecto de hoja de vida: su formación académica, sus destrezas, sus expectativas académicas y laborales, etc

Saber Ser:

- Identifica y analiza los dilemas de la vida donde los valores marcan las diferencias.
-

Basic Learning Rights (D.B.A.) in the Educational Institution

According to the MEN “the Basic Learning Rights (DBA) describe knowledge and skills that students must learn in the area of English in grades 6th to 11th of the Colombian educational system and are structured in keeping with the Curricular Guidelines and the” Estándares Básicos de Competencia (EBC)”. Following this definition, the DBA allows to identify the key aspects in the development of the communicative competence of the foreign language students.

In this order of ideas, the Basic Learning Rights of the 10th grade students are presented as follows:

- Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as “What is the text about?” and “What is the most important idea the author is trying to express?”.



- Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.
- Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures.
- Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions.
- Holds spontaneous and simple conversations on topics of personal or academic interest.
- Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized.

Methodology of the English Teacher

The “INECATORES” high school English teacher’s methodology is based on the weekly preparation of the classes, under the use of support materials such as books and internet pages. Likewise, the classes are developed from a planning distributed as follows: presentation of the topic, explanation, application which is carried out through guides, games and didactic activities (word search, and crossword puzzles), correction and finally evaluation. This methodology aims at imparting knowledge focused on the way students learn (time) and in the goal of getting them to see the English language from a point of view geared towards learning for life and not for a grade.



Finally, it is worth noting that the English teacher follow the Conceptual Pedagogical Model, with an alternative didactic perspective, where they must allow the student to learn to solve everyday problems in an autonomous way, and through his/her previous knowledge create strategies such as the elaboration of didactic material.

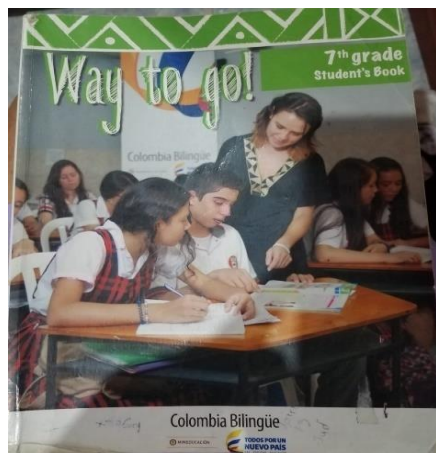
Learning Accompaniment Modalities

The improvement plan designed by the teachers of the English area proposes a continuous accompaniment to contribute to the development of the language learning, which is why every week an hour of tutoring is proposed, this is in order to participate in the student's academic and personal training as well as to resolve doubts and concerns that promote their educational progress in this study field.

Workshop and Material Design

Regarding the teaching materials, the English teacher carries out most of her activities and explanations on the following English book: way to go!

Figure 5: *Way to go! English book*





Supervisor's Schedule.

Ms. Maira Camacho, English teacher at the Camilo Torres Restrepo Educational Institution, was the supervisor of this practicum process. She was in charge of 7th, 10th and 11th grade. The hourly intensity that she fulfills within the institution is 22 hours. Her schedule is presented in the next table below:

Table 5: *Supervisor's Schedule of the English Classes.*

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
1	11.02		7.02	11.03	10.03
2		10.01		11.03	10.03
3	11.01	7.01	10.03	11.01	11.01
4	10.02	7.02	11.02		10.02
5		11.02		10.01	10.02
6	7.01		11.03	10.01	



The hours assigned to the English teacher in the previous table are distributed as follows:

Table 6: *Distribution of the Schedule Hours*

Number	Hours
1	6:00 am a 7:00 am
2	7:00 am a 8:00 am
3	8:00 am a 8:55 am
Break	8:55 am a 9:15 am
4	9:15 am a 10:10 am
5	10:10 am a 11:05 am
6	11:05 am a 12:00 pm

Courses

In order for the pre-service teacher to comply with the 12 weekly hours stipulated for the development of the internship process, the chosen population was 7th and 10th, in considering of the supervisor's grades in charge and the weekly hourly intensity for the English subject (2 hours per week in 7th and 3 hours in 10th grade) For implemented the project, 10th grade has been chosen.



Population and Subjects

Number of Students

In order to implement the project, the 10th grade, course 0.2 has been chosen, with a total number of 34 students. The following chart presents the number, gender, age and language level of the population.

Table 7: *Information from 10th grade students' course 0.2*

Course	Students	Gender	Age	Language Level
10.01	22	Females	14-17	A2
	12	Males	14-18	A2

Technological Level

Connectivity

Despite the fact that the institution has a Wi-Fi connection, due to the number of members belonging to the educational establishment, and the instability in terms of electricity services, the speed and network signal are completely unstable, therefore the use of this element is unaffordable.



Use of Platforms and Access

Currently, in consideration of the decision taken by the MEN to return to face-to-face classes, the use of educative platforms implemented during the pandemic, and its virtual educational modality, are not available to the “INCEATORES”. Therefore, all classes and activities are carried out inside the classroom and with the use of resources and materials completely designed for face-to-face teaching. It is important to mention that the use of cell phones in the classroom is completely prohibited.



Chapter III: Pedagogical and Research Component

The Use of Pictures to Enhance Writing in 10th Grade Students at Camilo Torres

Restrepo Educational Institution: An Action research

Introduction

Writing is one of the most complex skills in learning English because it requires taking into consideration not only grammatical and theoretical elements but also, factors such as content, organization, purpose, audience, vocabulary, punctuation, and spelling, that is why teaching writing is divergent from other aspects of language skills (Sakkir, 2020).

Related to this point, there is a need for English language teachers to identify and implement teaching strategies or techniques that allow to overcome the problems that may arise in the writing process and make its development more effective, agreeable, and interesting.

Following this order of ideas, among the strategies to reinforce writing there is one related to the teaching process using pictures as the main tool. Pictures are visual materials very suitable to be applied to the students of high school as a technique in writing. According to Sakkir (2020) “Picture is one of the visual representations that unite the word and image and it can be used in learning process that can stimulate and motivate the learner in learning process, especially for language learning” (p.2). In this sense, teachers play an essential role in supporting learners, and developing activities that allow to carry out a successful process of writing. In addition, the use pictures can make the teaching and learning process more attractive and simpler, fostering the



interest of the students and allowing the teacher to share their ideas clearly and easily (Swaran et al., 2017).

Hence, the main focus of this project is to enhance the 10th-grade students writing from “Institución Educativa Camilo Torres Restrepo” through “pictures”, taking into consideration that it has benefits that would help these high school students to develop their linguistic and textual competences.

Statement of the Problem

The educational institution "Camilo Torres Restrepo" within its English plan aims to train competent and integral students in many aspects, considering the teaching / learning of English as a fundamental reference for the contribution and development of communicative competence in accordance with the linguistic, pragmatic and sociolinguistic dimensions. In the same way, this plan insists on the acquisition of the comprehension, and production skills, a set that is adapted to the criteria defined by the Ministry of National Education (MEN), and the Basic Learning Standards.

However, despite the educational plan for the development of the aforementioned competences the students of the institution present evident shortcomings in the written competence within the learning of English, a situation that has allowed to contemplate the need to implement new didactic strategies in relation to the performance of students in writing.

Definitely, a situation that could be denoted by the lack of pedagogical resources, which make the English teacher focus her attention on the grammatical component, leaving aside the



development of written productions that encourage critical thinking, creativity, innovation and motivation of students.

That is why this research-action takes a look at the application and impact of pictures as a didactic tool to enhance writing in 10th grade students corresponding to level A2 according to the Common European Framework of Reference for Languages (CEFR). At this level, it is possible to identify the most latent discomforts or inconveniences in terms of developing ideas, as well as structuring and preparing writings, taking into consideration elements such as grammar, vocabulary, spelling, punctuation and content, and the way of writing.

Having said that, as it is exposed in the basic learning rights, 10th grade students must focus their English learning on the ability to write, integrating aspects that allow the interpretation and production of a text and the exchange of opinions and ideals in the form written. However, despite the fact that 10th grade students of the INECATORES understand the grammatical structures of the language, they have difficulties in carrying out a writing process. Similarly, it is evidenced that due to the aspects presented above, the students are disinterested and apathetic to learning English.

Following these arguments, this project is guided by the following questions:

Grand-Tour Question

- Does the use of pictures enhance the 10th-grade student's writing of the Camilo Torres Restrepo Educational Institution?



Sub-Questions

- What are the most significant difficulties of 10th grade students regarding the development of writing skill?
- What are 10th grade students' perspectives concerning the use of pictures to foster their interest in writing in English?
- What influence does the use of pictures have on the development of linguistic competence in 10th grade students?
- What influence does the use of pictures have on the development of textual competence in 10th grade students?

Justification

The development of the four communicative skills (writing, reading, speaking and listening) in a foreign language student is the main teaching objective of a teacher in this area. Among the skills to be developed by the student, writing is one of the most important in learning English in terms of the communication process, since through writing learners can emit messages and record ideas, knowledge and opinions. In this sense, writing becomes an imperative way for students to practice their language skills in a way that promotes not only “grammatical and theoretical elements but also of conceptual and a judgment one” (Sakkir, 2020), thus achieving a wide understanding of the language in each one of the skills.

In this regard, the 10th grade students of the educational institution “Camilo Torres Restrepo” perceive writing as the competence with the greatest difficulty which is evident in their



low academic performance. The difficulties presented in the students related to this competence are: (1) lack of vocabulary; (2) the students' writing is poor and unorganized. It means that the students have many ideas in their minds but they are not able to develop and express them in their writing; and finally, (3) students are not motivated and interested in writing in English.

Taking into consideration the difficulties presented above, the main idea of this pedagogical project is to Enhance Writing through the Use of Pictures on 10th -grade Students at the Camilo Torres Restrepo Educational Institution.

Similarly, throughout this project, the pre-service teacher seeks to develop the students linguistic and textual competence, as well as foster their interest in learning English as a foreign language.

Objectives

General Objective

- To enhance writing through the use of pictures in 10th grade students at Camilo Torres Restrepo Educational Institution.

Specific Objectives

- To identify the most significant difficulties of the 10th grade students when writing texts in English.
- To foster students' interest in writing in English as a foreign language through the use of pictures.
- To develop 10th- grade student's linguistic competence through the use of pictures.



- To develop 10th- grade student's textual competence through the use of pictures.

Theoretical Framework

Taking into consideration that the main objective of this pedagogical project is to enhance writing through pictures in 10th grade students at Camilo Torres Restrepo Educational Institution; it is necessary to present some relevant conceptions that will allow the reader to better understand this pedagogical study.

Writing

Writing is a fundamental factor of language as well as “an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously” (Durga & Rao, 2018, p.1). Similarly, according to Ampa (2019) “Writing means conveying thoughts or feelings through written form of a language that consists of words, phrases, clauses, sentences, paragraphs, and discourses” (396). In this sense, he added the aim of this elements as follows: (1) The thoughts transmitted to others must be expressed through words that accurately convey the meaning and in accordance with the message to be conveyed; (2) words must be organized into phrases and sentences, so that people can grasp the intended message; and finally, (3) the sentences are combined into a speech that produces a complete, meaning. In this case, it is necessary to understand the rules of sentence structures in English because in this way it becomes more feasible to understand the thoughts that are expressed in a writing. Basically, writing means producing or reproducing oral message into written language. It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's



message (Sakkir, 2020). In this sense, writing requires elements such as accuracy grammar, spelling, punctuation, capitalization, and vocabulary to successfully convey the message.

Once the meaning that encompasses the word “write” and its derivatives has been exposed, the need arises to know how the message can be transmitted, as well as to analyze the plan or stages that must be taken into account to carry out a writing process or rather, a communicative act.

The Writing Processes

Writing is an act that requires organization, in order to capture ideas, opinions or feelings about a particular topic, that is why to carry out a good act of communication in writing, it is necessary to follow different stages of writing, which according to Abas & Abd (2018) are divided and explained as follows:

- **Prewriting:** At this stage, students think and analyze about the topic they want to write about, generate ideas, and take notes.
- **Planning:** Students reflect on prewriting to develop a plan to accomplish the goal of the assignment.
- **Drafting:** Students produce words on a computer or on paper that match the initial plan of the task.
- **Pausing and reading:** It is the moment when the students are not writing but instead are reflecting on what they have produced and how well it matches their plan.



- **Revising and editing:** In this last stage, the students reread the text they have produced and make changes to the plan and ideas, in the same way, they look for errors in punctuation, spelling, and grammar.

Knowing the stages that must be considered to carry out a writing process represents a fundamental step in its development, as well as investigating and analyzing those texts that are adapted to the linguistic and communicative level of the students, levels that are presented through the scale proposed by the CEFR, which is explained below.

Written Production Descriptors

In order to know the descriptors of written production for level A2, which represents the level of the population chosen for the development of the project, it is important to define the meaning of the Common European Framework of Reference for Languages (CEFR). According to the Council of Europe the CEFR “is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language”. Following this definition, the Council of Europe stated that descriptors specify progressive mastery of each skill, which is graded on the scale mentioned above. In this sense, the A2 written production descriptors as exposed as follows:

- The student can write about everyday aspects of his environment (family, people, places, a job or study experience), living conditions, educational background, present or most recent job. Similarly. they can write short stories, simple imaginary biographies and simple poems about people.



As mentioned, at the A2 level the challenge is for students who, through a writing process must be able to convey clear and concise messages regarding the topic proposed by the English teacher. For this reason, there is a need to work on written production, through the creation of texts that encourage enthusiasm and motivation of students, as is the case of “Creative Writing”.

Creative Writing

Promoting writing in the English requires that students are interested and motivated to carry out this communicative process, that is why this research proposes creative writing, which is defined as “having the power to create an imaginative, original literary production or composition” (Ramet, 2010, p.5) as the only reference in terms of the typology of writings. This is because creative writing is about using the imagination and creativity to express ideas and thoughts in a way that is unique and spontaneous.

Implementing creative writing in EFL environment has some benefits for both students and teachers. Maley 2015 (cited by Altamirano, 2021) highlights the development of grammar, vocabulary, phonology, and discourse in learners when writing a creative text. Likewise, the use of creative writing presents a significant progress in English writing because students go into a deeper level to select the most suitable words to express their feelings, ideas and thoughts. Additionally, “creative writing focuses on the right side of the brain where feelings, physical sensations, intuition, and musicality develop, aspects which are positive in language acquisition” (Altamirano, 2021., p.13). Besides, it is a successful strategic tool because it allows students to feel free to express their ideas; feel motivated and relaxed to write.



On the other hand, when English teachers want to implement creative writing, they must know the different types of texts that it covers. In this regard, Donovan (2021) exposes the following five (5) main creative writing texts: (1) storytelling, which is defined as “the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights” (Serrat, 2008., p.1); (2) poetry defined by Irmawati (2014) as the art of written rhythmical composition designed to produce pleasure through beautiful, imaginative, or profound thoughts; (3) free writing, which consists in open a notebook and just start writing, the topic is free, students can write about whatever they want; (4) diaries, which is defined as a type of journal in which people write about their daily life; and finally (5) memoirs, defined as “books that contain personal accounts (or stories) that focus on specific experiences” (Donovan, 2021., p.1).

As stated in this project, creative writing is aimed at motivating and encouraging writing in students, fostering them to explore factors such as imagination and creativity, which when complemented with the use of pictures allows the students to create endless unique and exciting stories.

Pictures

Picture is a design or representation made by various means such as (1) painting, defined as a “form of visual art that captures the expression of ideas and emotions on a two-dimensional surface” (Gallery, 2021); (2) drawing defined as a picture made by means of lines on a surface, especially one made with a pencil or pen without the use of color (Collin dictionary, 2010); or (3)



photography which is presented as the art of taking pictures with a camera. That said, according to Sarifah & Apsari (2020) “Picture is the one of learning media that make students enjoy the part of learning process because picture is the one way to explain the real situation and also can bring the outside world into the classroom with clearly” (665). In this regard, Sakkir (2020) stated that that picture is very suitable to be applied to the students of senior high school as a method in writing skill. Adding, that it is very helpful for the students in generating and organizing their ideas in writing through pictures.

To conclude, pictures are fundamental since they invite to use the everyday vocabulary and forms of common language, this is related to research since the student could generate communication and written production from a picture, thus developing their linguistic and textual competences.

Linguistic Competence

Fromkin and Rodman (1993) describe linguistic competence as “the linguistic system that includes the sounds, structures, meaning, words, and rules for putting them all together”.

Therefore, according to Wahyuni, et al., (2014) “linguistic competence refers to the knowledge and ability of individuals for appropriate language use in communicative dimensions (p.4)”.

Besides, these last authors stated that linguistic competence includes the rules of word and sentence formation, and vocabulary. On the other hand, is defined by Kim (2014) as the knowledge that corresponds to the grammatical information used to analyze and produce a language, or any representation of linguistic information.



Following these definitions, it is pertinent to present the grammatical competence, which is defined by Artunduaga (2013) as the ability to understand and express meaning through the production and recognition of well-formed sentences. In this sense, grammatical is the main derivative of the linguistic competence because it encompasses all its elements; (1) lexicon, every token (word) used in the language, and (2) syntax, which describes how phrases and documents are formed from those tokens. In summary, these two elements are extremely important to allow the construction of sentences and therefore the production of texts, as well as the cohesion and coherence when writing a text, also known as “Textual Competence”.

Textual Competence

Textual competence can be characterized as the ability to understand, use and produce different types of texts (Cardoso et al., 2009). Following this definition, textual competence is a unit of language written that allows the understanding and production of texts through the use of elements such as cohesion and coherence.

In view of the main element of this project, it should be mentioned that English academic texts may differ from those written in other languages regarding words, grammar, and organization (Oshima & Hogue, 2007). As a result, students have to learn how to produce texts in order to express ideas, thoughts or feelings. For this reason, the element mentioned before, textual coherence and cohesion are essential components in written production.

In this order of ideas, Hyland (2006, cited by Briesmaster and Etchegaray, 2016) defined coherence as: “The ways a text makes sense to readers through the relevance and accessibility of



its configuration of concepts, ideas and theories”, in this regard, coherence is important in writing as it relates to expressing consistent and understandable ideas in a text; and cohesion as “joining a text together with reference words, and conjunctions so that the whole text is clear and readable” (Bailey, 2011, cited by Briesmaster and Etchegaray, 2016), in other words, it refers to the logical connections of a text at sentence level.

Literature Review

Regarding the literature review, it is essential to analyze and discuss some studies that allow to give veracity and support to the objective of this pedagogical proposal which aims to enhance writing through pictures in 10th grade students at Camilo Torres Restrepo Educational Institution. Thus, this section is divided as follows.

The Effectiveness of Pictures for Enhancing Writing.

Asrifan (2015), in his study which was focused on finding out whether or not the use of pictures can enhance writing ability of senior high school students, emphasized that in order to overcome the difficulties students present when writing, the English teacher have to be more creative in choosing the material and techniques which can make the writing class more interesting. Thus, pointing out the use of pictures as visual representations that can be used in the learning process to stimulate and motivate the students to write in English. Following the research objective, the researcher stated that the use of pictures enhances the students’ ability in learning English writing, adding that there was an improvement in the students’ writing skill, particularly in the five components (grammar, content, organization, vocabulary, and mechanic).



In the same way, in order to get the result exposed above the research was employed through a Quasi-experimental method that applied experimental and control class, using random sampling because the researcher considered that the populations were heterogenic members.

On the other hand, Abdullah (2019) in their research about the effectiveness of pictures in helping students to write, affirmed that English teachers should consider the use of instructional media if they want to capture students' attention, at the same time, helping them develop their writing skills. In the same way, they stated that there is a variety of instructional media available, and it is crucial for teachers to choose the appropriate media which caters to need and preference of their students. One of them is pictures. In this regard, the researchers concluded that pictures are useful in helping students generate ideas to construct sentences using the target language and thus improve their writing skills. It should be noted that to get to this analysis, they carried out a quasi-experimental research design using as data collection instruments two writing tasks and a Likert scale questionnaire.

In addition, Sesrica et al. (2017) aimed that the use of picture in learning writing skills is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization allow students to write about new topics. The pictures can also motivate the learners to write, because it attracts their interest.



Students' Perceptions Toward the Implementation of Pictures to Enhance Writing Skill

Taking into consideration that the implementation of pictures to promote writing is addressed to the 10th grade students, it is important to know their perspectives regarding this strategy. In this sense, Pasaribu (2017) in her study which is focused on the students' perceptions on the use of picture to improve descriptive paragraph writing, stated that more than half of the students confessed that picture was an interesting means of learning, adding that it was a useful media to learn and improve their writing. Alike, her pointed out that learning writing through the use of pictures can attract their interest and motivation. It is necessary to highlight that in order to achieve the objectives of the study, a questionnaire and an interview were implemented as a data collection instruments, using the qualitative and quantitative design as a guide. It involved 34 students of English Teaching Study Program, Christian University of Indonesia.

Similarly, Swaran et al. (2017) carried out an experimental research in which pictures series where used to teach writing, Likewise, they proposed a pre-test and post-test and an interview as data collection instruments. This was in order to know the perspectives of the students. It should be noted that the interview was transcribed and analyzed using thematic analysis.

Therefore, once this data was analyzed it was concluded that the students' perspective on English learning was negative as they rarely practice the language and they were not confident in using it. However, on the other side, students had positive perspective on the use of picture series in teaching guided writing. They stated that the use of picture series in ESL classroom enhanced



their motivation and interest since using pictures as a teaching aid in classroom activities made the learning process less monotonous.

Methodology of the Pedagogical Proposal

In order to fulfill the objectives suggested in this pedagogical project, it is necessary to describe the methodology that was implemented by the pre-service teacher in the English classes. As the purpose of this pedagogical project is based on the use of pictures to enhance writing, it is proposed to use the Task-based Approach, which is defined as a method of sequencing activities in the English lessons. It is composed by three stages; (1) pre-task; (2) task; and (3) review (Rodríguez and Rodríguez, 2010). Similarly, for the implementation of this pedagogical proposal, it was necessary to design three (3) workshops where students had to create 3 written productions considering the use of pictures and some types of creative writing texts. Each workshop was divided into 3 sections following the stages of the Task Base- Learning method, and they were developed throughout the implementation of the project. In the same way, it should be noted that the three workshops were developed under cooperative work, in other words in “pairs”.

Implementation of the pedagogical project

For the implementation of this pedagogical project, it was necessary to design three (3) workshops aimed at presenting the components of the project, and establishing the parameters to make a creative writing, such as the title of the project, the objectives, the research questions, the population, the development of the proposal and the expected result, in addition, to carrying out a stage of explanation and interaction whose objective was to identify the influence of pictures in



writing, its elements and some examples, this last, in order to ensure the understanding of the students on the subject, and thus, perform the application of this project.

In this order of ideas, the three workshops suggested in this pedagogical project are implemented as follows: (1) exploring my imagination; (see appendix A); (2) looking back in time (see appendix B); and (3) capturing my feelings and experiences (see appendix C). In this perspective, the structure of the three workshops that have been carried out in the implementation of the project is evidenced as follows:

Table 8: *Didactic Sequence of the Project's First Workshop*

GROUP	LANGUAGE LEVEL	DATE
Tenth grade (34 students)	A2	April 27 th 2022
LINGUISTIC OBJECTIVE To know the correct use of "Past Simple"	COMMUNICATIVE OBJECTIVE To express through a story, the ideas generated from an imaginary perspective.	SOCIO-CULTURAL OBJECTIVE To generate a literary space sharing the creativity and imagination perceived from a picture.
TASK To create a story taking into account a series of	MATERIAL Couleurs Pictures	TOPIC Past simple



pictures while demonstrating specific knowledge of the "Past simple"	Pieces of papers	
First Workshop (Exploring my imagination)		
Application Stage	Competence	Description
Pre-Task	Written comprehension and oral production.	The pre-task will be divided into three stages: For this workshop, the teacher will divide the class into 6 groups.
		First Stage:



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		<p>The teacher will place in the board a sequence of pictures in order, Then, she will give each group a sheet that contains the parts of a text that represent these pictures in disorder. The title of the text is “the adventure of a baby bear”. The purpose is that the students look at the pictures and organize the text.</p>  <p>Text: The adventure of a baby bear</p> <p>Once upon a time, there was a baby bear who every night spoke from his room with the moon, wishing one day to see her up close.</p> <p>One day, the baby bear decided to undertake his greatest adventure and travel to the moon, for which he looked for his “space suit” a space helmet and a pair of yellow space boots.</p>
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		<p>Then, using his creativity, the baby bear created a rocket, packed his teddy and some food, and took off up the chimney...WHOOOSH!!</p> <p>In his journey, the baby bear meets an owl and asks if he would like to go to the moon with him, to which the owl replies: sure, let's go!</p> <p>A few hours later, the owl and the baby bear landed on the moon, they were very excited and happy so they decided to have a picnic and have fun.</p> <p>After the picnic, the baby bear decided to return home, saying goodbye to the owl and thanking him for his company.</p> <p>Then, baby bear came home, climbed down the chimney, and landed on the floor with a BUMP!</p> <p>Being at home, the baby bear tells his mama bear about his adventure to which she laughed and replied "You and your stories, whatever next?"</p> <hr/> <p>Second Stage:</p> <hr/> <p>The students will read the parts of the text and underline the words they do not know, then with the</p>
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		<p>dictionary they will find their meaning in order to organize the text. In the same way, they have to underline in blue all the sentences of the “past sentences” that shows the text.</p> <hr/> <p>Third Stage:</p> <hr/> <p>After the students organize the text, the teacher will read it in English and Spanish with the help of the students. That in order to know the students’ answers and correct the organization of the text together.</p> <ul style="list-style-type: none"> • Once the text is read, the teacher will ask the students 7 questions in order to know if they understood the text. The questions are the following: <ul style="list-style-type: none"> ➤ Where did the baby bear want to travel? ➤ What transport did the baby bear create to go to the moon? ➤ What material did the baby bear use to create the rocket?
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		<ul style="list-style-type: none"> ➤ What elements made up the baby bear's spacesuit? ➤ Who did the baby bear meet on his adventure? ➤ What did the owl and the bear do when they landed on the moon?
Task	Written production	<ul style="list-style-type: none"> ➤ Students must create an invented story using their imagination taking into account the pictures given by the teacher. In the same way, it should be noted that the theme and the number of words is free, they can write about whatever they want, the only 4 conditions are: (1) to work in pairs; (2) to use all the pictures in the writing; (3) to create a title for the story; and (4) to make use of the “past simple” grammar. It should be noted that for this activity the students had 1 hour. <p>The pictures that will be used are the following:</p>



Post- Task	Reading	The students will read and share the story with the class.
Review		<p>Feedback process during the next meeting where the teacher presents to the students the mistakes they made regarding the use of grammatical structures.</p> <p>Then, they will make the corrections and share their experience with the teacher and classmates.</p>



Table 9: Didactic Sequence of the Project's Second Workshop

GROUP	LANGUAGE LEVEL	DATE
Tenth grade (34 students)	A2	May 26 th 2022
LINGUISTIC OBJECTIVE	COMMUNICATIVE OBJECTIVE	SOCIO-CULTURAL OBJECTIVE
To learn the correct use of “past simple”,	To express orally experiences and past memories.	To know real life experiences.
TASK	MATERIAL	TOPIC
To create a memory taking into account a series of pictures while demonstrating specific knowledge of the "Past simple"	Couleurs Pictures Pieces of papers	Past Simple
Second Workshop (Looking back in time)		
Application Stage	Competence	Description



Pre-Task	Written comprehension and oral production.	<p>The pre-task will be divided into three stages:</p> <p>For this workshop, the teacher will divide the class into the same pairs of the last workshop.</p> <p>The teacher will give each group a sheet containing a memory, the idea is that the students look at the text and understand the main purpose of a memory and its structure.</p> <p>Text:</p> <p>Childhood is such a period that cannot be regained in life again. Its joys, fears, memories are both bitter and sweet. Since a man lives in a society so he passes through a circle of childhood, youth and old age.</p> <p>During childhood one leads a life of happiness, satisfaction, and sympathy. When I was five years of age, I was admitted to a nearby village school. The school teacher treated me very sympathetically. My father distributed sweets on the day of my admission.</p> <p>This event has lasted a memory in me till today. A temple was attached to our school. Most often we</p>
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		<p>stood for a while when we used to return to our houses. It was on Tuesday. The priest held us to distribute ‘Laddoos’ we became somewhat late. In between, I saw my father in a tense mood. He lifted me up and gave a slap on my face. I promised never to stay after school. This incident becomes fresh when I hear about a school.</p> <hr/> <p>Second Stage:</p> <hr/> <p>The students will read the parts of the text and underline the words they do not know, then with the dictionary they will find their meaning. In the same way, they have to underline in blue all “past simple” that shows the text.</p> <p>After the students organize the text, the teacher will read it in English and Spanish with the help of the students. Once the text is read, the teacher will ask the students 7 questions in order to know if they understood the text. The questions are the following:</p> <ul style="list-style-type: none"> • How does the protagonist perceive childhood?
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		<ul style="list-style-type: none"> • What are the three stages of a person's life? • How is life in childhood? • Why did the protagonist come home late? • What did his father do when the protagonist came home? • What did the protagonist promise after this incident? • What is your best childhood memory? <hr/> <p>Third Stage:</p> <hr/> <p>After analyzing the text, the teacher will show the students a series of pictures, of which they have to share with the class orally a memory of their childhood or adolescence that they perceive after seeing them.</p>
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		<p>The pictures are as follows:</p> 
Task	Written production	<p>Students must create a memory using one picture showed above. It should be noted that the number of words is free, the only 4 conditions are: (1) to work in pairs; (2) to follow the structures of a memory; (3) to write a memory inspired in the pictures; and (4) to make use of the “past simple” grammar. It should be noted that for this activity the students had 1 hour.</p>
Post- Task	Reading	<p>The students will read and share their memories with the class.</p>
Review		<p>Feedback process during the next meeting where the teacher presents to the students the mistakes they made regarding the use of grammatical structures.</p>



		Then, they will make the corrections and share their experience with the teacher and classmates.
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Table 10: *Didactic Sequence of the Project's Third Workshop*

GROUP	LANGUAGE LEVEL	DATE
Tenth grade (34 students)	A2	June 02 nd 2022
LINGUISTIC OBJECTIVE	COMMUNICATIVE OBJECTIVE	SOCIO-CULTURAL OBJECTIVE
To learn the correct use of “first person”.	To express thoughts and feelings of a daily life situations.	To know the most important activities, events or situations of daily life.
TASK	MATERIAL	TOPIC
Write a diary entry taking into account a picture while demonstrating specific knowledge of "First person" and the	Couleurs Pictures Pieces of papers	The use of “First Person”



vocabulary of feelings and thoughts.		
Third Workshop (Capturing my feelings and experiences)		
Application Stage	Competence	Description
Pre-Task	Written comprehension and oral production.	The pre-task will be divided into three stages: For this workshop, the teacher will divide the class into the same pairs of the last workshop.
		First Stage: The teacher will give each group a sheet containing a diary entry and some disordered pictures that represent it. The idea is that the students look at the text and organize the pictures. Text: 19th Jan 2021 Monday 9 PM Dear Diary,



		<p>Today I went to the market and bought some fruits and vegetables.</p> <p>I also went to a restaurant with some friends in the evening. But it was not a good experience. When we entered the restaurant, it was already full of people. So we had to wait for our turn.</p> <p>We waited for one hour for our food to arrive and when it finally did, the food was of such poor quality. It didn't have a good presentation.</p> <p>The restaurant staff were rude as well and they did not pay much attention to what their customers wanted. They preferred to ignore their customers' needs.</p> <p>This bad service continued even after we had finished eating despite us complaining about it to the manager of that restaurant who said that he would get it fixed but nothing actually happened.</p> <p>We went back home later and watched television for some time before going to bed as I felt exhausted from this bad experience in that restaurant today.</p>
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		<p>Pictures:</p>  <p>Second Stage:</p> <p>The students will read the parts of the text and underline the words they do not know, then with the dictionary they will find their meaning in order to organize the text. In the same way, they have to underline in blue all “first person pronouns” that shows the text.</p> <p>Third Stage:</p> <p>After the students organize the text, the teacher will read it in English and Spanish with the help of the students.</p>
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		<ul style="list-style-type: none"> • Once the text is read, the teacher will ask the students 8 questions in order to know if they understood the text. The questions are the following: • What did the main character buy in the market? • Where did the main character go with his friends? • What happened when they entered the restaurant? • How did they describe the food? • How was the attention of the restaurant staff? • Was there a solution for customer complaints? • What did the main character do when she got home? • How did the main character feel after the restaurant experience?
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During Task	Written production	<ul style="list-style-type: none"> Students must create a diary entry using one picture chosen randomly. It should be noted that the number of words is free, the only 4 conditions are: (1) to work in pairs; (2) to follow the structures of a diary; (3) to write the diary entry inspired in the pictures; and (4) to make use of the “first person pronoun” grammar. It should be noted that for this activity the students had 1 hour. <p>The pictures are the following:</p> 
Post- Task	Reading	The students will read and share the diary entry with the class.



Review		Feedback process during the next meeting where the teacher presents to the students the mistakes they made regarding the use of grammatical structures. Then, they will make the corrections and share their experience with the teacher and classmates.
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The writing workshops exposed above were developed on the dates detailed in the following schedule:

Table 11: *Methodological Schedule of the Workshops to be Implemented in this Pedagogical Proposal*

Workshops	Weeks										
	1	2	3	4	5	6	7	8	9	10	11
First Workshop					X	X					
Second Workshop								X	X		



Third Workshop

X X

Research Methodology

For this section, it is required to exposed some aspects about the methodological part such as the research approach, the research design, setting, population, sampling, and finally method of data collection or instruments.

Research approach

The research methodology was deliberately framed within a qualitative paradigm because it attempts to identify, explore and understand the central phenomenon with specific individuals at a certain research site (Creswell, 2012). In this pedagogical project, it is exposed as follows: (1) phenomenon “Influence of pictures to enhance students’ writing” (2) site “Institución Educativa Camilo Torres Restrepo; and (3) individuals “10th grade students”. It should be noted that it is particularly useful to study educational settings and processes. That said, this approach attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants (Palmer & Bolderston, 2006).

Research Design

This qualitative pedagogical project was based on Action research which is defined as a research approach that is grounded in practical action (the action component) while at the same



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time focused on generating, informing and building theory (the research component). These two components work in combination, each mutually informing and supporting the other (Burns, 2015). In education, it is known for improving the teachers' professional practice and it is considered favorable by most educators for solving problems in education. In this regard, action research helps the teacher to adopt and develop the most appropriate strategy within their own environments, thus achieving the expected teaching-learning objectives and results (Lufungulo, et al., 2021).

Setting

This pedagogical project is executed at Camilo Torres Restrepo Educational Institution, which is located in the Cesar- Department (Curumani), Colombia. In the same way, it is crucial to highlight that the project was developed at the main headquarters of the institution.

Population

The population of interest for the development of this pedagogical project is made up of a group of 10th grade secondary school students, from 14 to 18 years, belonging to the main quarters of the Camilo Torres Restrepo Educational Institution in Curumani, Colombia. With respect to the language level, according to the Common Framework of Reference for Languages (MCRFL), they are at level A2.

Sampling

The sample was composed of 12 students from the 10th grade course at Camilo Torres Restrepo Educational Institution. Taking into consideration, the aim of this project, which is to



enhance 10th-grade students' written production, it is pertinent to establish some important characteristics that will allow to have an accurate and successful general overview about the phenomenon studied. They are present as follows: (1) age; (2) language level; and (3) writing skills. In the same way, the selection criteria was related to the students' willingness to attend and participate in each workshop as well as their engagement throughout the project.

Instruments

A research instrument is a tool used to collect, measure, and analyze data related to the research subject. Based on this, and in order to develop this study appropriately, the researcher adopted two types of data collection instruments following the main objective of the pedagogical project:

1. Documents
2. Field notes

Documents

According to Creswell (2012) "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study" (p.102). Following this definition, this instrument allows the researcher to have access to sources of information obtained from the participants and to carry out an analysis of documents that allow reaching a conclusion regarding the phenomenon under study.

In this sense, the collected documents consisted of three (3) productions written by the tenth-grade students, which were executed at the beginning, middle and end of the



implementation process. This instrument was carried out as follows: (1) the first written production that was carried out at the beginning of the project aimed to identify the difficulties students have when writing a short text; (2) the second one which was executed at the middle sought to determine the progress made by 10th grade students in writing; and (3) the last written production which was implemented after the project implementation had the purpose of knowing the effectiveness of using pictures to overcome the difficulties presented in the first one. In the same way, this instrument allowed the researcher to know how the use of pictures can develop the linguistic and textual competence of the 10th grade students as well as to know if the use of pictures can enhance the written production of the 10th grade students.

Field Notes

“Field notes are widely recommended in qualitative research as a means of documenting needed contextual information” (Phillippi & Lauderdale, 2017). Similarly, field notes are defined as a description and accounts of events in the research context which are written in a relatively objective style. In the same way, it is a form of recording that allows the researcher to observe relevant activity privately in order to detect patterns and discover areas for improvement. In this sense, this instrument helped the researcher to accomplish one of the objectives of the present project, which is to know how practical and effective are pictures in fostering students' interest in writing in English. That said, the field notes were carried out at the end of each workshop implementation because it allowed the researcher to analyze, describe and reflect on all the activities that took place in the English class of the 10th grade students.



The exposed instruments were collected on the dates detailed bellow:

Table 12: Data Collection Timetable

Instruments	March		April				May				June	
	1	2	3	4	5	6	7	8	9	10	11	
Documents					X			X		X		
Field notes					X			X		X		

Data Analysis and interpretation

According to Bodgan (1997), data analysis is the process in which researchers look for practical information and organize the transcriptions of instruments they already implemented such as class observations, interviews, and other non-textual material they accumulated during the data gathering process, in order to better understand the phenomenon studied. In the same way, Marshall and Rossman (1999), describe data analysis as messy, ambiguous and time-consuming, but also as a creative and fascinating process.



All things considered, it was proposed to carry out an interpretative analysis which according to different articles is divided into two levels; the first level involves viewing or experiencing the phenomenon from the subjective perspectives of the social participants and the second level is to understand the meaning of the participants' experiences in order to provide a "deeper description" of the phenomenon of interest that can communicate why the participants acted the way they did. In other words, following the argument of Hatch (2002) this analysis “provides tools for linking interpretations to data; but finally, they are the researchers ‘best efforts to produce meaning that makes sense of the social phenomena they are studying” (p.180).

The purpose of implementing this method of data analysis lied in the need to create variables that allow a detailed view of the main aspect studied in the project “The Use of Pictures to Enhance Written Production”.



Documents

This segment shows the written productions analysis of the following writing workshops: (1) exploring my imagination (see appendix D); (2) looking back in time (see appendix E); and (3) capturing my feelings and experiences (see appendix F).

First written production analysis (Pair A)

Extrait:

Museum Tour

One day, a boy said, my mother used to be a police, we lived in china, we also had a house in the north pole, one day we went to a museum, while we were going through it, I saw the painting of the monalisa, in the next section there was a recreation of an alien, it also said “aliens loves pizza when we leaving the museum we found a snake skin.

Table 13: Rubric for analyzing the first participants' writing production (Pair A)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				



	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.					X
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

AA	O	S	R	N
Almost always	Often	Sometimes	Rarely	Never

In this present writing, it is evident: (1) the erroneous use of punctuations, (2) lack of logical order in the ideas; (3) incomplete ideas; and (4) inconsistencies in the exposed topic.

First written production analysis (Pair B)

Extrait:

The boy from the north pole

Once upon a time there was a boy who lived in a house in the north pole with her police. mother and one day her mother invited her friend monalisa to eat pizza, on the way back they found



a poisonous snake, luckily an alien from another planet arrived and helped them get rid of the snake.

Table 14: Rubric for analyzing the first participants' writing production (Pair B)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.				X	
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	



Once the text is analyzed, the following difficulties are exposed: (1) spelling error; (2) lack of use of punctuation; (3) incomplete ideas, (4) incorrect use of the “s” to refer to something in the plural way and; (5) the main theme of the story is not evidenced.

First written production analysis (Pair C)

Extrait:

Mona Lisa

100 years ago when leonardo painted the mona lisa in the north pole house an aliens arrived with juan eating pizza were very amazed with the work of art they had in mind tos teal it when leonardo noticed the intention of the alien and juan called the pólice and at the end a snake those of.

Table 15: *Rubric for analyzing the first participants’ writing production (Pair C)*

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.		X			



	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.					X
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

In the text are evidenced the following aspects: (1) confusion in the use of “s” to refer to a thing in the plural way; (2) incomplete ideas; (3) difficulties in the organization or ideas ;(4) lack of use of the personal pronouns; and (5) lack of use of the punctuation marks.

First written production analysis (Pair D)

Extrait:

The alien helps the boy

One upon a time there was a mona lisa who went to the house in the north pole like that and found a child who was poisoned by a poisonous snake. Then an alien arrived and took the child to his mother, and his mother bought the alien a pizza as a reward.



Table 16: Rubric for analyzing the first participants' writing production (Pair D)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity			X		
	The student uses the grammar topic worked on in the lesson.		X			
	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.					X
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

This writing presents the following errors: (1) there is not a logical order in the ideas; (2) lack of punctuation marks, (3) the main theme of the story is not evidenced; (4) redundancy in the ideas; and (5) lack of use of connectors.



First written production analysis (Pair E)

Extrait:

The child and an alien

Once upon a time there was a policeman who took care of a child, the child wanted to see Monalisa's painting, after leaving to see the painting, he went out to eat pizza, where he met a snake, then he went to the house in the north pole where there was an alien and they became friends.

Table 17: Rubric for analyzing the first participants' writing production (Pair E)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.				X	



	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	
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In this text is evidenced: (1) good use of punctuation; (2) there is no logical order in the sequence of ideas; (3) mistakes in the use of some verbs; and (4) incomplete ideas.

Second written production analysis (Pair A)

Extrait:

One normal day I was with my friend watching a movie, after several hours we were very tired and went to bed. My room was full of mirrors, although I had always been afraid of them, since many people told me they were dangerous, but I never understood why, so I decided to leave them, because I liked the touch they gave to my room.

I turned to look at my friend and saw her asleep, then I looked at one of the mirrors and could see that she was standing, I didn't pay much attention to her as I was very tired. Suddenly the idea came to my mind and I got very scared, I opened my eyes instantly and called out to her claiming her, but she did not wake up, she was lying next to me, but I kept seeing that female figure identical to her in the reflection of the mirror. (...)

The strangest thing is that I don't remember anything else that happened that day, I don't even know if we slept or not. But, since that day I removed all the mirrors from my room, I always go to sleep early without opening my eyes even for a moment until morning comes, besides considering people's warnings and I don't know if the person I was with that night is still the same,



the memory of what she told me that day always goes through my mind and even if I try to ask her she says she doesn't remember anything.

Table 18: *Rubric for analyzing the second participants' writing production (Pair A)*

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.	X				
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.	X				
	Cohesion: use of logical connectors, synonyms, punctuation marks.		X			

The students managed to write a very complete piece of writing, full of mystery, suspense, fear and drama, used a wide range of vocabulary, followed the grammatical topic explained in the



lesson, in the same way, they made good use of punctuation marks. On the other hand, it is important to mention certain difficulties, such as the case of the conjugation of verbs and the use of the “s” in the third person.

Second written production analysis (Pair B)

Extrait:

On January 27, 2022, they gave me the news that my paternal grandfather had died thanks to the consequences that the covid left him, that some day we went to the city of Barranquilla, on the way we had many inconveniences which we did not they allowed us to arrive the same day, so we had to stay in a hotel in Bosconia and spend the night there. The next day at 5 a we got up to continue on the road and arrive on time for the wake, which was at 4 pm on the road. It went well for us and we arrive in Barranquilla on time but we did not know the way to the funeral home and we had to call a relative to explain the way to us, when we arrived at the funeral home all my relatives were there and we greeted them and from there we went to see him and he made me very nostalgic, after half an hour we went to mass which lasted 1 hour and from there we went to the cemetery and buried him then we went to my uncle's house to rest.

Table 19: Rubric for analyzing the second participants' writing production (Pair B)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N



Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.			X		
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

In this text, the students followed the teacher's instructions, making a concise text, but at the same time detailed, however, there are certain errors in the use of prepositions, the order of ideas, the spelling of some words and the use of synonyms.



Second written production analysis (Pair C)

Extrait:

My fear of heights

I have always been very afraid of heights but I never thought that it would affect me in one of my choreographies, when one day we were rehearsing about eight dancers, from one moment to the next they threw me very high when I got off I fainted from fright when I woke up All my classmates were worried about me.

Table 20: Rubric for analyzing the second participants' writing production (Pair C)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent			X		



	wording, it does not present ambiguity or ramblings.					
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

This writing is generally good, however it is not concise, it is very short and the intention of the text cannot be appreciated, in the same way, it is worth highlighting some problems regarding the use and meaning of some verbs.

Second written production analysis (Pair D)

Extrait:

The funeral of my cousin

On june 25 my cousin wanted to take a trip to medellin on the plane that was going there were many technical failures in which there was an accident and unfortunately my cousin died I had to take a flight to Bogota and get to the funeral home which was not, then my cell pone went off and I met a family member who took me to the funeral from this day I learned no to be crueles.

Table 21: Rubric for analyzing the second participants' writing production (Pair D)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N



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Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.			X		
	Cohesion: use of logical connectors, synonyms, punctuation marks.			X		

Students created a complete text, capturing the main idea of the writing activity, however there are difficulties in terms of the logical order of ideas and the use of capital letters when referring to a proper name.

Second written production analysis (Pair E)

Extrait:

One night we were gathered at home, we had a dinner prepared, my mom, my dad, my borthers were there, at that moment some cousins of mine arrived, they wanted the dinner that prepared mom, she had a bad reaction and didn't want to toast them, I was angry with my mom



that night I stopped talking to her, days later I was able to talk to her and told her that these attitudes shouldn't be taken and even less so with our family, we should be united and supportive.

Table 22: Rubric for analyzing the second participants' writing production (Pair E)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.				X	
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.				X	
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	



The text is understandable but there were errors in the order of the text, as well as in the use of some verbs. It is important to mention that the literal translation from Spanish to English is evident.

Third written production analysis (Pair A)

Extrait:

28th Jan 2021

Saturday

4 PM

Dear Diary

Today was a very important day for me, because today was the day of the race that I had waited so long for which I had worked so hard I trained too much to be the best athlete, my parents came to see me compete and when they arrived the stadium was full of people and they did not find a place to sit so they asked a service girl if she could do them the favor of finding them a seat, and she looked at them very reluctantly, it took a long time to find them a seat and I was going to start the race so I decided to leave the track and look for a seat for my parents all over the stadium at last I could find some seats but I was going to start the race and I was very tired and exhausted since I had all over the stadium (...)



Table 23: Rubric for analyzing the third participants' writing production (Pair A)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.		X			
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.			X		
	Cohesion: use of logical connectors, synonyms, punctuation marks.			X		

In this writing, students successfully followed the structure of a diary entry, likewise an improvement in the organization of ideas was evident, however it is necessary to mention that there are still certain errors in the use of punctuation marks which makes it difficult to follow a logical order in the reading of this.



Third written production analysis (Pair B)

Extrait:

December 24th, 2021

Sunday

8 Pm

Family Christmas

My dear diary

December 24th was the best day of my life because I was asked to share this special date with my family.

My neighboring aunts etc. Made a very nice dinner

My grand father, like every year at 12 pm, lets us open our gifts

I felt very happy that night because I had several years without spending Christmas with my family

I am very grateful to god for allowing me to be with my beautiful family

It was the best night because everything was peaceful and there was a lot of harmony.

Table 24: Rubric for analyzing the third participants' writing production (Pair B)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N



Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.			X		
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.				X	
	Cohesion: use of logical connectors, synonyms, punctuation marks.				X	

The students were able to satisfactorily follow the structure of a diary entry, however, they still present the same errors of the previous writings; in the first instance, there are difficulties in the order and coherence of ideas, likewise, in the text the use of punctuation, connectors, and synonyms is not present, a situation that makes the text ambiguous.



Third written production analysis (Pair C)

Extrait:

30th May 2022

Monday

7:00 PM

Dear diary, today is a very special day for me and my future husband, eight months ago, will be proposing to me, the truth is I have a lot of nerves and happiness overflows me. I always dreamed of such a long-awaited day, the day in which we will become one person and form a great home, even if it is just him and me.

Everything has gone well, my dress arrived on time, my bridesmaids are all ready, the decoration is magnificent, when it was about four in the afternoon the guests arrived.

Table 25: Rubric for analyzing the third participants' writing production (Pair C)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity			X		
	The student uses the grammar topic worked on in the lesson.	X				



	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.			X		
	Cohesion: use of logical connectors, synonyms, punctuation marks.		X			

The present text fulfills the main objective of a diary entry, the students were able to follow its structure and capture their emotions in the text. On the other hand, in terms of grammar it could be said that its use was good, however it is necessary to work on the use of punctuation, and avoid literary translation from English to Spanish.

Third written production analysis (Pair D)

Extrait:

My diary.

Dear diary, on this day many things happened, some were good, others were sad, although I do not want to remember any of this, because what happened was very sad, I still do not get over it, this part of my life is unfortunately very ugly, the death of my beloved dog, It all started in the



afternoon, we were playing in the park, suddenly the dog ran out into the road and a car ran over him, and that was the end of my dog life, very difficult to forget, with time I hope he heals this wound.

Table 26: Rubric for analyzing the third participants' writing production (Pair D)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N
Linguistic	The student uses the appropriate vocabulary for the development of the activity.			X		
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.	X				
	Cohesion: use of logical connectors, synonyms, punctuation marks.		X			



The writing complied with the instructions given by the pre-service teacher, it was precise, detailed and followed a logical order, the ideas were complete, the vocabulary was adequate, the use of the grammatical topic worked on in class was evident, and they were able to express their feelings in the text. As for factors to be improved, the use of synonyms was found. In general, it was a good writing.

Third written production analysis (Pair E)

Extrait:

30- may-2022 (Monday)

Birthday diary

today is my niere's birthday so I wanted to surprise her and I went to the center and bought her a cake and come gifts to celebrate her birthday when I got home I gave her a big stuffed animal an she was very happy and content.

At night we took her to eat in the park with her parents and the whole family and her parents gave her a beautiful bicycle and she was very happy

When she got home she went tobod happy because she and really enjoyed her birthday

Table 27: Rubric for analyzing the third participants' writing production (Pair E)

COMPETENCE	ASPECTS TO ANALYZE	YES			NOT	
Communicative	The text adapts to the communicative situation raised	X				
		AA	O	S	R	N



Linguistic	The student uses the appropriate vocabulary for the development of the activity		X			
	The student uses the grammar topic worked on in the lesson.	X				
	The student forms grammatically correct sentences in order to organize and form texts.			X		
		AA	O	S	R	N
Textual	Coherence: the information is organized and clear, the paragraphs follow a logical order and a central theme, the text has a coherent wording, it does not present ambiguity or ramblings.		X			
	Cohesion: use of logical connectors, synonyms, punctuation marks.			X		

The present text presents several errors which are exposed as follows: 1) the structure of the diary entry is not evident; 2) the ideas are disorganized and incomplete; 3) there was no use of punctuation marks ;4) the text is ambiguous; and 5) emotions are not captured in the text. On the other hand, it is worth mentioning that the text complied with the teacher's instructions regarding the topic of the writing.



Field Notes

Field notes of the first writing workshop

On April 27th, the first workshop of the pedagogical project (exploring my imagination) was implemented, in which the stages proposed in the project methodology (task-based learning) were carried out. In the first instance, the “**pre-task**” took place. For the development of this, the pre-service teacher divided the class into 6 groups with 6 members, that was in order to carry out an activity whose objective was to organize a text taking into account the order of some pictures proposed by the pre-service teacher, as well as pointing out the words they did not know and the verbs that made evident the use of the past simple. It should be noted that the students had 20 minutes to finish this activity. In the same way, regarding the behavior of the students, it could be said that they worked harmoniously, they were focused on the activity and they asked the pertinent questions to resolve doubts. That said, my role was based on following their writing process and being attentive to any questions. On the other hand, after completing this activity, the students shared their answers. At this point, it should be noted that the students were unwilling and uninterested in reading the answers, since they highlighted that they feel frustrated because they did not know how to write in English, it is for this reason that disorder appeared in the class. However, despite this difficulty, it was possible to finish the activity of reading and reviewing answers.

Regarding the “**during task**”, the teacher presented a series of pictures so that in pairs, the students could make a story using all of them. In this occasion, the subject and the number of words



were free, and they had 1 hour to do the writing. At this stage, the students were very organized and worked actively, they were very excited sharing their ideas and laughing too much to hear the strange or out of context ideas of their classmates, however, certain difficulties arose because the students did not have a dictionary, which made it difficult to carry out the activity. After performing the writing activity, the **post task** was carried out “the story reading”. Without a doubt, the behavior of the students was surprising, and the change was evident compared to the first activity, in this, they were not afraid to read and were willing to make mistakes and receive corrections. It should be noted that this reading took an hour.

Finally, the pre-service teacher **reviewed** the students’ writings and made the pertinent corrections and feedback.

Field notes of the second writing workshop

On May 26th, the second workshop (Looking back in time) proposed in the project was held. In the first instance, it is important to emphasize that when students arrived at class they enthusiastically asked if they were going to work on writing, a situation that surprised me a lot, if a comparison with the last workshop is made, definitely, their attitude when carrying out a writing process changed. Once the above was exposed, as a **pre-task** activity, the teacher gave the students a sheet containing a text about memories, style writing that was the main focus of this workshop.

In this opportunity, they had to underline with a red color the words they did not understand and look for their meaning, and underline with a blue color the phrases or sentences in which the use of the simple past was present, as it was done in the previous workshop. It should be noted that



the same grammatical topic was carried out since the project is related to the integral practice and due to the students presented problems regarding the conjugation of verbs in past simple, it was necessary to reinforce this topic. That said, continuing with the activity, once the text was read and highlighting the words, the teacher asked 8 questions in order to know if the students understood the text. It is important to mention that compared to the previous text, this text seemed a little easier and more understandable. Next, the teacher shared with them a series of pictures where they had to share a memory of their childhood or adolescence considering what they perceived when they saw them. This activity was full of many feelings, since a student cried when remembering the death of his mother, it was a very moving moment for the whole class, in the same way it was full of laughter, and fun when remembering funny things that happened to them, such as for example falls, or embarrassing situations. In short, it can be said that they enjoyed the activity.

After this activity, the **during task** was carried out where the students had to write the memories shared with the class, for this activity they chose the picture with which they wanted to work and in the same way, at their request, students worked in the same pairs of the previous workshop because they said in this way it is possible to have a deeper description of the ideas they want to put into the text. During the development of this one, the pre-service teacher role was to be available for any questions or doubts they had, as well as being a support in terms of my emotional field.



On the other hand, talking about the students' attitude, it could be said that they were happy and very comfortable doing the activity, since while they were writing they laughed at all those memories of their childhood.

Finally, the **post-task** was carried out, in which the students read their writings in front of the class, and the **review** where the teacher made the grammar and pronunciation corrections of their writings and opened a space for the students to express their feelings about how they felt when doing the activity, as well as sharing suggestions.

Field notes of the third writing workshop

On June 02nd the third workshop (capturing my feelings and experiences) proposed in the project was held, in which the **pre-task** activity was carried out. For this activity, it was decided to work with the same pairs from the previous workshop, because they already knew the shortcomings and abilities of each one and thus could work by uniting their strengths to carry out a good writing process. Once the pairs were joined, the teacher share with them a text that contained a diary entry and a series of pictures in disorder that represented the aforementioned text. The objective of the activity was to order the pictures taking into consideration the structure of the text. This in order for the students to seek the relationship between what they read and visually perceive it (pictures). Similarly, as they read the text, they had to highlight in red the pronouns in the “first person”, theme, on which the workshop was focusing. Regarding the attitude of the students, it can be deduced that they were attentive and disciplined when doing it, as well as excited since as they read the text and placed the pictures in order they learned new



words, an action that caused them great satisfaction. After solving the activity and in order to know with what precision they understood the text, 8 questions were asked.

Once this activity was resolved, the **during task** was carried out. On this occasion, the proposed activity consisted of making a diary entry, considering a picture chosen at random by each pair. In this one, they had to follow the order and structure of the text worked on in the first task at the same time that they made use of the pronouns in the first person. The role of the teacher was based on the support and assistance regarding the concerns and doubts of the students. On the other hand, the role of the students was based on carrying out the activity in a concrete way, following a logical order and making adequate use of vocabulary and grammar in English. Role that they undoubtedly performed satisfactorily, because when carrying out the activity they were very animated, constantly asking questions and following the writing process (read, correct, reread and correct). From this activity, it can be deduced that the students felt very acquainted with the activity since the action of writing a diary entry is something common in their day-to-day life, many of them stated that they had diaries and expressed their experiences and feelings there daily, clearly with the difference that they used the Spanish language to express them, which is why it was easy to carry out the writing plan. In the same way, it became evident that the students considered the feedback given by the teacher of the first workshop.

Finally, to end the workshop, the **post- task** was carried out where the students shared their diary entry with the class, knowing the creativity and imagination of their classmates and the



review where the teacher made the pertinent corrections of the writings and opened a space to listen to suggestions and the reaction of the students before carrying out the activity.

Table 28: Analysis of the field notes from the three writing workshops.

Category: The use of pictures to encourage interest for writing in an English class	
Extrait	Statement
<i>«It can be deduced that the students felt very acquainted with the activity since the action of writing a diary entry is something common in their day-to-day life, many of them stated that they had diaries and expressed their experiences and feelings there daily»</i>	<p>-The use of pictures allows students to become personally involved in the writing process of a foreign language.</p> <p>-Conducting writing workshops on topics of interest to the students allows to increase the act of writing in the foreign language.</p>
<i>«they were happy and very comfortable doing the activity, since while they were writing they laughed at all those memories of their childhood»</i>	
<i>«this activity was full of many feelings, since an student cried when remembering the death of his mother, it was a very moving moment for the whole class, in the same way it was full of laughter, and fun when remembering funny things that happened to them, such as for example falls, or embarrassing situations»</i>	



<i>«they asked the pertinent questions to resolve doubts»</i>	When carrying out a writing process, the use of pictures significantly increases the students' participation.
<i>«the students were very organized and worked actively»</i>	
<i>«it is important to emphasize that when students arrived at class they enthusiastically asked if they were going to work on writing»</i>	
<i>«they undoubtedly performed satisfactorily, because when carrying out the activity they were very animated, constantly asking questions and following the writing process (read, correct, reread and correct) »</i>	
<i>«where the students shared their diary entry with the class, knowing the creativity and imagination of their classmates»</i>	The use of pictures as a teaching strategy allows students to explore their creativity and imagination.
<i>«they were very excited sharing their ideas and laughing too much to hear the strange or out of context ideas of their classmates»</i>	
<i>«they were very excited sharing their ideas they were not afraid to read and were willing to make mistakes and receive corrections»</i>	Writing workshops allow students to experience positive feelings that go in favor of promoting writing in English.
<i>«they were happy and very comfortable doing the activity»</i>	



<i>«they undoubtedly performed satisfactorily»</i>	
<i>«at their request, students worked in the same pairs of the previous workshop because they said in this way it is possible to have a deeper description of the ideas they want to put into the text»</i>	Working in groups or pairs allow students to have a more specific perception of what they want to transmit when viewing a picture.
<i>«it was decided to work with the same pairs from the previous workshop, because they already knew the shortcomings and abilities of each one and thus could work by uniting their strengths to carry out a good writing process»</i>	

Results

Tenth grade students' improvement in writing in English through the use of pictures

Regarding the main objective of this pedagogical and research project focused on the use of pictures to enhance writing, it is essential to highlight the following results based on the three writing workshops.

First, the implementation of the writing workshops allowed that the student learned and developed strategies for the writing productions such as: the selection of information, planning, the structure of the writings and the creation of sentences to express their ideas in a way that readers understand. It is for this reason that carry out writing workshops allowed students to develop their linguistic and textual skills and improved their writing skills, since doing them in a



frequent way allowed students to know their mistakes, analyze them and overcome them, thus achieving an appropriate and organized writing process according to their English level.

On the other hand, concerning the types of creative texts, it is important to mention that the execution of these in conjunction with the use of pictures significantly nourished the curiosity of the students, who had a story to tell and the willingness to express their experiences in English *«this activity was full of many feelings, since an student cried when remembering the death of his mother, it was a very moving moment for the whole class, in the same way it was full of laughter, and fun when remembering funny things that happened to them, such as for example falls, or embarrassing situations»* (field note n°2). Likewise with the use of pictures, students could explore their creativity and imagination while transmitting their experiences and emotions to the readers.

Therefore, when students saw a picture, they began a process of brainstorming and mental organization that they later express on a piece of paper and that became in a writing process, a writing process that made evident all those grammatical topics, vocabulary, and structure of texts that were worked on in the different classes carried out throughout the pre-service teacher practices. It is for this reason that the use of pictures became the main factor in improving students' writing since they motivated them to write and therefore to carry out a process of error, analysis, correction and learning that continued to develop in each writing workshop. This result is evidenced in the advance that students presented in the development of their linguistic and textual competences.



Tenth grade students' difficulties when writing in English as a foreign language.

The first research sub-question focused particularly on the identification of the most outstanding difficulties, or rather limitations that 10th grade students present when carrying out a writing process in the English language, to which the answer was given to through the implementation of the documents and field notes instrument, the pre-service teacher was able to identify six influential factors regarding the composition of creative texts: (1) emotions and feelings; (2) vocabulary; (3) spelling; (4) text organization; (5) grammar; and (6) development of ideas.

Regarding the emotions and feelings, it is evidenced that when students try to write a text in English, they present emotions of frustration and disinterest, this is exposed taking into account their attitudes when not knowing what vocabulary to use, how to start a text and how to organize their ideas, as it is presented in the following extrait « *students were unwilling and uninterested in reading the answers, since they highlighted that they feel frustrated because they did not know how to write in English*» (field note n°1).

Simultaneously, another factor of great relevance in the difficulties that 10th grade students present when writing is centered on their limited vocabulary. The reason is because it is stated that they do not have enough lexicon to create a written production, a situation that is noted in their writing productions which are very short and incomplete (see appendix D), similarly, this factor is attributed to the way in which English is taught in the Educational Institution, since it focuses on learning grammar and not on learning vocabulary.



On the other hand, regarding the third factor, repetitive and constant problems are evident in the spelling of the students' writing, in which are present punctuation errors as for example: *«there was a boy who lived in a house in the north pole with her police. mother»* (writing production n°1-pair A), and lack of capital letters in their writings as this following case *«on june 25 my cousin wanted to take a trip to medellin on the plane that was going there»* (Documents N°2- pair D).

At the same time, the ideas of the texts do not follow a logical order, for which they do not have coherence or cohesion, as it is presented in the next extract: *«we had a dinner prepared, my mom, my dad, my brothers were there, at that moment some cousins of mine arrived»* (Documents N°2- pair E). In short, this difficulty is centered on the fact that the students are thinking in Spanish all the time and literally translate the expressions and/or sentences, which makes the texts meaningless.

On the other side, although the teaching of English is focused on grammar, difficulties are evident regarding its use, as is the case of the erroneous use of pronouns, connectors, verbs, and plural and singular adjectives, as it can be seen in the following fragment: *«one upon a time there was a mona lisa who went to the house in the north pole like that and found a child who was poisoned by a poisonous snake»* (Documents N°1- pair D)

Likewise, this next extract *«when leonardo noticed the intention of the alien and juan called the pólice and at the end a snake those of»* (Documents N°1- pair D) illustrates that the main ideas of the texts are incomplete, which makes their writing poor and disorganized.



In summary, the factors mentioned and explained above clearly present the need to work on linguistic and textual competence since students show lack of organization, grammar, coherence and cohesion when creating a text.

The influence of pictures in fostering 10th grade students' writing in English

Once collected and analyzed the information obtained by the implementation of the field notes instrument, the results of the sub-question whose objective was based on knowing how practical and effective the pictures are to promote the interest of the students in writing in English are exposed as follows: (1) the influence of the English teacher methodology; (2) the change of perspectives in the 10th grade students' attitude and interest and; (3) the psychomotor importance.

First, it is presented the teaching methodology implemented by their English teacher, who follows a traditional and repetitive model based on a learning-evaluation process, but not on a process of learning, practice and evaluation, a process in where the learned knowledge is evidenced, this is why it makes this learning boring because although they know the grammatical topics in English, they do not put them into practice, a situation makes the students act in an apathetic and unmotivated way when carrying out the writing activity.

Similarly, concerning the 10th grade students' attitude, it should be noted that in the first encounter they presented negative attitudes towards writing, « *at this point, it should be noted that the students were unwilling and uninterested in reading the answers* » (field note n°1), however once they were advancing in carrying out the activities, they changed their perspectives, which became evident in their change of attitude when writing in English, attitudes that were



presented is their active participation, their behavior and the way they felt when writing, presenting feelings of excitement and satisfaction, as it is evidenced as follows *«the behavior of the students was surprising, and the change was evident compared to the first activity, in this, they were not afraid to read and were willing to make mistakes and receive corrections»* (field note n°1). In other words, the use of pictures allows students to become personally involved in the writing process of a foreign language, as it was noted in the second workshop where *« they were happy and very comfortable doing the activity, since while they were writing they laughed at all those memories of their childhood»* (field notes n°2).

In the same way, the progress of the students in terms of interest increased significantly throughout the implementation of the three workshops, the reason is that in the first workshop they did not know how to carry out a writing process, which caused them frustration and stress, as it is presented in the next fragment *«they feel frustrated because they did not know how to write in English»* (field note n°1), in the second workshop, they had already advanced in the writing process and this gave them confidence to write, in this activity *«they were happy and very comfortable doing the activity, since while they were writing they laughed at all those memories of their childhood»* (field note n°2), and in the third workshop, they already felt familiar with the writing process, which made them feel satisfied and motivated, this statement is based on the following extract *« the students felt very acquainted with the activity since the action of writing a diary entry is something common in their day-to-day life, many of them stated that they had diaries and expressed their experiences and feelings there daily»* (field note n°3). In the same way, it should



be noted that guided by this extract *«it was decided to work with the same pairs from the previous workshop, because they already knew the shortcomings and abilities of each one and thus could work by uniting their strengths to carry out a good writing process»* (field note n°3) it can be deduced that working in groups or pairs allows students to have a more specific perception of what they want to transmit when viewing a picture and also to work together in their shortcomings and abilities.

On the other hand, it is necessary to mention and analyze the influence of picture in the student's interest and motivation from a psychomotor perspective. It is proved that pictures bring the outside world into the classroom in a vividly concrete way because pictures as teaching aids are the best known sensory aids, the reason is that visualization is necessary for younger learners because most activities for them need to include movement and engage the senses as it was presented in the memory writing creation which *«was full of laughter, and fun when students remembering funny things that happened to them»* (field note n°2); similarly, they must be activities that connect what is seen with what is done and connect learning with action, since once these factors are combined, the student fully understands how, why and what for of the actions he/she does, as it is the case, to carry out a writing process.

In short, as it was stated pictures are the main factor in motivation and the promotion of interest, since they served as support and guide for the creation of a text, when students seeing them, they perceived what they wanted to write, this could be attributed to the fact that everyone likes to look at picture, that is why that using them in the classroom provides a stimulating focus



for the students' attention. In the same way, pictures are ultimately effective in promoting interest in writing in English, since they open up a world of possibilities and options for students while they develop their creativity and imagination, statement evidenced in the following fragment *«they were very excited sharing their ideas and laughing too much to hear the strange, incredible or out of context ideas of their classmates»* (field note n°1).

Development in the 10th grade student's linguistic competence

The analysis focused on the development of the 10th grade students' linguistic competence through the use of pictures was carried out by making a comparison between the documents collected in the three writing workshops implemented in the project. At this stage, it is important to mention that in order to analysis the information it was created an error table divided into the following five (5) categories: Almost always (AA), often (O), sometimes (S), rarely (R), and never (N). Each category had as purpose of knowing the advance of the 10th grade students in the development of their linguistic and textual competence at the end of the writing workshops proposed in the project.

Exposed above, once the information was interpreted, it could be said, that in the first writing workshop the students presented difficulties related to grammar and linguistic aspects that clearly made their writings poor and disorganized. This situation is showed in the erroneous use of pronouns, articles, prepositions, adjectives, nouns and the conjugation of verbs, as well as the lack of synonyms, as for example: *«One upon a time there was a mona lisa who went to the house in the north pole like that and found a child who was poisoned by a poisonous snake»* (documents



n°1- pair D). Following these arguments, the development of the students' linguistic competence in the first workshop was developed by 20% under the category of "Rarely" in short, in the category of not correctly using the grammatical topic raised in the workshop.

Likewise, in the second workshop, it was evidenced an advance of 40% under the category "Sometimes" in the correct use of linguistic aspects, such as grammar and lexicon, as it was stated in the error tables n°2. Similarly, it can be proved through this extract « *I turned to look at my friend and saw her asleep, then I looked at one of the mirrors and could see that she was standing* » (documents n°2- pair A). It is important to keep in mind that although there was an improvement, the students still have difficulties in the conjugation of verbs, as well as in the use of articles and synonyms.

On the other hand, in the last workshop, the results were not as expected, the students' progress was not significant since their advance was 60 % under the category of "Sometimes" what makes it clear that although the students know the grammatical rules or structures, they do not know how to capture them into their text in an adequate way, a situation that generates that their texts are not relevant and adequate in terms of the linguistic level, as is presented in the next extract: « *Dear diary, today is a very special day for me and my future husband, eight months ago, will be proposing to me, the truth is I have a lot of nerves and happiness overflows me* » (documents n°3- pair C).



Development in the 10th grade student's textual competence

The analysis focused on the improvement of the 10th grade student's textual competence through the use of pictures was carried out by comparing the documents collected at the end of each writing workshop, it is important to mention that it was analyzed under the categories of the previous interpretation, that exposed, this comparison is exposed bellow:

First, from the first meeting, the need to work on improving the textual competence became evident, since the students presented difficulties regarding the coherence, cohesion, and organization of sentences. Factors that significantly influenced the quality and comprehension of the text. In this encounter, the students' writings were meaningless, often out of context, and there was no connection between the statement and the result, as is the case of this extrait «*an aliens arrived with juan eating pizza were very amazed with the work of art they had in mind tos teal it when leonardo noticed the intention of the alien*» (documents N°1- pair C). In the same way, their sentences do not have a logical connection and lose meaning due to the lack of use of connectors, and the erroneous use of punctuation marks, and concordance, as for example: «*in the next section the was a recreation of an alien, it also said "aliens loves pizza when we leaving the museum we found a snake skin*» (documents N°1- pair A).

Following the previous arguments, once the error tables concerning the students' writings have been analyzed, it can be affirmed that in the first workshop their writing capacity was developed by 30%, a percentage in which the scores were mostly stipulated in the category of



"Rarely", in other words, in the category of not executing precisely what is stipulated in each section.

On the other hand, it should be noted that, in this first writing workshop, the students did not have defined the guidelines to carry out a writing process, *«they highlighted that they did not know how to write in English»* (field notes n°1), therefore, they did not know how to start, develop and capture the ideas they had in mind. Situation that generated blockages reflected in the ambiguity of the text.

In this order of ideas, and following the arguments presented once the first workshop was analyzed, it can be said that in the second workshop the progress was good but not significant because although the students already knew how to start a text and express their ideas, they continued presenting problems in terms of coherence and cohesion of their writings, however, in this one, an improvement in following instructions and organizing the text was noted, as evidenced as follows: *«I have always been very afraid of heights but I never thought that it would affect me in one of my choreographies»*, (documents n°2- pair C) thus achieving an advance of 50% under the score of "Sometimes" in the error analysis category.

Similarly, regarding the last workshop, it is important to mention that there was an advance of 70% in terms of the logical order of sentences, the use of connectors, and punctuation marks and the organization of ideas as for example: *« Dear diary, on this day many things happened, some were good, others were sad, although I do not want to remember any of this, beacuse what happened was very sad »* (documents n°3- pair D) allowing a score of "almost always" in the error



analysis table, however, despite it was a significant progress, it is necessary to emphasize that students continue to have difficulties in the textual competence because, although significant progress was made, this is not enough to carry out an excellent and satisfactory writing process.



Conclusion of the chapter

With regard to the implementation of this pedagogical and research study focused on the use of pictures as a didactic strategy to enhance writing, it is essential to point out four (4) main conclusions consistent with the full report of the results.

In the first place, these workshops allowed to have a specific vision of those difficulties that arise when students carrying out a writing process since on many occasions these represented a setback and blockage in the students' interest in writing, these difficulties were presented in the erroneous use of grammar, pronouns, verbs, the organization of the text and the order of ideas, as well as the lack of lexicon. It is for these writing problems that was necessary to establish guidelines and strategies that allowed the student to understand the subject and get involved, leaving aside feelings of fear, frustration, and anxiety in order to overcome the problems outlined above, strategies such as the use of pictures in carrying out a creative writing process.

Likewise, it was evidenced that the use of pictures as a didactic strategy significantly promoted the students' motivation and interests to write in English because they assimilated the pictures as an innovative, original and creative means of learning that allowed them to work on their own learning style and to have an active role in the writing processes that were carried out throughout the development of the different workshops.

On the other hand, the use of pictures in relation to written production represented a strategy with a significant impact on the development of the 10th grade students linguistic and textual competences, such as the learning of lexicon and grammar in English as a foreign



language, since it was directly oriented towards learning based on didactics, discovery and assimilation of grammatical structures and words, whose purpose was not only to carry out writing processes but also to explore the students' creativity, ingenuity and imagination when creating a text, thus awakening their interests in the process of learning English based on a playful methodology that used text and pictures as a working mechanism that guarantees efficiency and clarity in the communicative and linguistic components of the language.

Finally, it was necessary that the application of the pictures be guided by a logical order and a methodology that would facilitate the development of the written production from a deductive perspective and would attend to processes of review, feedback and linguistic and communicative correction in the different compositions focused on creative writing.



Recommendations of the chapter

- It is pertinent that the Educational Institution focuses the methodology of English teachers towards the search for new didactic strategies that allow the development of written production.
- To design creative writing workshops oriented towards students' topics of interest to encourage and motivate them to write in English.
- Teachers must give feedback after finishing each writing workshop, thus contributing to the improvement of written production by allowing students to know their mistakes and correct them.
- To implement workshops in a repetitive and constant way so that students, through practice and correction, significantly reduce the number of errors in their writings.
- To see the pictures as a strategy of learning, action, and reflection, guided towards the psychomotor development of the student.
- To use pictures as teaching aids for students to explore their creativity and imagination.
- To motivate writing in English through activities aimed at fun, innovation and creativity.



Chapter IV: Community Outreach Component

Teaching EFL Vocabulary through Movements Games in 3rd grade Students at Camilo Torres Restrepo Educational Institution

Introduction

Currently, learning English as a foreign language has become a priority need for the development and educational evolution of the country. However, despite its importance, in Colombia, the teaching of the English language in public institutions, especially in primary schools, demonstrates the great challenge that its learning requires, this is due to the low hiring of specialized teachers in the area.

Following this point of interest, it is necessary to highlight the negative effect that the situations previously exposed generate in the student who make evident their low English level if the standards proposed by the MEN are taken as a reference. It is due to this situation, that within the integral practice process, the Foreign Languages Program: English-French at the University of Pamplona requires the tenth-semester students in training to be part of this context and contribute to the problem improvement, being a support and accompaniment focused on promoting the English learning.

That said, in order to motivate students and carry out a meaningful learning, it is essential to implement didactic strategies or materials that allow them to acquire knowledge in a practical and successful way. For this reason, this proposal focuses on teaching English vocabulary in the



3th-grade students of primary school “INECATORES” through movements games which are defined as “psychomotor activity based on natural way of movement and manipulation of own body, with or without equipment, with expression of various emotional states, intelligence, attitudes and behavior in accordance with moral ideals” (Stanojević & Milenković, 2013).

Justification

Analyzing the educational context, it is exposed that in primary education, English is taught by a teacher who, in addition, teaches other subjects, making evident the limitations in the active learning of this subject, since the teacher generally does not have a complete linguistic and pedagogical training in terms of teaching English as a foreign language.

In this sense, this project focuses on teaching English vocabulary during the teaching process of the 3th-grade students at Camilo Torres Restrepo Educational Institution through the execution of movements games. This project arises from the pre-service teacher’s interest in teaching vocabulary from a modern and didactic perspective as well as in the needs presented in the focus course.

Objectives

General objective

- To teach EFL vocabulary in 3rd-grade students at Camilo Torres Restrepo Educational Institution through movements games.

Specific Objectives

- To improve pronunciation of the vocabulary through the movement games.



- To incorporate physical activity into English teaching processes.
- To promote English learning through movement games.
- To implement didactic teaching strategies focused on meaningful learning.

Methodology

Considering that the main objective of this proposal is to teach vocabulary through movement games in 3rd grade students at “INECATOR”, the total physical response method is proposed as a reference for its development. This method “attempts to adapt the process of infant's first language acquisition, into the teaching of second and foreign language” (Rambe, 2019). Similarly, it combines movement, fun and speech with action and proposes to teach English in a didactic and practical way.

That said, the workshops, movement games and the vocabulary taught are exposed as follows: (1) follow me (commands); (2) simon says (body); (3) pictionary (fruits); (4) hot and cold (professions); and (5) mimic (animals), (see appendix G). It should be noted that after each explanation and activity of vocabulary, the pre-service teacher carried out a review so that the students assimilate in a deeper way the words taught.



Table 29: *Methodology for the Community Outreach Component*

Stage	Description
Before the movement game	Explanation of the vocabulary and its pronunciation.
During the movement game	Explanation and execution of the game regarding the vocabulary taught.
After the movement game	Review of the vocabulary taught.

Description of the movement games implemented in the community outreach component

Follow me movement game

The first section, held on March 23th, aimed to teach the commands vocabulary, in this way it was intended that students begin to have direct contact with the English language and become familiar with those words or phrases that are usually used in an English class. To learn this vocabulary, a workshop was implemented that consisted of joining the image of the command with the word, in this way, the students related the meaning with the action in a more understandable way. On this occasion, to reinforce the aforementioned vocabulary, the movement game "follow me" was implemented, in which the students had to follow the teacher's orders, among which were: listen, stand up, sit down, open the notebook, close the notebook, silence and finally raise the hand. It should be noted that, before playing the game, an explanation of the vocabulary and its pronunciation was made.



Simon says movement game

On April 04th, the teacher carried out a section that was directed under the teaching of the body parts (hand, mouth, nose, ear, eyes, arm, foot, head, leg, and body) whose objective was to get the students to know and understand the pronunciation and writing of the vocabulary already mentioned, in this, a word search and a writing and assimilation activity were carried out. Next, to put into practice what the students learned in the workshop, the movement game "Simon Says" was carried out where the leader in this case the teacher, announced the actions that the students had to perform. In this game, all students had to follow the leader and do the action, but only when Simon said. The idea was that the leader had to try and get everyone to do an action without saying Simon says, because if someone did the action and the leader didn't say Simon says, that person was out of the game. It is important to highlight that after the implementation of the game; a feedback and a review of the vocabulary was made.

Pictionary movement game

The purpose of the section carried out on April 24th was to teach the fruits vocabulary (apple, pineapple, orange, banana, mango, strawberry, pear, and grapes) for which the teacher implemented the movement game "Pictionary" whose purpose was for the student to draw a picture, in this case of a randomly chosen fruit, without using any letters, numbers, words, gestures, verbal or nonverbal expressions, and his/her classmate had to guess what word corresponded to the picture that was being drawn. It should be noted, that before the



implementation of the movement game the pre-service teacher wrote on the board the fruits vocabulary and made the explanation of its pronunciation.

Hot and Cold Movement Game

The development of this activity focused on teaching the vocabulary of the professions (police, doctor, firefighter, teacher, artist, soccer player, musician) took place on May 12th, the cold or hot movement game was implemented, which consisted of choosing a student to leave the classroom while the teacher hid a flashcard with the vocabulary of a profession. It should be noted that all the students knew where the flashcard was hidden except for the student who left the room. The idea of this game was that the student entered and look for the flashcard taking into account the indications of his/her classmates, who indicated how close or far he/she was from the object, if the student was close to the flashcard, they had to say the profession with a low tone of voice, if on the contrary he/she was close they had to say the profession with a very loud tone of voice. It is important to highlight that this activity was divided into 7 rounds. In this way, the students assimilated the word through repetition and learned its meaning and pronunciation in a more meaningful way.

Mimic Movement Game

The objective of this section held on May 27th was to teach the vocabulary of animals (dog, cat, cow, bird, horse, pig, lion, chicken, monkey, elephant) for which the teacher implemented the mimic movement game, which consisted of a student voluntarily going to the front of the class to represent an animal chosen by him/her at random and the rest of the



classmates had to guess the animal. In this activity, 10 rounds were carried out, one for each animal previously explained by the pre-service teacher. The development of this activity allowed the students to learn the vocabulary of the animals while having fun, and exploring their acting talents.

The schedule of the activities carried out in the Community Outreach Component is set out below:

Table 30: Community Outreach Chronogram

<i>Movement games</i>	<i>Week</i>										
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
Follow me (commands)	X										
Review		X									
Simon says (body)			X								
Holly week				X							
Review					X						
Pictionary (fruits)						X					
Review							X				
Hot and cold (professions)								X			
Review									X		



Mimic (Animals)	X
Review	X



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Conclusion

The implementation of movement games principles, regarding the learning of vocabulary in English, had contributed significantly in the search for methods and strategies that favor the clarity of this in the acquisition of new words in the 3rd grade students. After the project execution, an increase of 30% in learning vocabulary was evidenced, which was achieved through the implementation of didactic workshops and games, as well as review activities, which allowed obtaining the vocabulary in a more concise and relevant way.

Base on this previous fact, it is important to mention that this strategy not only allowed the knowledge of new vocabulary, it also allowed the deepening of it in terms of pronunciation, since the students implemented assimilations and association strategies that allowed them to create a connection between what is seen, does and listen, as for example, the search for phonetically similar words in Spanish to associate them with the English word and thus remember their pronunciation.

Similarly, the result of the second research sub-question focused particularly on the incorporation of physical activities into English teaching processes stated that it is proven that the implementation of physical activities within the classroom allow the child/student to have a positive frame of mind when learning, since these activities usually generate joy, interest and motivation, which allows students to be attentive in the classes explanation, in this case, in learning vocabulary. In the same way, these types of activities allow students to have an optimal



state of health, which makes them feel strong and great, and reduce the chances of disease in adulthood.

On the other hand, the integration of movement, fun and speech for the teaching of vocabulary represented an innovative and facilitating indicator for the learning-teaching process of the English language that motivated students to learn as it allowed them to carry out an autonomous and social process of reflection, association and action, leaving aside the traditional methods focused on the memorization process that avoid the significant apprehension of vocabulary.

In this aspect, the implementation of movement games for learning English represents a didactic strategy with a great impact on the student population, especially in primary school, since it allows students to acquire knowledge in a more natural and spontaneous way, thus achieving significant learning.



Chapter V: Inter-Institutional Activities Component

Introduction

Being part of an educational institution requires more than professionals imparting academic knowledge in a specific area, it requires practical professionals who actively participate in the development of cultural, religious, or social events that take place within it, this in order to foster the teacher commitment and duty with and for the institution. It is for this reason that as pre-service teacher, it is essential to attend, assist and get fully involved in all the intra-institutional activities that can take place at Camilo Torres Restrepo.

Justification

In consideration of the objective of this stage, which consists of emerging the pre-service teacher within all the intra-institutional activities that are executed in the "INECATOR", it is proposed that the pre-service teacher takes place in these interaction spaces in order to know its context and the processes that take place within it, as well as to develop various skills, not only in the academic field, but also in the personal and emotional sphere.

Objectives

General Objective

- To get involved in all the intra-institutional activities established by the Camilo Torres Restrepo Educational Institution.



Specific Objectives

- To assist in the planning, development and execution of the intra-institutional activities.
- To know the pedagogical and organizational component of the institution.
- To generate experiences that allow the personal and emotional development.

Methodology

Taking as reference the main purpose of this project, which is to assist in the development of the intra-institutional activities of the institution, it is pertinent to mention that the pre-service teacher must assume an active, effective and cooperative role in terms of planning and execution of these last ones, either in celebrations, contests, competitions, and social events. Being involved in these activities allows the student to have a general overview of the institutional structure as well as to know the principles and generalities that characterize it.

The schedule of the inter-institutional activities carried out in the Camilo Torres Restrepo Educational Institution is set out below:

Table 31: *Chronogram of the Inter-Institutional Activities*

Activity	Date
Women's day	March 08 th 2022
Day of the book	April 19 th 2022
Language day	April 23 th 2022
cleaning day	April 24 th 2022



Delivery of report card.	April 27 th 2022
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Afro-Colombian Day	May 27 th 2022
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Inter-Institutional Activities

The pedagogical training process represents an integral and personal growth of great importance, whose objective is focused not only on the integration of merely academic aspects focused on carrying out activities within the classroom, but also on active and concise participation in activities whose purpose is to instill the understanding of values, ethical and moral principles, culture, coexistence, personal and social development and a sense of belonging. In this order of ideas, these activities allow the pre-service teacher to understand all those elements that encompass the role of the teacher within the educational institution. In this way, and once his approach has been exposed, it is opportune to establish my intervention in these activities, which are presented below: 1) women's day; 2) day of the book; 3) language day; 4) delivery of report card; 5) cleaning day; and 6) afro-Colombian day, (see appendix H).

Women's Day

At the Camilo Torres Restrepo educational institution, the celebrations are accompanied most of the time by flag raising, which are carried out by grade, on this occasion the participation of the pre- service teacher was made visible in the 11^o grade. In this order of ideas, on March 8th, with great pride and joy, the 11th grade students paid tribute to the INECATOR women, exalting



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the value of leadership. It should be noted that, on this opportunity, the 11th grade women who excelled academically in the first period raised the flag.

In the same way, for this celebration, eleventh grade students carried out various activities whose objective was to make a brief reflection on the value of women, exalting the values present in each of them. Additionally, videos related to International Women's Day were presented, since, starting in 1977 The United Nations (UN), and the General Assembly proclaimed March 8th as the International Day for Women's Rights and International Peace. Likewise, dramatizations, poems and stories of the most influential women in the world were presented. Finally, it is important to highlight that the role of the pre-service teacher in the realization of this celebration consisted of the organization, logistics and order of the event.

Day of the Book

For the organization of this day, the teaching staff held a meeting in which it was decided that each teacher should look for a reading, share it with the class and reflect on it with the students. On this occasion, with the company of the pre-service teacher's supervisor, the Reading "the slaves." was chosen and socialized with tenth grade students on April 19th. For this activity, students were asked to read the text together and share their opinions. It should be noted that this event took place in the second hour of the academic day, therefore, after carrying out this activity, the classes continued as is established in the schedule.



Language Day

In the school activities calendar of the Camilo Torres Educational Institution, April 23th is stipulated as the Language Day, which is celebrated to highlight the idiomatic richness of the Castilian language and to honor the memory of the greatest exponents of the language, as is the case of Miguel de Cervantes Saavedra and Gabriel Garcia Marquez, who through their great works left a significant contribution to our Castilian language.

Under the coordination of the Castilian area, the Camilo Torres Restrepo Educational Institution celebrated the day of the language with the purpose of exposing the creativity of the students in the development of activities linked to the language and its different components, in addition to deepening the teaching and learning of the language. In this event, activities such as dramatized, dialogues, declamation of poetry and couplets, representation of characters in the history of literature and classic stories, spelling bee, dances, and stands were carried out. It should be noted, that each one of the activities was thoroughly enjoyed by the entire educational community.

Finally, it is important to mention that this event was held with the participation of both academic day (morning and afternoon).

Cleaning day

On April 24th, the cleaning day was carried out, organized by the cleaning committee made up of the course representative of grades 7th, 8th, 9th and 10th. This activity was carried out in the last 3 hours of the academic day, and it was stipulated the cleaning area and the charges of the



students considering each space of the institution. In this occasion, the role of the pre-service teacher consisted of supervising the work of the 10th grade students' course 01 and collaborating in the search for cleaning implements. This day was carried out satisfactorily, achieving a significant improvement in terms of the appearance and atmosphere of the institution.

Delivery of Report Card

On April 27th, the students of the Camilo Torres Restrepo Educational Institution received their report cards. This activity was attended by the teaching staff, the students and the parents. To ensure its organization, each group director met with the parents in the classrooms of each grade and they discussed the following points; in the first instance, the teacher made a general report in which the group academic level of the 11th grade was exposed, in this report the students who excelled academically in the first period were mentioned and congratulated, then, the teacher emphasized on aspects related to the general behavior of the aforementioned grade, and finally, the teacher spoke individually with each parent to inform them of the academic performance and the aspects to improve of the represented student, as well as physically delivering their report card.

Afro-Colombian Day

The Afro-Colombian day took place on May 27th, beginning its celebration with the early attendance of students and teachers from the social area, who were in charge of the logistics and organization of the event which was attended by nearby schools, members of the mayor's office, and the house of culture, as well as for parents and the entire population of the municipality. This



event highlighted the beauty, power, struggle, resilience and wisdom of the black race, through stands, performances, exclamations of poems, dances, and an entrepreneurship area where the food that represented black people was shown to the public. For the development and execution of this event, the entire academic day was taken, so clearly there were no classes, however, a recreation space was opened that sought to bring the population a pleasant moment to enjoy with the family and learn about the history and beginning of the Afro-Colombianity.



Conclusion

The participation in the inter-institutional activities is, in short, a factor of great importance in the integral and professional growth of the pre-service teacher, since it allows the strengthening of skills, the continuous search for identity, and the acquisition of experience and knowledge within the workplace. Indeed, this cultural, social and religious integration allows the pre-service teacher to have a specific and concise vision of all those components and factors that encompass the educational context of the institution, which allows a detailed perception of its creative, active, and dynamic role regarding the promotion, preparation and execution of the activities inside and outside the classroom. As a result, these prospects guide their approach in the perception of the English teaching as a structured base divided into stages of planning, implementation and evaluation, oriented towards the product that represents the training succession of teachers in the educational area of Foreign Languages.



Reflective Approach to Integral Practice

The exercise of the teaching role within an institution requires the development of relevant skills and competencies to share the knowledge of focus, in this case, English as a foreign language. It is for this reason that through the process of integral practice it is sought to implement all the theoretical knowledge that was acquired within the academic training, focused on pedagogy, didactics and research and directed towards primary and secondary education. In the same way, the need arises to implement projects that allow knowing those shortcomings that occur in the teaching of the English area and thus, propose strategies that allow overcoming these difficulties. In this sense, the integral practice development of the pre-service teacher within the Camilo Torres Restrepo Educational Institution has been divided into 3 components, considering her role as a researcher and teacher in training.

In the first place, it is mentioned the Research, and Pedagogical Component, whose objective consisted on the implementation of a project to improve one of the English linguistic competences (listening, speaking, reading and writing) within secondary education. That said, on this occasion the pre-service teacher took as a point of reference the use of pictures to improve the written production of the 10th grade students, course 02. For its development, the methodology focused on tasks and the development of workshops were chosen, which allowed to obtain information regarding the current linguistic level and its progress throughout the implementation of the pedagogical project. To emphasize the progress of the project, it should be noted that due to certain difficulties in its development, only the first workshop "exploring my



imagination" has been implemented, resulting in an overview of the shortcomings of the students when writing a text and the first impression regarding the influences of the pictures in this writing process, as well as allowing the professional growth of the student in training since it offers a space of free action to expose her abilities and learn from the difficulties mentioned above, getting to know the real context of education. and the challenge that this presents from a role of facilitator and imparter of knowledge. In the same way, the second writing workshop, allowed to know the progress of the students compared to the first workshop, evaluating and detailing the difficulties that persisted when carrying out a writing process and finally the last workshop that showed a final result on those factors that influenced writing in English and the progress compared to the first and second workshop. In this order of ideas, it should be noted that this implementation allowed knowing the attitudes of the students towards the development of writing, which showed interests, motivation, as well as fear, and insecurity.

In another order of ideas, it is important to mention the Community Outreach Component guided towards the execution of a strategy that allow the learning of vocabulary in English (commands, parts of the body, fruits, animals...) in the 3rd grade students of primary education, thus postulating movement games as a strategy for the acquisition of new words in English. From the present strategy the following points are presented: (1) the students are motivated and ready to learn; (2) the game becomes the approach method for learning and finally; (3) combining games with learning allow children to learn English from their own personal and social experience under collaborative, didactic, recreational and innovative work, reasons that once the



first 3 games have been carried out support this statement, achieving a positive impact on learning English.

On the other hand, from the Intra-Institutional Activities component, the need for the teacher in training to take part in the planning, organization and execution of activities outside the classroom is postulated, generating in the students, a recreation and fun space, necessary for their growth, as well as an opportunity for the pre-service teacher to learn about the principles, culture and identity of the institution. It should be noted that this process has meant for the student in training an opportunity to learn in depth the importance of all those intra-curricular activities such as, the day of the woman, the day of the book, the day of the language and others.

In summary, this process guided by the components exposed above represented in the pre-service teacher the opportunity to contribute to the educational development of the institution, being a participant in its academic and social growth, as well as having a specific and detailed idea of the teaching role and each element that makes up the Camilo Torres Restrepo Educational Institution.

In the same way, it is essential to mention the implementation of the narratives which made possible the development of the project previously exposed and the development of the integral practice, since they allowed a process of reflection in each planning and execution of the workshops proposed in the project and the English classes. These narratives represent the professional growth of the pre-service teacher since they allowed her to know her potential, qualities, weaknesses and strengths within the teaching field.



Similarly, these were a guide and support, in terms of the objective to be achieved, since at the end of each workshop or class an analysis of errors, feedback and correction of those shortcomings focused on the pedagogy of the trainee teacher was made and the aspects that contributed to the positive execution of these activities were evaluated.

Finally, the narratives generate the professional and personal growth of the student in training since it allows her to understand the results obtained at the end of each planning and to analyze and know how to solve them, being in this way a strategy of great importance within the development of the teaching profession.



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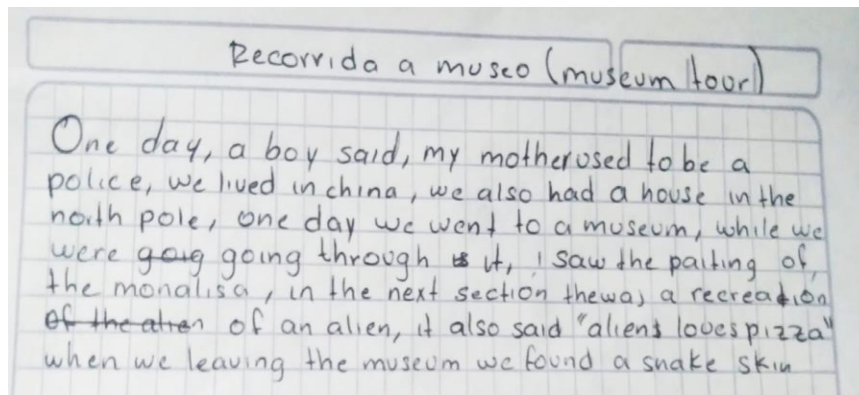


Appendix C: Implementation of the Third Writing Workshop

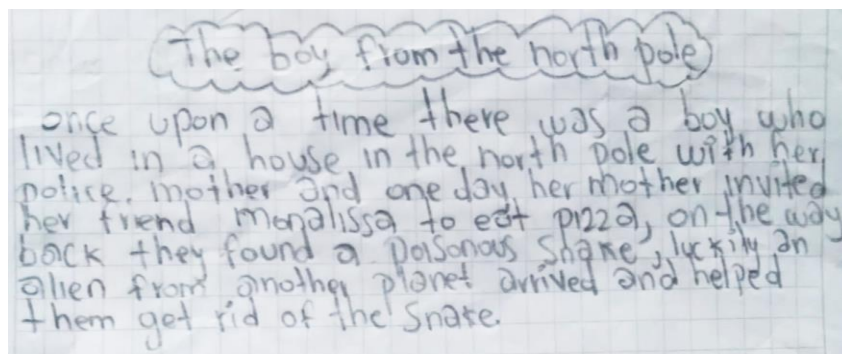


Appendix D: Written productions of the first workshop

The Story Creation of the First Workshop – Pair A



The Story Creation of the First Workshop – Pair B



en paz"



The Story Creation of the First Workshop – Pair C

mana lisa
100 years ago when leonardo painted the mana lisa in the north pole house on aliens arrived with juan eating pizza were very amazed with the work of art they had in mind to steal it when leonardo noticed the intention of the alien and juan called the police and at the end a snake those of.

The Story Creation of the First Workshop –Pair D

the alien helps the boy
once upon a time there was a mana lisa who went to the house in the north pole like that and found a child who was poisoned by a poisonous snake, then an alien arrived and took the child to his mother, and his mother bought the alien a pizza as a reward.



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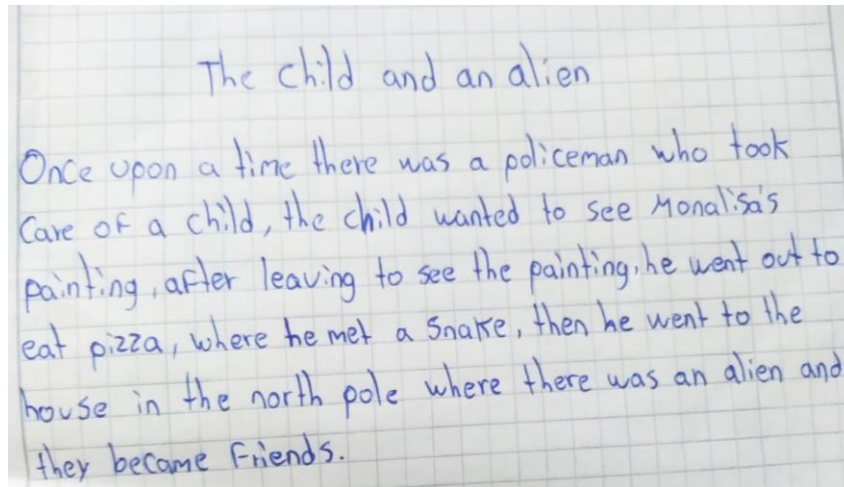


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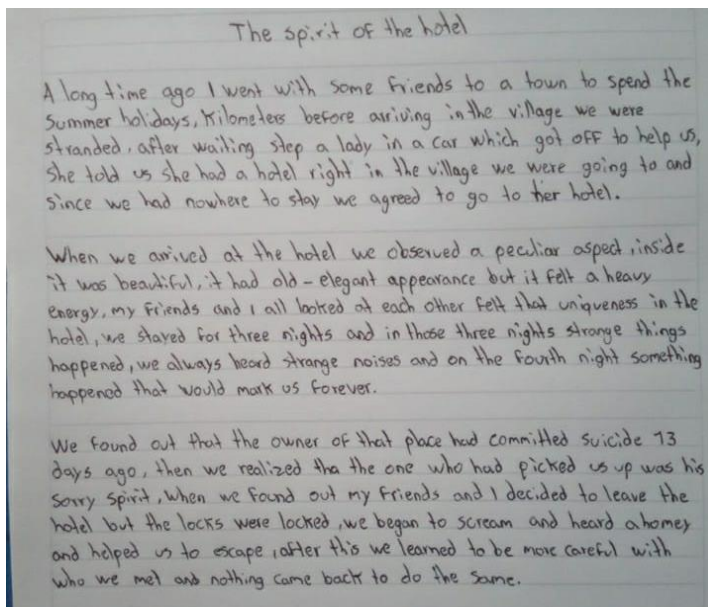


The Story Creation of the First Workshop – Pair E



Appendix E: Written productions of the second workshop

Memories Creation of the Second Workshop – Pair A





Memories Creation of the Second Workshop – Pair B

on January 27, 2022, they gave me the news that my paternal grandfather had died thanks to the consequences that the covid left him, that same day we went to the city of Barranquilla, on the way we had many inconveniences which we did not they allowed us to arrive the same day, so we had to stay in a hotel in Barranquilla and spend the night there. The next day at 5 am we got up to continue on the road and arrive on time for the wake, which was at 4 pm on the road. It went well for us and we arrived in Barranquilla on time but we did not know the way to the funeral home and we had to call a relative to explain the way to us, when we arrived at the funeral home all my relatives were there and we greeted them and from there we went to the place where my grandfather was and I went to see

Memories Creation of the Second Workshop – Pair C

My fear of heights.

I have always been very afraid of heights but I never thought that it would affect me in one of my choreographies, when one day we were rehearsing about eight dancers, from one moment to the next they threw me very high when I got off I fainted from fright when I woke up All my classmates were worried about me.



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Memories Creation of the Second Workshop – Pair D

The funeral of my cousin.

On June 25 my cousin wanted to take a trip to Medellín on the plane that was going there were many technical failures in which there was an accident and unfortunately my cousin died. I had to take a flight to Bogotá and get to the funeral home which was not, then my cell phone went off and I met a family member who took me to the funeral. From this day I learned not to be so clueless.

Memories Creation of the Second Workshop – Pair E

One night we were gathered at home, we had a dinner prepared, my mom, my dad my brothers were there, at that moment some cousins of mine arrived, they wanted the dinner that I prepared, mom, she had a bad reaction and didn't want to toast them, I was angry with my mom that night I stopped talking to her, days later I was able to talk to her and told her that these attitudes shouldn't be taken and even less so with our family, we should be united and supportive.



Appendix F: Written productions of the third workshop

Entry Diary Creation of the Third Workshop – Pair A

28th May 2012
Saturday
1PM
Dear diary
today was and incredible and very important day for me, finally the most awaited moment arrived, I will enter a university thanks to the fact that today finally present the admission exam, of all my life this day was the best I first went to a library to study and everyone treated me very well, there were many students like me studying for that exam, at first I felt very nervous but then I remembered everything I had studied and tried to be there, I answered all the exam very sure and apparently everything went very well, I delivered the results and I felt very happy about them, I realized that all the effort I made had been worth in the end, I went home to rest for the heavy day I had but very happy for everything that happened to me.

Entry Diary Creation of the Third Workshop – Pair B

December 24th, 2021
Sunday
8pm
Family Christmas.
My dear diary
December 24th was the best day of my life because I was asked to share this special date with my family.
My neighboring aunts etc. made a very nice dinner
My grandfather, like every year at 12pm, lets us open our gifts.
I felt very happy that night because I had several years without spending Christmas with my family.
I am very grateful to god for allowing me to be with my beautiful family
It was the best night because everything was peaceful and there was a lot of harmony.



Entry Diary Creation of the Third Workshop – Pair C

today is a very special day, it's christmas, I was with my family and friends, it was a very special and fun day since it started, everything was joy, love and peace, my family is very close and they don't let those dates go by, I was all day with them and at night until about 2 in the morning, then I went out with my friends I was with them at a party, we had a gathering, we were all at our best and we felt very good since we were with them what else do we want?

Entry Diary Creation of the Third Workshop – Pair D

MY Diary.
Dear diary, on this day many things happened, some were good, others were sad, although I do not want to remember any of this, because what happened was very sad, I still do not get over it, this part of my life is unfortunately very ugly, the death of my beloved dog, it all started in the afternoon, we were playing in the park, suddenly the dog ran out into the road and a car ran over him, and that was the end of my dog's life, very difficult to forget, with time I hope he heals this wound.

Entry Diary Creation of the Third Workshop – Pair E

30 - may - 2022 (Monday)
Birthday diary
today is my niece's birthday so I wanted to surprise her and I went to the center and bought her a cake and some gifts to celebrate her birthday when I got home I gave her a big stuffed animal and she was very happy and content At night we took her to eat in the park with her parents and the whole family and her parents gave her a beautiful bicycle and she was very happy When she got home she went to bed happy because she really enjoyed her birthday.



Appendix G: Implementation of the Community Outreach Component Project

Workshop and movement game “Follow me” to learn the command vocabulary

Commands in class

Join the command with the respective drawing

Open your notebook
Listen
Close your notebook
Stand up
Sit down
Raise your hand
Silence



Workshop and movement game “Simon Says” to learn the body parts vocabulary

Parts of the body

HAND	O V X X E T F W E Y K O T E S V H R H G N M	V W
MOUTH	J L U W E F O H N D V Y J C B O X L M	N O S E
EYES	S Z H H E P C C G M O L	B O D Y
ARM	I T J E A R M T B U E	F O O T
HEAD		
LEG		
BODY		

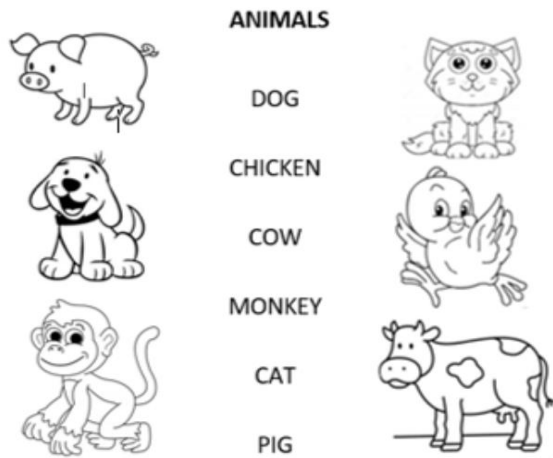
Let's name the body parts

Mouth	Eyes	Arm
Head	Hand	Ear
Nose	Leg	Foot





Workshop and movement game “Mimic” to learn the animal vocabulary



Appendix H: Participation in the Inter-institutional Activities Component

Day of the book

