

Enhancing situated written narratives through prewriting techniques: A genre-based approach

Ricardo Andrés Yepes Huertas

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de lenguas

Licenciatura en Español e Inglés

Bogotá D.C., Colombia

2021

Table of contents

Abstract	3
Chapter I:	4
Context-Target population.....	4
Statement of the problem.....	6
Rationale.....	8
Objectives.....	10
Chapter II:	12
State of arts.....	12
Theoretical framework.....	17
Writing as a process.....	17
Situated written narratives.....	21
Genre based approach.....	26
Chapter III:	30
Pedagogic and didactic innovation proposal.....	30
Vision of language.....	31
Vision of learning.....	32
Curricular vision.....	32
Role of the teacher.....	33
Vision of the classroom.....	34
Chapter IV:	35
Proposal of pedagogic and didactic innovation.....	35
Instructional design.....	40
Chapter V:	69
Conclusions and implications.....	69
Implications.....	69
Limitations.....	71
Further research.....	72
References	74
Annexes	82

Abstract

The current pedagogic and didactic innovation proposal aims to enhance the initial narrative writing process of fifth graders through the creation of informal letters following the principles of Genre based approach. Hence, the target population is students in fifth grade of nine or ten years of age at a public school in Bogota. Prewriting techniques are used to help boys and girls plan and organize their ideas and feelings. Besides, this proposal intends to enhance four basic writing skills to assure clear, complete, and well-structured compositions that are easily comprehended. In addition, the creation of informal letters based on personal experiences is the strategy that might contribute to boost narrative writing, and develop confidence in students to write short texts while practicing prewriting techniques and basic writing skills. At last, the Genre based is the approach to guide, boost, and monitor children's use of language to communicate in oral and mainly written forms.

Key words: Writing as a process, prewriting techniques, situated written narratives, informal letters, Genre based approach.

CHAPTER 1: THE PROBLEM

Context-Target population

The current pedagogic and didactic innovation proposal is addressed to students in fifth grade at a public school in Bogotá, Colombia. When children are in this course, they can reason, apply logic to problems, have a sense of right and wrong, and be creative in play. Moreover, they are very supportive of each other, interested in hobbies, and friendships and peers' thoughts become very important for them (Tassoni, 2016). Physically, fifth graders are frequently hungry, get tired easily, and desire activities outdoors. Therefore, they should have constant movement breaks around the classroom to keep active and attentive working individually, and in couples or groups of four maximum cooperatively (Anderson, 2011).

These children see issues from multiples sides, get entertained by debates, require careful explanations step by step to carry out activities appropriately, and are very concrete learners, so, they are likely to use pictures and Math manipulatives to gain the meaning of abstract concepts. In the cognitive development, they concentrate for long periods of time, are expressive, talkative, fascinated in reading independently, good at solving mysteries, and enjoy collecting, classifying, and organizing (Anderson, 2011). Fifth graders gather information from multiple sources, and think carefully about facts to assume points of view (Scholastics parents Staff, 2020).

Landau (2009) mentions that in this grade, children are in the bridge of pre-adolescence, some of them are beginning to notice there is an opposite sex, and worry about who is the most popular kid. Thus, she suggests the providing and maintenance of a foundation that allows children to manage increased independence and freedom. Additionally, she recommends to listen to their concerns fairly and without judgment, letting them know that what they are experiencing

is normal, especially when discussing puberty and sex. The author also points out they need someone close and dependable to ask questions about life and sexuality. Some boys or girls might have attitude problems and disrespectful behavior; this can be a sign that they are struggling with something that cannot quite express. Hence, adults' reminder that friendships go through changes is necessary.

Furthermore, Pellissier (2016) unfolds three insights from neuroscience about the mind of a fifth grader. In the first place, there is a mental shift consisting of a decrease of new axons and dendrites; and an increase of the myelination process that builds sheaths around axons and speeds up the neural pathways. Consequently, children have a high capacity of information processing in abstract thinking like algebra, and a reduction in the ability to learn a new language. Secondly, children's brain is sensible to violence in any real or imaginary form (murder, blood, conflicts, yells, and physical mistreatment). Therefore, they should not be exposed to it, otherwise, they might have traumatic stress releasing cortisol, a hormone that can weaken their immune system and hippocampus. Lastly, boys and girls' cerebral cortexes' structure greatly differ. Girls for instance, are often taller than boys at this age, have superior fine-motor skills, and are vastly more mature.

Specifically, in Bogota, there are on average 36 and 40 students in a fifth-grade group at a public school. According to Vargas (2020), the subjects that interest them the most are Arts, Math, and Music, they live near institutions with their mothers, fathers, and siblings principally, and their main hobbies include watching movies or series in Netflix, listening to music, reading, and playing video games. Fifth graders get distracted easily in the classroom when the teacher is writing on the board and explaining, they tend to talk with their classmates and change seats. As a result, they are asked to keep quiet and organized very often. In regard to children's writing,

the author states they express interests, opinions, and likes forming short sentences. Arevalo & Parra (2020) add they enjoy sharing their texts with classmates in small groups.

Morera (2019) remarks that boys and girls in this grade constantly speak and move around when they should not, are restless, and struggle to control themselves, make silence, and listen to the teacher and classmates. They are very energetic, so they like to be noisy, bother each other, and be very loud during classes (Triana, 2017). When doing homework, children are helped by their mothers predominantly, but when carrying out English homework, they are not supported. Morera (2019) details that in the English class, writing is the least promoted skill, students dedicate to read and copy the information of the board given by the teacher, follow the rituals developed throughout the year, and practice speaking in exercises of repetition. Carrillo (2019) complements this, he affirms that most of fifth graders consider that learning English is relevant in their lives, as it gives them the opportunity to travel to another country, yet others perceive it useless for their future.

All in all, it was vital to take into account the previous particular characteristics of fifth graders in order to design an appropriate, coherent, and effective pedagogic and didactic innovation proposal that values their abilities, integrates their emotional, social, cognitive, psychological, and biological development within this period of age, and it is founded on their interests, likes, needs, struggles, and personality.

Statement of the problem

Since being bilingual has become a need in the current society, the National Ministry of Education from Colombia (MEN, henceforth) has been promoting policies to encourage the learning of English as a foreign language (EFL, henceforth) through the *National Program of*

Bilingualism. One of this program's goals is that students graduate from school with a B2 level based on the Common European Framework of Reference for Languages, being competent in grammar, pragmatics, and sociolinguistics. In the case of fifth graders, their level should be A2.1, which means they are expected to use basic grammar structures, make descriptions and short narratives based on a sequence of images, cards to congratulate or invite, texts that describe moods, stories using their imagination, among others (MEN, 2006). Moreover, the Basic Learning Rights of English state that fifth graders should be able to answer the questions: what?, who?, when?, and where? of an event or anecdote, and comprehend precise information of a short narrative (MEN, 2016).

Nonetheless, according to Patiño (2020), in recent years, fifth graders at public schools in Bogota have faced troubles learning English due to the frequent use of Spanish from the teacher to give instructions and explanations, and from them to participate and answer questions. Children are exposed to little or no English input at all during classes coming from teacher's talk and worksheets of unrelated vocabulary, which leads to an acceptable and low performance in the four English skills. When speaking, students feel embarrassed to express feelings in front of their classmates, and have interferences in pronunciation by combining Spanish sounds (Carrillo, 2019). Thus, they regularly ask for the translation of questions, and sometimes prefer to keep in silence (Triana, 2017). While in listening, learners can associate the transcriptions and sounds of basic vocabulary in English, in reading, some of them are able to recognize lexical, syntactic, and pragmatic relations in words but not in questions or short paragraphs written in *Simple Present* (Carrillo, 2019).

When writing in English, students have issues reaching all the goals of the National Program of Bilingualism proposed by the National Ministry of Education described above. Perez

& Vargas (2019) claim that fifth graders do not possess the basic writing skills to narrate a story properly at school because they prefer reading, listening, and speaking in English, and have not concern or interest in the development of writing. The authors presume this diagnose stems from the fact children are not familiar with the formats and assignments given by the teacher, they do not have enough experience to think about potential audiences, and are not used to write about a topic following a process.

In addition, Morera (2019) declares writing is not proposed in class due to there is not enough time to learn and practice basic writing skills during the week, as a consequence, there is a lack of procedures to boost students' writing skills and guide them to produce texts. This results in children's spelling mistakes, unintelligible words, and writing being limited to copy the information from the board mechanically (Carrillo, 2019). This unsatisfactory use of writing in the classroom is also shown in students' empty spaces in worksheets, and the creation of only one or two sentences with limited vocabulary and incorrect structure (Patiño, 2020). The previous situations explain the employment of Spanish words that as previously said, reveals students' poor motivation to learn English.

In conclusion, the frequent use of Spanish by the teacher and students to teach and practice contents in the classroom, the lack of relation between students' contexts and the goals of the National Program of Bilingualism, and the absence of activities to promote written communication in EFL classrooms represent a tremendous barrier for fifth graders to develop a situated, meaningful, and useful process of writing in English.

Rationale

Learning English is a significant process for every individual because it enlarges the cognitive and intellectual development, and opens further doors to employability options, that's why, it is recommended to start at earliest ages. Students have access to more than one culture by learning English. This is very important for their intellectual development, since it not only amplifies a wide-open mindset necessary for their professional and personal relationships in the future, but it establishes a solid understanding of diversity, and different communication channels with people from all around the world too. Nowadays, English is the third most spoken language in the world, the official of many strong global economic powers, and essential in the job market. In fact, more than 80% of offers require English (Natalielanguages, 2019). So, an English speaker has more opportunities to have a job in the current global society where we live.

In spite of grammatical structures and vocabulary, learning English implies oral and written communication. This last one is crucial for students, according to Girish (2019), it represents a vehicle to improve critical thinking skills, and express personal ideas and feelings with creativity. Writing in English emboldens children to organize their thoughts, having in mind a particular order and structure to form sentences and paragraphs. This enhances problem-solving skills, along with the ability to think clearly comprehending the logical connection of ideas. The creation of short stories with a beginning, conflict, and ending is an effective strategy to offer fifth graders a chance to show their beliefs with artistry. As well, the employment of picture prompts with a series of flashcards to create places, characters, and incidents. They can also be given a narrative, and asked to think of a new ending letting their imagination run unlimited, or read comic books to be inspired to form original dialogues between characters.

Writing in English should be a situated practice, that is, an activity that allows students to share personal experiences. Lillis (2001) asserts that writing happens at a specific moment in

time and place in society, and acquires meaning within the context where it occurs. Thus, writing needs to be attached to students' background, own beliefs, and emotions, elements built and shaped through the interaction with others. This gives them freedom to express themselves without fear of judgment. Besides, it settles a solid communication between the writer and reader within a common environment. The author argues that situated writing is connected to individuals' age, gender, race among other characteristics, so, when communicating, children illustrate their personal identity. Considering students' context in fifth grade previously explained, situated writing becomes a vital and necessary practice to support their cognitive, social, emotional, and psychological development.

This pedagogic and didactic innovation proposal consists in the creation of informal letters by fifth graders at a public school in Bogota narrating personal ideas and feelings of experiences to friends and family members, using prewriting techniques within the frame of Genre based approach. The importance of this proposal lies on the employment of four prewriting techniques: listing, brainstorming, clustering, and freewriting to introduce students to writing as a process, and a meaningful activity to express themselves spontaneously. Bearing in mind children's lack of motivation to learn English, and chiefly, their low performance in writing, it is truly necessary to stimulate them to form short sentences and paragraphs planning and organizing their thoughts first. Moreover, it is fundamental to employ the Genre based approach as it advocates efficient guidance, exclusive modelling, and proper supervision by the teacher along with classmates' support, correcting possible mistakes and giving feedback through worksheets, social discussions, and collaborative writing to foster more confidence and closeness.

Objectives

To design a pedagogic and didactic innovation proposal to enhance fifth graders' situated written narratives through the Genre based approach.

To promote the development of students' situated writing through the use of prewriting techniques in the creation of informal letters.

CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter is initially, a revision of international and national previous research regarding situated written narratives, and the use of the Genre based approach to improve them. The second part defines and characterizes the three constructs that guided and supported this pedagogic and didactic innovation proposal: writing as a process, situated written narratives, and Genre based approach.

State of Arts

The first study considered relevant for the current pedagogic and didactic innovation proposal is titled *The use of Genre-based approach to improve writing skill in narrative text at the eleventh grade students of SMA Ethika Palembang*. It was conducted by Haryanti & Farnia (2019) with the aim of unveiling the benefits of Genre-Based Approach in eleventh graders' written narratives at *SMA Ethika Palembang* in Indonesia. The researchers applied an experimental design in 60 students who were divided in two groups of 30 each, one experimental with Genre based approach, and a control group with another method. The instruments to collect data were a pre-test and a post-test analyzed with a statistical analysis and a writing rubric concerning these aspects: organization, logical development of ideas, grammar, spelling and punctuation, style, and quality expression. Using pictures and phrases, the students were required to recall prior knowledge to write short paragraphs narrating experiences.

The results of this study showed a significant improvement in the experimental group. Students minimized their mistakes in punctuation marks and spelling, they chose appropriate expressions to start a narrative like *once upon time*, and follow the models given appropriately. This helped them to have a logical order of ideas and an overall clear structure in their texts.

These findings contribute to the current proposal, because they indicate that Genre based approach is effective to improve students' basic writing skills such as spelling, punctuation, and paragraph structure having a guide. Its employment boosts children's self-confidence and motivation to create compositions individually or in small groups, so, if they do not know what to write, they have a support to gain their ideas and avoid blocking.

The second study considered vital for the current pedagogic and didactic innovation proposal is titled *Effects of Genre Based Approach (GBA) In EFL Reading Comprehension and Writing*. It was an action research led by Montero (2019) to analyze the effects of Genre based approach in a group of 36 ninth graders from *Valledupar*, in the Caribbean coast of Colombia. The data was collected through tests, questionnaires, and interviews during six sessions in which anecdotes and recounts were written. In order to take into account students' context, lacks, and needs, qualitative research was employed. During the third session, the teacher wrote in collaboration with students a recount and an anecdote. And in the fourth session, they wrote the same but independently with handouts as guidance.

The researcher concluded that ninth graders started to develop a self-reliance when writing. While in the pre-test they were very teacher-dependent, not sure about their texts' content, and persistently asked for approval in every part of the process, in the post-test, they wrote independently with increasing confidence and motivation, and there were almost no questions for the teacher. Another reason is based on children's lack of interest in the activities in the beginning because they were not graded, and then active participation following the model given when narrating anecdotes related to the school and relatives with more characteristics than the examples. These outcomes demonstrate that sharing personal experiences in short texts with classmates fosters children's passion in English writing. Furthermore, that it is possible to inspire

students to write short narratives with an appropriate structure completing step by step activities employing Genre based approach. This allows the teacher to guide students, and persuade them to work independently while developing autonomy and self-confidence.

The third fundamental study in this pedagogic and didactic innovation proposal is titled *Shaping Narrative Writing Skills Through Creating Picture Books*. It was an action research that Perez & Vargas (2019) conducted with the purpose of revealing the enrichment of the initial narrative writing process of a group of twenty-one male and eleven female fifth graders at *IED Domingo Faustino Sarmiento* in Bogota. At first, a survey to the head teacher, a comprehensive diagnostic test, and field notes ascertained that students had difficulties displaying basic writing skills when creating a short narrative. Accordingly, they were asked to write one using picture books following this lesson's structure: building the context, modeling the text, joint construction of it, and independent creation of the same. The data were validated with a triangulation process, organized in categories and sub categories, and examined following the principles of the grounded theory.

The findings unveiled that fifth graders were able to fulfill the tasks and gradually integrate the vocabulary taught in the classroom by writing simple sentences in the narratives' bodies and titles. Like so, they materialized inner thoughts conceiving their compositions as personal constructions that reflected personal experiences, artistic desires, and hopes for the future. Finally, their grammar, vocabulary, and logical sequence of ideas had an advancement. These results favor this proposal by showing that fifth graders' basic writing skills might be enhanced with the creation of short narratives linked to students' experiences and feelings in systematic tasks. Another benefit is students' development of a writing habit seen as an artistic

medium to express their ideas naturally. This proves children might consider English relevant if they are exposed to it frequently writing short and meaningful texts modelled by the teacher.

The fourth study considered significant for the current pedagogic and didactic innovation proposal is titled *Multimodal material with social content: promoting situated writing skills*. It was a pedagogical intervention led by Galindo & Rodriguez (2020) to promote writing as a situated practice through the use of multimodal materials with social content in two groups of seven graders at IED Prado Veraniego school in Bogota. Questionnaires, interviews, field notes, and artifacts were applied throughout an intervention process divided in three cycles. In the first one, students created a comic strip explaining the importance of their bodies and self-esteem. They reflected on their personal image and view of others guided with flash cards and a video. In the second cycle, seventh graders were encouraged to learn about Education and forced displacement in Colombia with written experiences from real victims. Children wrote emotional letters to them expressing empathy and their own ideas and feelings in regard to this topic. The third cycle could not be implemented due to the global sanity emergency of COVID-19. It proposed the creation of a chronicle in which students had to interview an adult from their family asking for possible consequences to one of the problems discussed in class.

A triangulation process was carried out to analyze the findings. They initially showed that students did not feel confident when trying to express their opinions about any topic in English because they did not have enough vocabulary, and the English class was not perceived as a space for reflection. Accordingly, seventh graders projected a lack of interest, attention, and effort to achieve the sessions' objectives. After the multimodal materials were implemented showing experiences of the victims of forced displacement in Colombia, students' motivation and positive view to write in English increased. They wanted to share their opinions and feelings, and express

how they see themselves physically and internally as well as their lives outside the classroom with their classmates in a comfortable environment formed by themselves.

These results are indispensable to the current proposal because they demonstrate how students may share their ideas and feelings in the English class in both speaking and written forms, especially, when they are guided with situated didactic material directly related to them created by the teacher. Additionally, the positive outcomes achieved with the creation of letters in the cycle two support one of the objectives of this proposal to hearten students to share personal experiences and points of view with their peers conceiving writing as a meaningful and valuable situated practice. As the authors asserted and revealed in the questionnaires, the creation of texts connected to children's own beliefs may boost them to put their shyness away, and become active participants interested, confident, and motivated in learning how to write in English within the class as a peaceful setting.

The fifth and final convenient study in this pedagogic and didactic innovation proposal is titled *I'm a writer: developing situated writing using genre-based tasks to create a diary with four graders at Hernando Durán Dussán School*. It was an action research conducted by Morera (2019) that intended to determine how situated writing might be developed through a set of genre-based tasks creating a diary in a group of 13 girls and 23 boys in fourth grade. Data were collected through field notes, interviews to the head teacher and students, surveys, and artifacts. A triangulation process was carried out to analyze the information obtained.

The outcomes revealed that students' opinions and thoughts towards writing progressively changed from insecurity, anxiety, and discomfort founded on the lack of basic knowledge and clear samples, to confidence and excitement to organize ideas, write short sentences, and go beyond, including opinions. The previous was evidenced in their compositions,

comments, and behavior during classes. The researcher adds that children's diaries succeeded as a result of peers' discussions in which they recognized the importance of sharing a piece of work in order to be helped, improve basic writing skills, lose fear, and be cooperative. Lastly, the researcher asserts that students were happy to write a situated diary sharing family members' information, life experiences, and personal characteristics.

These findings are essential for the current proposal, since they point out that teacher's support and guidance promote students' conception of writing as an easier task, and encourages them to produce texts related to own ideas and feelings confidently. Furthermore, they demonstrate that classmates' feedback to congratulate and correct mistakes through social interactions is necessary to endorse collaborative writing in a friendly environment. To finish, these outcomes recommend teachers the promotion of writing as a situated practice in which students are able to share characteristics of their own lives freely.

Theoretical Framework

The following is an approach of the four constructs that represent the *blueprint* of this pedagogic and didactic innovation proposal: writing as a process, situated written narratives, and Genre based approach.

Writing as a process

In order to understand prewriting and the function of prewriting techniques, the core of this proposal, it is necessary first, to comprehend the meaning of writing. Douglas, Dunlosky, and Graesser (2009) define it as the production of thought for oneself and others translated into a symbolic representation. To begin with, this implies the social interactions we have with the world surrounding us daily. These authors state that writing is influenced by the context where

we live, the society and the culture that characterizes us, which means that written communication is enriched by our interactions with family members, friends, and people in general along with the language, morals, and values that we have as a community. Hence, writing demands to consider the audience to whom they are addressed, and modify or adjust the vocabulary and style to make it a collaborative activity co-constructed at a particular place.

Secondly, this view of writing demands the production of thought, and its translation into written language while acquiring meaning. Children for instance, oftentimes use pictures to embody their ideas and leave marks on pieces of paper to embody their notions of letter shapes (Brewer, 2007). At 3 years old, they paint with large brushes, at 5, they are able to draw an individual with head, body, arms, legs, and some physical features. At 6, they write some words, and at 8, they use Math's signs (Tassoni, 2016). It is important to highlight that it is not mandatory to have a system to illustrate our spatial, visual, tactile, emotional, and non-linguistic thoughts, because they do not translate easily or at all into a verbal form.

In this pedagogic and didactic innovation proposal, writing is conceived as a situated practice. According to Lillis (2001) situated writing links language, and the social and cultural context of individuals at a definite moment in history and place in society. Therefore, it acquires meaning within the context where it occurs. Situated writing is characterized by the writers' own experiences, beliefs, and feelings built through the contact with others in the frame of age, gender, and race. These elements are named by the author as *voice-as-experiences*, that is, life memories and personal characteristics with enough descriptive information that students as writers put into action through a reflection process.

The previous definition is vital to have an overview of writing as a meaningful situated practice for every individual. It is now essential to understand it as a process-oriented task rather

than a product. Indira Gandhi National Open University & Odisha State Open University (n.d.) mention that the process of writing is formed by five stages. It starts with drafting, a full preliminary full sketch with complete sentences and paragraphs. This phase is an attempt to find out what to say in a rough framework of content, meaning, and form. So, it is provisional writing that will be improved later.

Revising, the second stage, implies a careful review of how close the purpose of the text has been achieved, what has been left out, and what unnecessary information has been included. As the process continues, new ideas emerge prompting to revise the content, subsequently, it is a constant stage throughout the writing. Next, there is the third stage: refining, an opportunity to look for gaps in the writing. These questions should be asked: Do the examples, illustrations, and evidences support the main ideas?, Do the sub-sections follow up each other logically?, Do they really exemplify and explain?

In the fourth stage, editing, explanations and details are added. It is a careful reading of the draft to guarantee that all the elements correspond to the author's intention, and there are no mistakes that may be regretted. It is divided into three aspects in which certain questions should be asked. Firstly, are the paragraphs: Are these logical and visually appropriate?, Is there a topic sentence that presents the main idea of each one? Secondly are sentences: Are the tenses correct?, Are the sentences related to each other? Ultimately there is vocabulary: Do the words mean what you want?, Will the readers understand what you wish to state?, Does your vocabulary have a vast range? This stage will help the text to be concise and clear.

To finish the process, there is proofreading. A careful line by line draft's inspection to make sure that everything is as it should be. This fifth stage demands calls for attention to punctuation and capitalization, concentration, getting rid of potential distractions or

interruptions, and a not entirely reliance on spelling or grammar checkers on the computer. Due to the fact that after a few readings some writers become blind to errors, somebody should proofread their compositions. Since this proposal aims to enhance students' initial approach to the creation of short texts, it is important to understand writing as a process spurring children to follow different stages step by step, and appreciate it as a worthwhile activity that requires time and effort.

Prewriting techniques as a means of planning and organizing. This pedagogic and didactic innovation proposal is focused on prewriting, which is within the first stage explained above: drafting, with the purpose of helping fifth graders to plan and communicate their ideas confidently and successfully that as previously stated, are two of the main struggles they face currently. While drafting is a first version of a text, prewriting is defined by Bell (n.d.) as the process of gaining and writing down ideas and feelings in relation of a topic, hence, it is a part of drafting, an initial approach of the text's content. This author says it is the moment to put aside the usual blocking some writers face, and creatively, figure out, plan, and outline ideas and feelings. There are many techniques to prewrite, the current proposal advises four of them: listing, brainstorming, clustering, and freewriting proposed by this author.

Initially, there is listing, it consists of narrowing down and then, organizing ideas in concepts and phrases connected to the topic and subtopics of the text. If there is enough time, more than one list can be made. In the second place, there is brainstorming, as its name indicates, is about writing every word that comes to mind, stating, classifying, and arranging sentences without evaluation. When brainstorming or listing, students should keep in mind the main theme and in light of it, organize the sentences in logical units using a numbering system or bullets.

Another technique is clustering, also known as mapping. This technique lets children organize their thoughts in squares, triangles, or circles and correlate them simultaneously with a clear hierarchy order of them. To cluster, students should write the main topic in the middle of a piece of paper or blank space in an online document. Then, draw a large circle around it, and follow the same process with the supporting and more specific points in other geometric shapes with lines linking to each other to the central circle. Therefore, clustering might seem more appealing to visual learners.

The fourth option to prewrite is freewriting which refers to writing continuously letting thoughts flow. There should not be worries for spelling, grammar, punctuation, relevance of words, or correctness of any mistake. Having no restrictions on structure, format, and length, freewriting gives writers freedom to discover the text's content, and shape the writer's voice in a solid rhythm of sentences. For this technique, students need five to ten minutes to write uninterrupted without crossing-out or erasing on a blank piece of paper or computer screen. Once time is over, they can underline or circle the sentences they believe are vital for the composition.

These four techniques to prewrite might be helpful for fifth graders at a public school in Bogota to discover their own ideas, organize their thoughts in concepts, establish the basis of their texts, and have clarity and certainty to start a composition. Similarly, to decrease anxiety and stress, surpass blocking and frustration in the classroom, and feel free to write without limitations. At last, the employment of these techniques aims to generate in children a positive view of situated writing as an easier task with multiple emotional and intellectual benefits.

Situated written narratives

The diverse genres of writing are great opportunities to display prewriting techniques. Schoenberg (n.d.) professes, students should be able to write different types of texts based on their environment and personal likes using a big repertoire of vocabulary called “toolbox” in which in line with the situation, words are carefully selected (Time4writing, n.d.). Taking into account that writing is defined in the current proposal as a representation of thoughts, written narratives appear as a medium to reveal fifth graders’ perspective to see the world, recall memories, share experiences, and turn their voices into a rich and free means of communication to tell what they want to confidently (Salamanca, 2015). This is reinforced by Quevedo (2008) who also considers them a vehicle to convey personal feelings, thoughts, and experiences.

Ochs & Capps (1996) argue that written narratives are composed by two characteristics. At first, they are strongly linked with the self by reflecting an awareness of the human being’s place in the world, a personal view of reality, and an authentic sense of life. Secondly, written narratives embrace temporality, an awareness of past, present, and future events within a chronological dimension following a logical order. Guerrero (2011) mentions another characteristic, written narratives allow boys and girls to delve into their lives, identities, and role at school, opening new paths for better understanding of how the contents and activities carried out in the classroom might shape the interactions they have. Simultaneously, written narratives might reveal the preexisting ideologies students bring to school and display with their peers.

Descriptions play a big role in the process of writing situated narratives, they provide a picture of the place, people, and environment where the narrative is situated to guarantee a smooth apprehension in the reader’s mind. Kassotaki (n.d.) proposes three steps to make a description. In the beginning, students should focus on the most prominent features of the topic and organize them in specific categories. Next, “zoom in” on them and create a list of words. The

third step is to articulate this list in the narrative. Children should bring enough characteristics such as colors, sounds, tastes, and feelings to engage the reader in the text (Kassotaki, n.d.).

Additionally, while writing narratives, children's motivation increases, and some basic writing skills are fostered making their compositions organized and effectively communicated. The current pedagogic and innovation proposal will focus on four basic writing skills: spelling, punctuation, sentence structure, and paragraph structure that students should learn, practice, and develop early on. Firstly, proper spelling makes the information easily conceived. O'Flaherty (2019) mentions it refers to the ability to recognize and comprehend the relationships between words, and their correct assemble from letters. Fifth graders should make sure there are not more or less letters changing the meaning of the words they formed.

In the second place, punctuation is a set of symbols used to separate, clarify, and avoid confusion in written sentences. The main are the following: a period (.) to show a complete sentence is stated. A comma (,) to expand an idea, provide details, or add information. A semicolon (;) to indicate a pause in a sentence but not an end yet. And a colon (:) to introduce a list or an example (University of Kent, n.d.).

Schoenberg (n.d.), explains the third basic writing skill: sentence structure refers to the ability to know and identify the parts of speech: noun, pronoun, adjectives, adverbs, articles, among others, the correct tense of the verbs, and, the function of the different types of sentences: declarative, descriptive, interrogative, exclamatory, etc. in order to avoid incomplete and confusing groups of words that don't communicate a message. The writer should share ideas and feelings in clear and complete sentences with a logical order of words.

The final basic writing skill is paragraph structure that in agreement with Oshima & Hogue (2006) entails a topic sentence discussing only one limited subject matter and a controlling idea that states the specific area to be discussed in the paragraph. Then, a strong background known as supporting sentences that spread, explain, and exemplify the topic sentence. Students should get rid of unnecessary and isolated ideas. A concluding sentence should signal the end of the paragraph leaving the reader with a reflection or a curious fact. Fifth graders should display these basic writing skills pushing aside vague and imprecise vocabulary that do not give readers a good sense of meaning.

It is possible to conclude that in this pedagogic and didactic innovation proposal, situated written narratives are short detailed compositions in which students reveal their own reality's view displaying *voice-as-experiences* for themselves and others. They are conformed by complete sentences with accurate words organized in logical and clear short paragraphs so they can be successfully comprehended by a certain audience.

Informal letters to express personal experiences. One of the most persuasive and earliest forms of writing that has widespread across cultures, communities, and continents is letter writing. The flexibility of this mode of communication provides an easy access to individuals in everyday situations by being situated in their cultural beliefs and social environment. It might be seen nowadays in postcards, e-mails, dialogue journals, and letters (Barton & Hall, 2000). This pedagogic and didactic innovation proposal will focus on the last one to improve fifth graders' situated written narratives previously explained.

Letters are commonly sent to family members and friends asking favors, telling experiences, or expressing feelings about an event. Sagar (2015) comments they are a mirror of writers' attitude, personality, emotions, personal sense of relationships, and view of the world.

Likewise, this author highlights that children should write letters as an excuse to demonstrate their love and emotional attachment towards the people around them. Friday (2016)

complements this, as he affirms that letters' visual nature might be appealing for fifth graders, and develop in them confidence, excitement to share their work, interactions between classmates, and interest in English writing by the time they graduate.

Gupta (2016) describes the four objectives that letters should accomplish: express a personal experience, fill a communication gap between two or more individuals, raise awareness, inform, or evoke a thought or action, and serve as a personal memoir to be treasured. The author also presents the main elements a letter should contain starting with the sender's basic information: name, address, neighborhood, and country; and the date when the letter will be sent in this format: Month, Day, Year. Next, it is the receiver's address to whom the letter is being sent as well as the subject encompassing the purpose in no more than ten words. Later, there is a greeting to the recipient, it usually begins with a "Dear" followed by the first name of the person.

To continue, there is the body divided in three parts: an introduction declaring the main message; a middle paragraph where the sender's feelings, experiences, advices, or news are described with specific details in a clear and logical order; and a concluding paragraph with a request. Finally, it is the closure saying goodbye politely with "Yours truly" or "Yours sincerely". Throughout the letter, there should be a correct use of punctuation marks, capital letters, and most importantly, a plan to make sure the letter will be complete (Sagar, 2015).

The current proposal will concentrate on informal letters. Gupta (2016) defines them as those that are written to friends and family members with casual language, intimate tone, colloquial expressions, acronyms, and contracted forms. Primarily, their purposes are: to send

invitations, congratulate, share experiences and feelings voicing the writer's personality, and communicate with close people. The last two are planned to be executed in this proposal.

When writing informal letters, students should feel like speaking, do not hesitate to adopt familiar vocabulary, share some interesting facts, and never forget their goal. They can be classified into personal and social. The first ones expose a concern, announce a special occasion, or tell the current well-being to relatives who might be traveling far away from home, sick at a hospital, or living at another place, either parents, siblings, or elderly. Social letters on the other hand, are addressed to friends, helping out with a problem, explaining issues, describing impressions of an experience, among others.

The current proposal will implement the creation of informal letters as a pedagogical strategy because they are initially a written medium of communication that allows fifth graders to communicate narrating not only their ideas about an experience but also their feelings about it motivated, confident, and with creativity having not worries of time, fear of a wrong participation, and limits in their artistic sense. In the second place, informal letters are sent to family members and friends with casual language, establishing a closer and more affective relationship with them. Thus, it is not mandatory that students have a high level of English, they can easily write them with situated written narratives practicing prewriting techniques.

Genre based Approach

Taking into account that this pedagogic and didactic innovation proposal is designed to contribute to fifth graders' initial writing process with effective guidance and support, it is vital to develop it through Genre based Learning. According to Hafrizon (2009), this approach stimulates students' cooperation, considering in this case, English as a source to produce

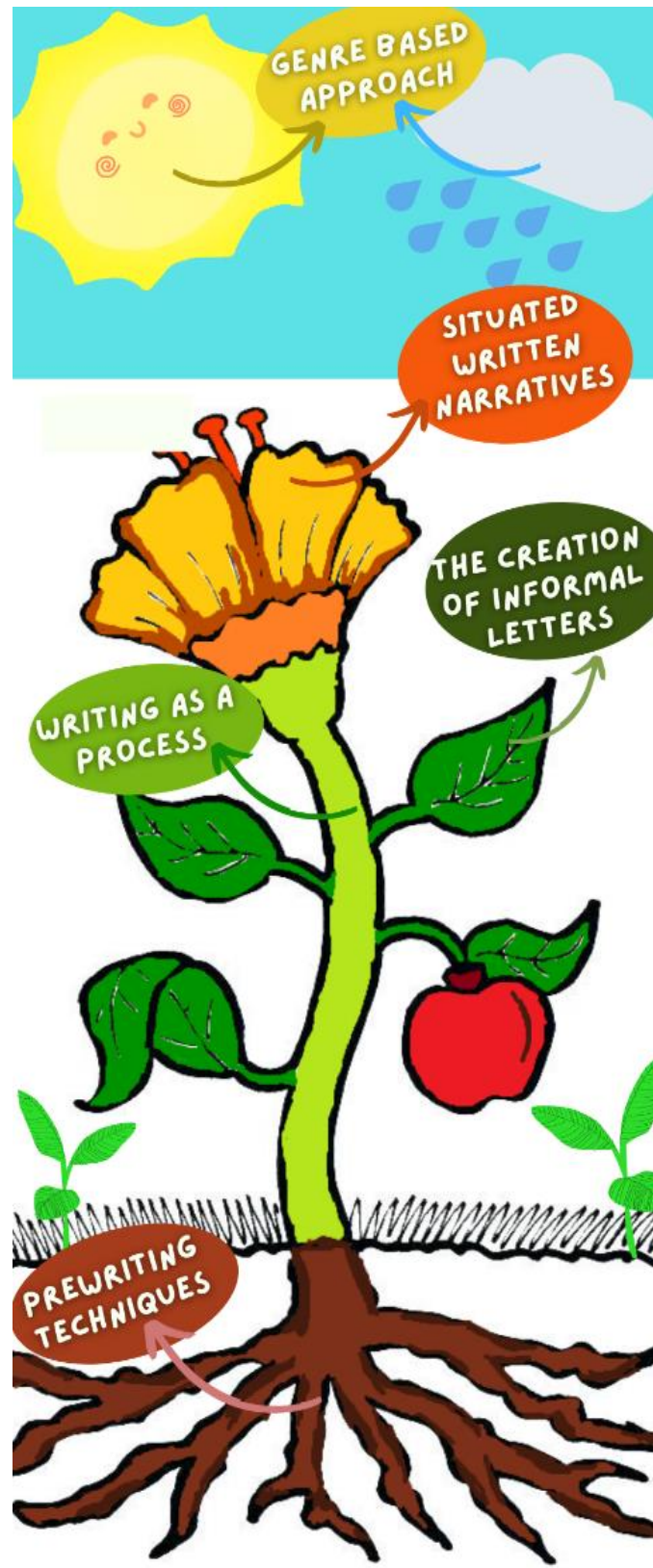
meaning and interpret daily experiences. Hence, it must be connected to students' contexts, and developed in social discussions to assure a meaningful performance. The author emphasizes that young learners should know what they are expected to achieve and what will be assessed. Moreover, the teacher should be a guide monitoring and intervening only when it is necessary to make explanations, give examples, answer questions, and in general, improve children's learning process.

The current proposal also conceives Genre based Learning with the hand of Vygotsky (1978), who declares that knowledge is best constructed when students collaborate together, supporting one another to reflect on day-to-day experiences. Hence, this approach in this pedagogic and didactic innovation proposal boosts social participation and interactions between children to exchange and negotiate information based on short texts that reveal their view of a shared background.

Finally, Corbett (2008) argues that using Genre based Learning, boys and girls should generate words and ideas to write solid texts, having teacher's modelling and encouragement. The author remarks this is process to mull over and test out ideas. The current proposal follow these author's statements advising the use of prewriting techniques to benefit children process of planning and organizing ideas and feelings based on personal experiences.

In image 1, there is the visual representation of the relationships between the constructs of this proposal through a plant and the elements that conform it. Firstly, there are the roots that grow from a seed under the ground. They are the prewriting techniques, the beginning of the process of writing, a solid basis that will ensure the text's successful communication. A plant needs roots to produce a stem as well as a text demands prewriting to be clear, organized, and accepted by an audience easily.

Image 1. Visual representation of how the constructs are related.



The seed from which the roots grow is the topic, decided in specific circumstances and based on the writer's interests. As a result, they are very especial and unique with a specific length. This proposal aims to enhance situated written narratives that as previously stated, is born from the own experiences and vision of reality, that's why the plant grows at a particular place, in a garden, at a park, or in a flowerpot chose personally. In short, the plant grows with a distinct form depending on how they are look after and the ground where they are sown.

As shown in image 1, the stem of the plant represents writing as a process, since it is developed in different stages throughout a certain period of time. Some plants have large stems, others small ones, but they share definite characteristics such as leaves, flowers, and fruits that enrich them. Therefore, the creation of informal letters are the leaves, they potentiate and help the stem grow effectively. The more leaves there are, the bigger the stem will be. This comes from the fact that the creation of an informal letter encourages writers to follow steps expressing personal ideas and feelings based on an experience.

Situated written narratives are represented by the plant's flower since they are the result of the effort and affection given in the creation of the informal letters and the writing process. The flowers of the plant appear only if the plant has received the rays of the sun and water from the sky. These two components are the Genre based approach, the protection that nourishes the plant and makes it grow, the guidance and support of the teacher and classmates to write a text.

CHAPTER III: METHODOLOGICAL DESIGN

The next chapter presents the definition of pedagogic and didactic innovation proposal, the vision of language, learning, curriculum, and classroom of the current proposal, and the role of the teacher in it.

Pedagogic and didactic innovation proposal

In order to provide an adequate definition of a pedagogic and didactic innovation proposal, it is vital to have a clear insight of what innovation means. According to Rogers (1983), it refers to an idea, practice, or object that is perceived as new by individuals, and unfolded by the advantages it provides, the compatibility to be consistent with the needs of a group of people, and the complexity to be adopted. In the current proposal, innovation is conceived as an intentional approach into a specific context that changes students' attitude and behavior towards a topic while boosting their learning process (Béchar, 2000). It involves creativity, inventiveness, and initiative (Cros, 2002-2).

A pedagogic innovation proposal values student's cultural beliefs and social discussions in a situated context. It is characterized by novelty, surprise, and the replacement of methods used for long periods of time, adapting teaching to the circumstances of a determined society (Ortega, Ramírez, Torres, López, Servín, Suárez, & Ruiz, 2007). It is built contemplating the relation teacher-student (Walder, 2014). A pedagogic innovation proposal is also didactic, including physical or online resources that activate human senses, develop activities, raise interest, help students organize and relate information, promote observation, and initiate spaces of self-expression (Morante & Vera, 2012).

This pedagogic and didactic innovation proposal aims to encourage fifth graders to use four prewriting techniques: listing, brainstorming, clustering, and freewriting to write situated written narratives attached to their everyday experiences. It proposes as a strategy, the creation of informal letters, a medium of communication that lets students share their ideas and feelings in written forms with friends and family members motivated, confident, and with creativity. The current proposal is designed to be implemented within a Genre based approach in order to guide, model, and monitor students appropriately with colorful resources, illustrations, and key words that might enhance fifth graders' situated written narratives.

Vision of language

In this pedagogic and didactic innovation proposal, language is viewed in accordance with Kristeva (1988), as a chain of written marks and articulated sounds that transmits an idea in a particular context. Language is essentially brought to light in short compositions portrayed in informal letters based on personal experiences, and in social discussions between two or more students giving feedback to each other, and sharing ideas and feelings respectfully.

In conjunction with this, language is a means to reveal children's culture, ideologies, identity, and feelings, embrace social relations, build friendships, cooperate in team work, and build knowledge in a situated context. Furthermore, it projects their experiences in informal letters, and reflects the place in the world as fifth graders at a public school in Bogota while developing prewriting techniques and situated written narratives. To finish, language in this proposal is the medium students employ to ask questions, show personal likes, express feelings in artistic works, talk about their friends and families, listen to peers' points of view, create mental representations, perceive how others think, make decisions, and communicate their experiences to the world surrounding them in written forms substantially (Tudor, 2001).

Vision of learning

Learning is understood in this proposal from the point of view of Ausubel (2002) who argues that children's minds are not a blank slate, instead, they have experiences and knowledge that regulate and enrich what they learn day after day. As a consequence, learning is constituted as the process of relating new information with previous in students' cognitive structure contributing meaning. This is upheld with resources related to students' context, which allows them to be nearer to the new knowledge and build it gradually.

In the current proposal, students learn comprehending information actively, following samples given by the teacher to create their own compositions, prewriting with different techniques, and writing short sentences displaying basic writing skills. Similarly, fifth graders learn testing their hypothesis, clearing misconceptions, reflecting on their experiences, and establishing their personal model of concepts (Oliver, 2000). To sum up, learning requires a collaboration with peers to explore, reveal, and communicate own beliefs.

Curricular vision

The current proposal assumes the curriculum as a praxis, developed through an integrated process of planning, action, and evaluation. It takes places in a real world with factual experiences of a determined group of students. Therefore, learning is not an isolated activity, but a social act where there is a dialogue between students that allows them to build own knowledge firmly. The curriculum also promotes students' interactions with tolerance, responsibility, and authenticity (Grundy, 1998).

In agreement with this, the curriculum is understood through an analogy of it as a bus in which students and the teacher are passengers, resources and the pedagogical approach are

wheels, objectives are the route, and the engine is the proposal. This bus has a sign, so the passengers know where it is going, and its windows are open, letting them observe the environment along the trip (Rodriguez, n.d.). The curriculum in this proposal is then, a guide of the articulation and integration of contents that delineates the teaching methodology and resources' appliance. Briefly, it consolidates an alliance between students and their context, situating the writing practice in their identity, beliefs, feelings, and day-to-day life.

Role of the teacher

The teacher in the current proposal is an individual who guides, carefully observes, encourages children to explore and learn actively in and out of the classroom, acknowledges students' autonomy and boosts them to share internal beliefs, and listen to others' ideas. Therefore, the teacher promotes cooperation, friendships, dialogue, respectful discussions, and tolerance towards different perspectives, recognizing and valuing their contributions in their process of learning English (Luu, 2011). As well, the teacher pushes students to analyze, interpret, and synthesize key elements of their lives in written narratives describing settings, order of events, emotions, among others. This nurtures their critical thinking, and unafraid participation of giving a right or wrong answer (Brooks & Brooks, 1999).

The teacher considers children's interest, doubts, and propositions for the contents of the sessions, informs parents of any cognitive, social, or disciplinary problem, and includes them in the classroom by asking children to write experiences with them (Perrenoud, 2004). To conclude, the teacher represents a strong support to fifth graders' learning process, inspiring them be autonomous as well as assessing their performance in meaningful activities with affection and trustworthiness.

Vision of classroom

This pedagogic and didactic innovation proposal might be developed in both remote and face to face Education. Thus, in either case, the classroom is an open space where students are able to make predictions, ask questions to classmates and the teacher, refine thoughts, express personal interests, experiences, ideas and feelings, create sentences and paragraphs, write situated written narratives, move around when it is necessary, and construct their own knowledge taking ownership of their learning process. Equally, children have easy access to physical or online resources, and samples given by the teacher (Tam, 2000).

In the classroom, boys and girls are able to form small heterogeneous groups to work cooperatively, take turns to discuss respectfully their ideas and feelings, help each other, and solve real-life problems. This fosters interpersonal skills, confidence, passion to share an opinion, and motivation to write short compositions to friends and family members being aware of the importance of establishing relationships with the people around (McLeod, 2019). So, in the classroom there is a balance between a sense of belonging to the English class, and a sense of self, along with the principle that each student's voice is relevant.

CHAPTER IV: PEDAGOGIC AND DIDACTIC PROPOSAL

Proposal of pedagogic and didactic innovation

This chapter describes the pedagogic and instructional design proposed to enhance fifth graders' situated written narratives and four basic writing skills: spelling, sentence structure, punctuation, and paragraph structure through the Genre based approach. As well, to promote their development using four prewriting techniques: listing, brainstorming, clustering, and freewriting in the creation of informal letters. Students are expected to write one collaboratively and two individually in *Past Simple*. However, if they have not studied this tense yet, they should write the informal letters in *Present Simple*. There will be samples and specific advices to guide students' process. The current proposal is composed of three cycles, the first one is divided into four sessions, and cycle two and three in six sessions of ninety minutes each. Table 1 shows how the three cycles are planned. Next, they will be completely explained with lesson plans for each session presented with its corresponding resources, which might be used in remote or face to face classes.

Table 1. Organization of the three cycles.

Cycle	Lessons	Objectives	Situated informal letters	Prewriting techniques/basic writing skills
Cycle 1 Me and my field trips Duration: 2 lesson plans for 4 sessions.	1. My view of prewriting techniques and informal letters	GENERAL: To narrate our last field trip in an informal letter collectively. SPECIFIC OBJECTIVES: <ul style="list-style-type: none"> To share my beliefs about writing, prewriting, prewriting techniques, and informal letters. 	Last field trip's informal letter collaboratively	Listing
	2. Greeting, body, and farewell	<ul style="list-style-type: none"> To express my ideas and feelings about our last field trip. 		

Cycle 2 Me and my birthdays Duration: 3 lesson plans for 6 sessions.	1. My hobbies and likes	GENERAL: To narrate my last birthday in an informal letter individually, following the appropriate spelling and sentence structure. SPECIFIC OBJECTIVES: <ul style="list-style-type: none"> • To share my hobbies and likes with my classmates. 	Last birthday's informal letter individually.	Brainstorming Clustering Spelling Sentence structure
	2. My personality	<ul style="list-style-type: none"> • To share some characteristics of my personality with my classmates. 		
	3. My last birthday	<ul style="list-style-type: none"> • To express my ideas and feelings of my last birthday. 		
Cycle 3 Me and family trips Duration: 2 lesson plans for 6 sessions.	1. My family members' characteristics	GENERAL: To narrate my last family trip in an informal letter individually, following the appropriate spelling, sentence structure, punctuation, and paragraph structure. SPECIFIC OBJECTIVES: <ul style="list-style-type: none"> • To share my view of my family members. 	Last family trip's informal letter individually.	Freewriting Listing Brainstorming Clustering Spelling Sentence Structure Punctuation Paragraph structure
	2. My last family trip	<ul style="list-style-type: none"> • To express my ideas and feelings of my last family trip. 		

Cycle 1: Me and my field trips

The first cycle of the current proposal is about prewriting techniques and informal letters.

The initial lesson plan “My view of prewriting techniques and informal letters” attempts to recommend fifth graders prewriting as an opportunity to plan and organize their content’s texts.

Particularly, to present four prewriting techniques: listing, brainstorming, clustering, and freewriting that might motivate them to write their ideas and feelings down in a piece of paper or

a blank space calmly, clearly, without fear of judgment or time, and confidently. Having in mind, students' blocking and lack of ideas to start a text, the use of prewriting techniques appear as a solution, and an activity to encourage them to consider writing in English an easier task. On the other hand, this lesson plan introduces students to informal letters as a means to narrate personal experiences with own ideas and feelings to a friend or family member. Their characteristics, purpose, and usefulness in written communication will be described as well.

The second lesson plan "Greeting, body, and farewell" aims to explain the three parts that conform an informal letter: heading, body, and ending. And then, to write the first one completely and collectively, putting in practice one of the prewriting techniques: listing. This informal letter is founded on students' last field trip with the school to a museum, rural place, botanical garden, planetarium, or concert. It will be designed for a family member. Students start prewriting their ideas and feelings making a list in groups. With classmates and teacher's support and guidance, they organize these elements in sentences and place them in the heading, body, and ending of the informal letter. The goal of this cycle is not only to create a safe space of writing and discussion where students might be able to express their ideas and feelings, but also, to enhance collaborative group work and mutual support.

Cycle 2: Me and my birthdays

This cycle consists of practicing brainstorming and clustering while boosting spelling and sentence structure in the creation of the second letter individually. The first lesson plan "My hobbies and likes" embraces the activities students do in their free time during breaks, after school, and on the weekends as well as their preferences, what they adore, appreciate, and love (colors, clothes, food, TV shows). Consequently, the goal is to help fifth graders to know themselves more, identify what attracts them, and find out what they enjoy doing, which

enhances their emotional, social, and cognitive development. By being aware of their hobbies and likes, students might establish relationships with their classmates easily finding elements in common or totally different that might interest them. In this lesson plan, children also practice the second prewriting skill: brainstorming, letting their thoughts flow from their minds to the piece of paper or blank screen (in case of remote class). The employment of brainstorming contributes them to improve the first basic writing skill: spelling, linking letters in an appropriate order based on images, personal hobbies, and likes while playing cooperative games.

The second lesson plan “My personality” continues highlighting fifth graders’ personal characteristics. Above all, its purpose is to allow them to have a clear vision of themselves both physically and internally. Children will be able to determine their physical features, what makes them especial and unique, how their behavior at home and school is, among others, enriching their identity, confidence, and performance in and out of the classroom. Furthermore, the third prewriting skill: clustering is practiced in this lesson plan. Boys and girls will be able to express their ideas and feelings linking concepts in circles, triangles, and squares. Subsequently, they link nouns, verbs, and adjectives in an appropriate order based on a comic and personal characteristics related to the view of themselves enhancing the second basic writing skill: sentence structure.

The second letter is approached in the third lesson plan “My last birthday”. In it, students begin prewriting their ideas and feelings about their last birthday doing a brainstorming and clustering individually. With teacher’s guidance and support, they organize these elements in sentences and place them in the heading, body, and ending of the informal letter designed for a classmate in the class. This lesson plan stimulates children to project a personal experience including the examination of their hobbies, likes, and personality. So, after all students finish

writing it, they exchange it, express their ideas and feelings, and give feedback. In this cycle, fifth graders might know each other more, and find probably, characteristics in common.

Cycle 3: How was my last family trip?

The last cycle of this proposal includes the four prewriting techniques and the four basic writing skills (at first only punctuation, and paragraph structure) while writing the third informal letter individually. The first lesson plan's goal "My family members' characteristics" is to unveil students' vision, feelings, and thoughts of their parents, and/or siblings. The physical appearance and internal characteristics will be illustrated and described in order to reveal children's link with the people who live with them, which is very important to keep characterizing students' reality and the world around them that undoubtedly influences their learning process. In this lesson plan, students prewrite, in addition to brainstorming and clustering, through freewriting, expressing their ideas and feelings without stops nor correctness. Although it might produce fear in them, teacher's guidance and classmates support will motivate them to use this technique. This lesson plan also aims to boost children's third basic writing skill: punctuation, creating short compositions related to their family members' insights.

The second lesson plan "My last family trip" is focused on narrating as its name indicates, students' last family trip describing specific details such as the people who traveled with them, the place they visited, the activities they did, and the feelings involved in it. Fifth graders are free to use the prewriting technique they like the most. So, with teacher's guidance and support, they prewrite personal ideas and feelings of this experience, organize them in sentences, and place them in the heading, body, and ending of the informal letter. This informal letter is designed to a friend outside the class, nonetheless, after all students finish writing it, they exchange it in groups, express their ideas and feelings about each other's text, and give feedback,

so they can make the necessary corrections. Once students leave the school, they might give it to their friend, and in tutorial sessions describe the ideas and feelings of this interaction. To conclude this proposal, children will share their opinions about the prewriting techniques, basic writing skills, and informal letters. The lesson plans and resources of the first cycle are included in this document, the lesson plans and resources of the second cycle until session 10 are in the annexes, the rest (session 11 and 12) and the plans and resources of the third cycle are in a folder accessible through a link at the end.

Instructional design

Cycle 1: How was our last field trip?

Cycle 1: How was our last field trip?	Lesson plan 1: My view of prewriting techniques and informal letters.
	Objective: To share my beliefs about writing, prewriting, prewriting techniques, and informal letters.
Session 1: Prewriting as an opportunity to plan and organize my ideas and feelings.	
Objective: To express my ideas and feelings about writing, prewriting, and prewriting techniques.	
Contents: Writing, prewriting, and prewriting techniques.	

PROCEDURES	TIME
<p>The teacher introduces him/herself and asks students a series of questions: Do you like writing?, How difficult is it from 1 to 5?, Do you write in your free time?, What do you write about?, How do you feel when doing so?, Is it more complicated than in Spanish?, Why yes or not?, Do you think it is important to write in English?, Why yes or not? The questions should be answered orally or via chat (in case students do not have a microphone in remote class). They are not presented in a slide and should not be discussed and then reported, since it is an activity to introduce students to the course, start establishing a link with them, and recall language learned in previous years. However, if students do not comprehend the questions, there is a presentation with them as a support (see annex 1). If it is necessary, the teacher and children could speak in Spanish. There are not right or wrong answers. This applies for all the course.</p>	20 minutes
<p>Students answer a series of questions in a printable workshop (see annex 2) or in <i>Menti</i>'s slides and speaking participation (in case of remote class) (see annex 3). The teacher gives students examples, and reunites the most common answers in a list.</p>	15 minutes
<p>Students watch a welcoming and introductory video (see annex 4), and comment their ideas and feelings about it. The teacher explains the contents of the course, and students express their ideas, feelings, and expectations. The teacher clarifies doubts and repeats information if it is necessary.</p>	15 minutes
<p>The teacher explains and recommends students prewriting before the creation of a text in order to plan and organize their ideas and feelings, especially, four prewriting techniques: listing, brainstorming, clustering, and freewriting using a presentation (see annex 5). The teacher clarifies doubts and repeats information if it is necessary.</p>	20 minutes
<p>The teacher asks students to manifest their ideas and feelings about prewriting, and prewriting techniques in a printable workshop (see annex 6) or in <i>Menti</i>'s slides and speaking participation (in case of remote class) (see annex 7).</p>	15 minutes
<p>Some students share their answers out loud with the class. The teacher collects all the workshops, the feedback is given in tutorial sessions.</p>	10 minutes

Annexes:

1. Presentation: “Do you like writing?”

	<p>How difficult is it from 1 to 5?</p>	<p>Do you write in your free time?</p>		<p>What do you write about?</p>
<p>How do you feel when doing so?</p>		<p>Do you think it is important to write in English?</p>		<p>Is it more complicated than in Spanish?</p>

2. Printable workshop 2 “Let’s talk about writing!”.

Workshop 2

ENGLISH COURSE


Name: Date:

Let’s talk about writing!

-When **writing** in English, what do you do?

Mark with a X the activities you do.

- 1: I search words in the dictionary.....
- 2: I write words and sentences.....
- 3: I ask questions to classmates and the teacher....
- 4: I check my text.....




-How do you **feel** doing these **activities**?

Example: I feel happy and calm. I think I am learning English. I feel good.

Now it is your turn.

I feel.....

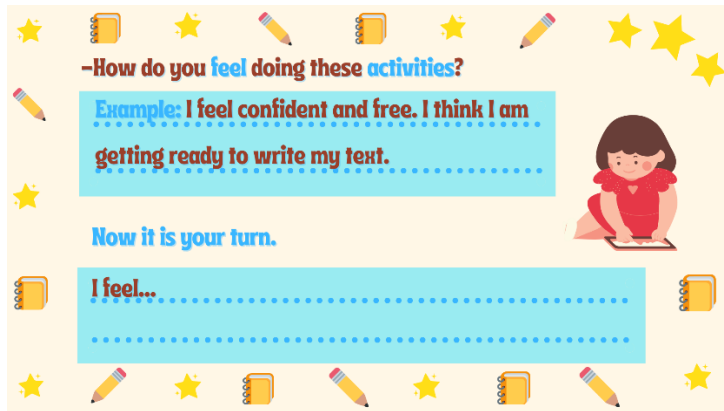
-What do you do **before writing** in English?

Mark with an X the activities you do.

1. I sit in a peaceful place.....
2. I think of the topic of the text.....
3. I write one word.....
4. I read examples.....





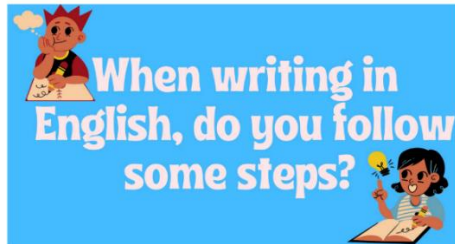


3. Menti Slides “Let’s talk about writing!”.

Since the resources that are created in *Menti* and *Quizziz* have a limited period of time, it is suggested the teacher who implements this proposal follow the models given:

Go to www.menti.com and use the code 1459 4336

Please answer this question with Yes or Not.



Press S to hide image

Go to www.menti.com and use the code 6662 4301

Please answer this question with Yes or Not.



Press S to hide image

Go to www.menti.com and use the code 1459 4336

Write all your steps in sentences.



Press S to hide image

Go to www.menti.com and use the code 6662 4301

Write all your activities in sentences.

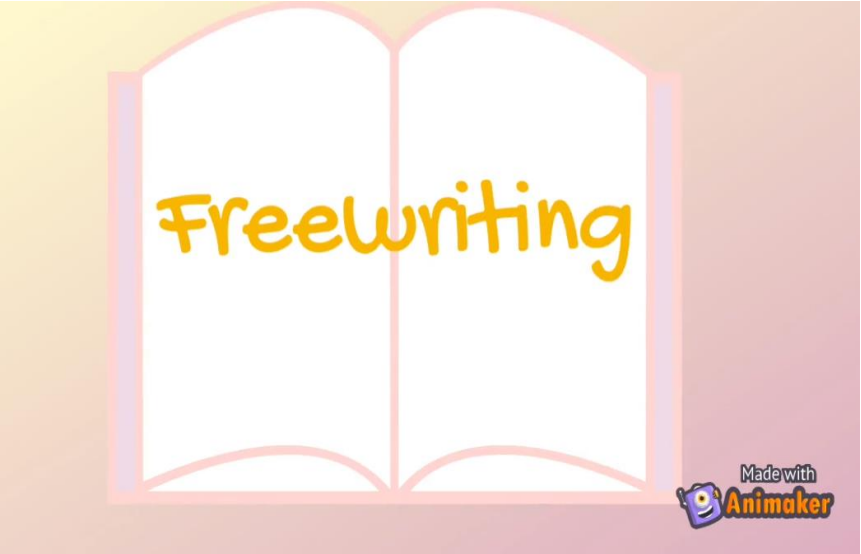


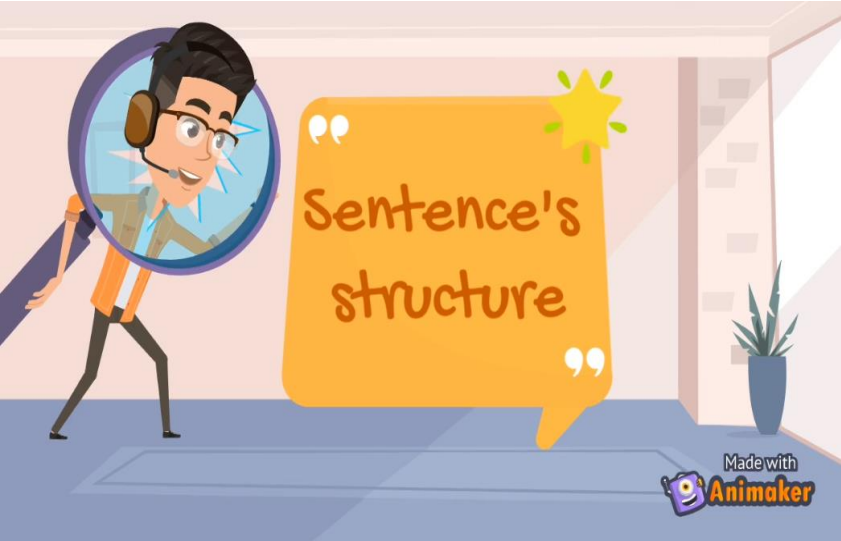
Press S to hide image

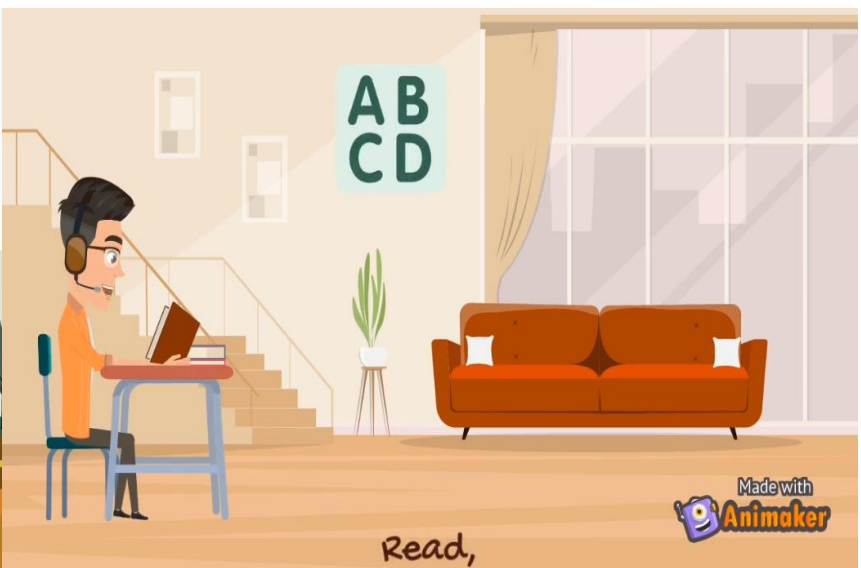
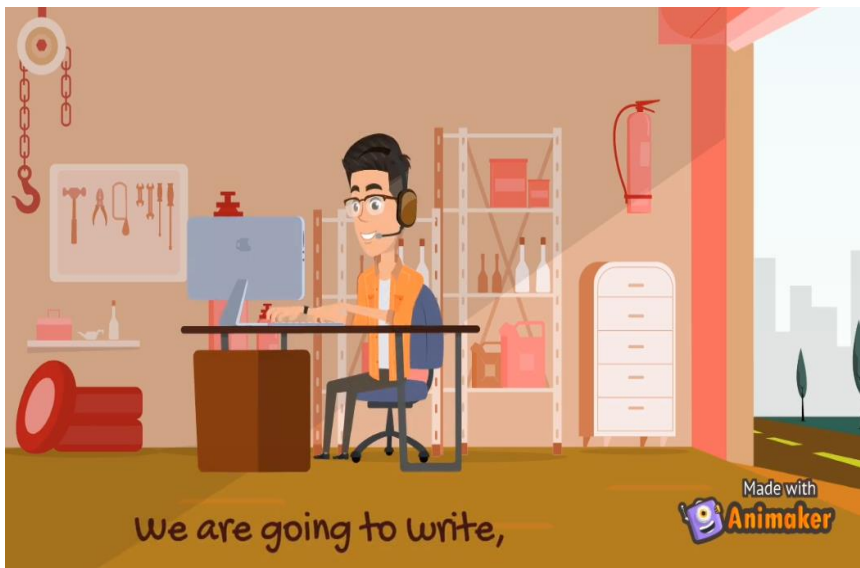
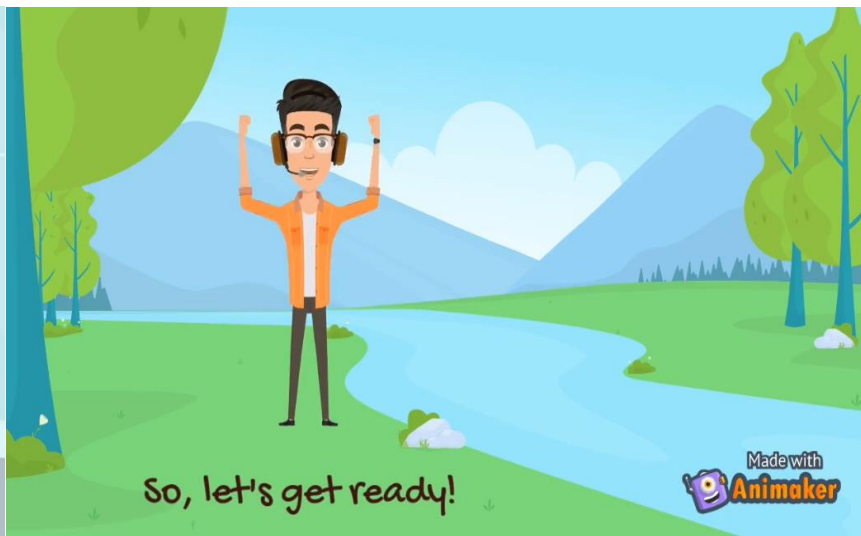
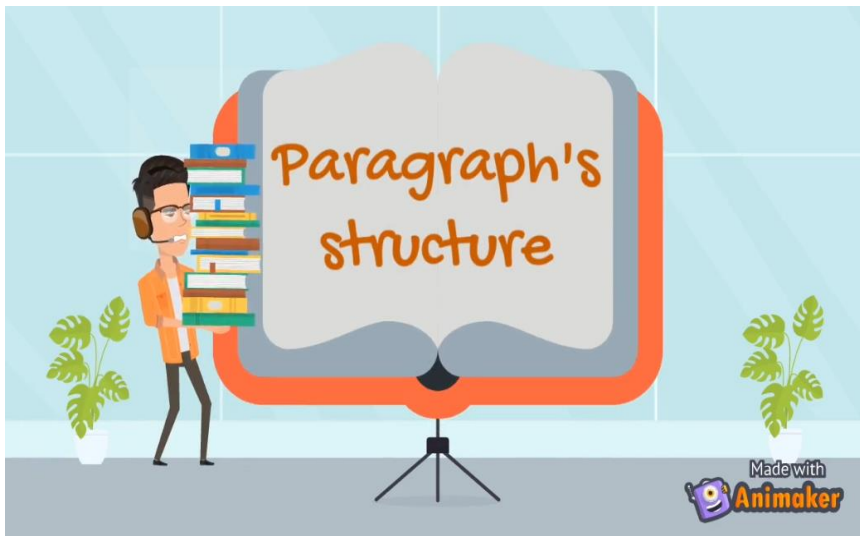
4. Welcoming and introductory video “Welcome!”.

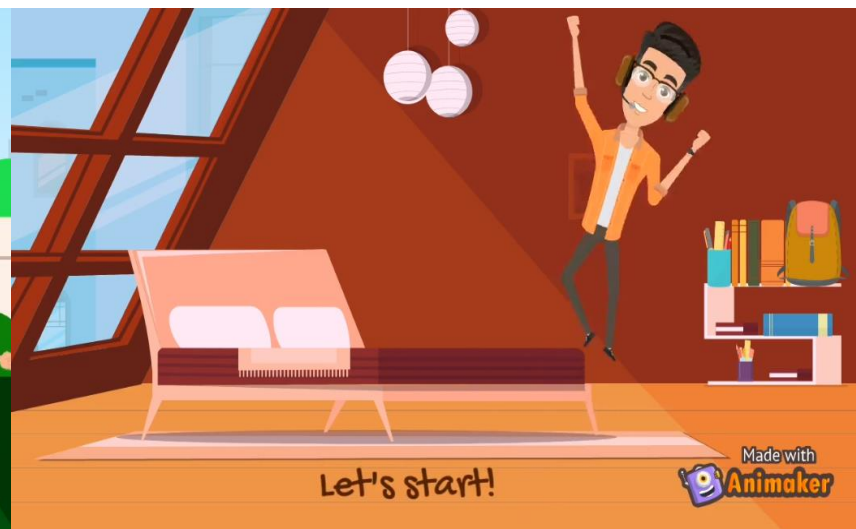
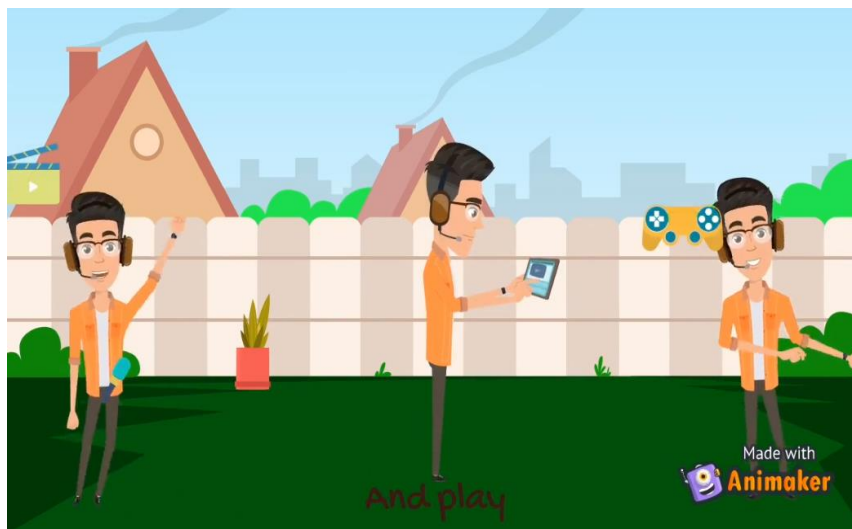
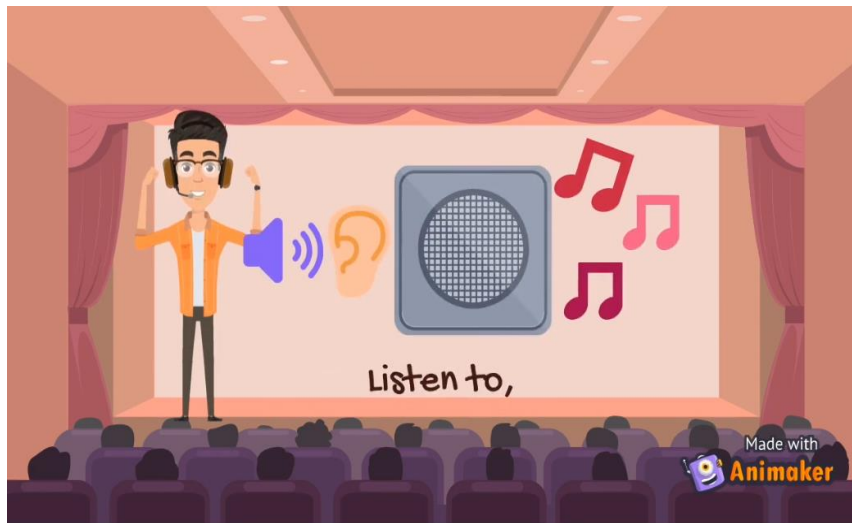
<https://app.animaker.com/video/O8SYB1VA6CK8I4RB>











5. Presentation “Prewriting and prewriting techniques”.

<https://view.genial.ly/611592eff79c740da421541a/presentation-prewriting-and-prewriting-techniques>

ENGLISH COURSE

PREWRITING

INDEX

1. WHAT IS PREWRITING?
2. WHAT ARE THE BENEFITS OF PREWRITING?
3. HOW CAN I PREWRITE?
4. LISTING 5. BRAINSTORMING
6. CLUSTERING 7. FREEWRITING

1. WHAT IS PREWRITING?

Writing is a process.
It has five stages.
What is the first one?

PREWRITING







This is the first stage!
We plan and organize our ideas and feelings here!

Prewriting is the chance to:

Think of our text's content.

Write our ideas and feelings calmly.

And use our creativity!

2. WHAT ARE THE BENEFITS OF PREWRITING?

Form sentences and short paragraphs with these ideas and feelings.

3. HOW CAN I PREWRITE?

Think and write down our ideas and feelings having in mind the purpose and audience of our text.

Create a clear and logical order for these ideas and feelings.

4. LISTING

Thinking of this school, what images come to our mind?

Let's describe these images with words in a list!

We can also include phrases and short sentences!

English class

- Friends
- Book
- Chair
- Teacher
- I get to school in a bus.

5. BRAINSTORMING

The sky is blue. High

This is a seesaw. Low

Thinking of each other's homes, what images and words come to our mind?

Family Homework

English class

- I have a family.
- I live with my mom and dad.
- I play with my sister.
- I like to paint at home.
- My mom helps me to do homework.

Let's link these images and words in phrases and short sentences.

6. CLUSTERING

Sunny → Sea → Boat

Beach ← Trip to Cartagena → Restaurant → Fish

Let's imagine we are in our bedroom?, what objects are around?

My bedroom

Bed Tv Closet

Let's write these words in circles or squares linked to each other!

My bedroom

Tv ← Closet → Bed

What else?, let's think of more words based on the ones we have!

Now we have small groups of words. Let's write phrases and short sentences with them!

My bedroom

- Movies
- Tv
- Relax
- Sleep
- Bed
- Pillows
- Closet
- Clothes

English class *Clustering*

- I watch movies in my bedroom.
- I have a closet.
- I sleep in a bed.
- I relax in my bed.
- I feel happy in my bedroom.

7. FREEWRIITING

I feel free Writing is easier!

How would we describe the city where we live: Bogota?. Let's write continously letting our ideas and feelings flow!. It does not matter if we make mistakes!

English class *Freewriting*

Bogota is a big city. It has threes, parks, streets long, centros comerciales.

In Bogota there is buildings and many people. I like Bogota because is a biutiful city.

We are ready to check our sentences and correct mistakes.

English class *Freewriting*

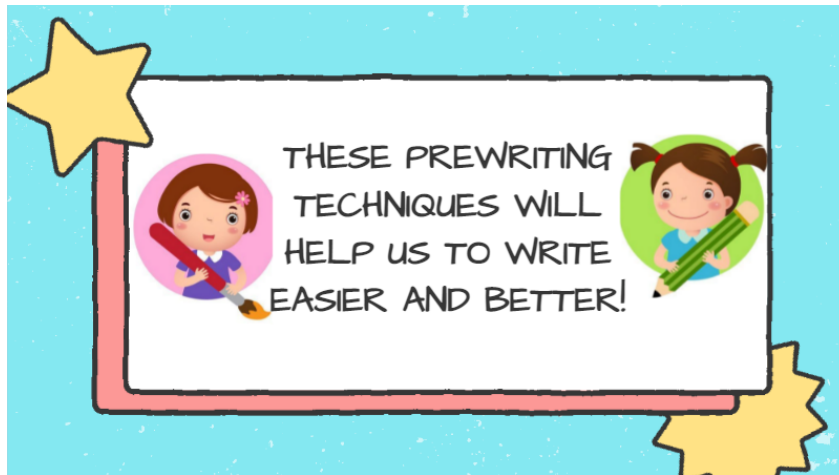
Bogota is a big city. It has threes, parks, streets long, centros comerciales.

In Bogota there is buildings and many people. I like Bogota because is a biutiful city.

English class *Freewriting*

Bogota is a big city. It has trees, parks, long streets, and shopping centers.

In Bogota there are buildings and many people. I like Bogota because is a beautiful city.



6. Printable workshop 2 “Let’s talk about prewriting!”.

Workshop 2

ENGLISH COURSE

Name: Date:

Let's talk about prewriting!

Please answer with **Yes** or **No**.

-Do you think it is **important** to **rewrite** your ideas and feelings?

What is your **favorite prewriting technique**?

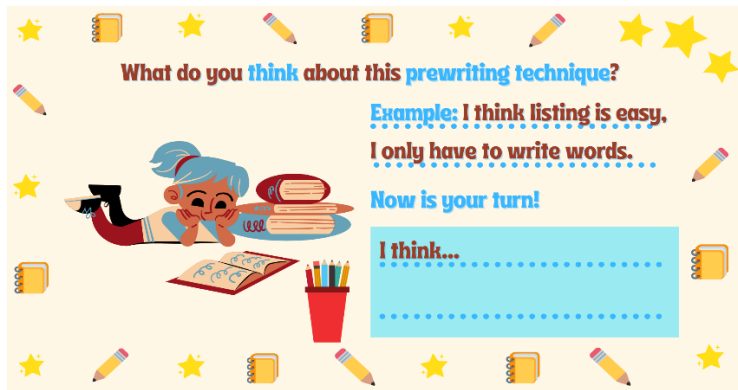
★ Mark with an **X** the one **you like** the most.

Listing

Brainstorming

Clustering

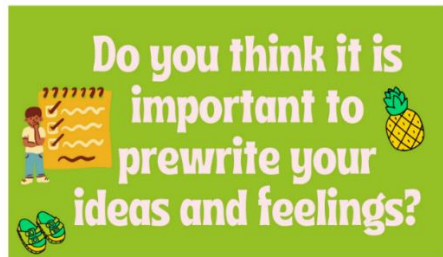
Freewriting



7. Menti slides “Let’s talk about prewriting!”.

Go to www.menti.com and use the code 1255 2381

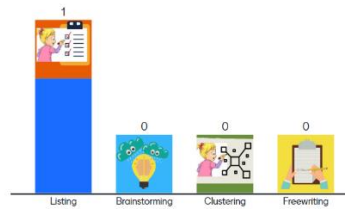
Please answer with Yes or Not.



Press 5 to help image

Go to www.menti.com and use the code 1255 2381

What is your favorite prewriting technique?



<p>Cycle 1: How was our last field trip?</p>	<p>Lesson plan 1: My view of prewriting techniques and informal letters.</p>
	<p>Objective: To share my beliefs about writing, prewriting, prewriting techniques, and informal letters.</p>
<p>Session 2: Informal letters as means to share my personal experiences.</p>	
<p>Objective: To express my ideas and feelings about informal letters.</p>	

Contents: Informal letters.

<p>The teacher asks students a series of questions: How do you communicate with your friends and family?, Do you talk to them in written forms?, Which ones?, What are the most common topics?, How do you feel when writing to them?, Do you know what letters are?, Which forms of writing are similar?, Do you use them frequently?, What for?, How do you feel when writing them? (see annex 1)</p>	15 minutes
<p>Students read a short story (see annex 1) in which a boy and a girl write an informal letter to their father narrating a last trip to the botanical garden. Students share their ideas and feelings about it.</p>	15 minutes
<p>Afterwards, the teacher asks a series of questions to students: What is the short story about?, Do you like it?, Why yes or not?, What is the purpose of the two children?, To whom are they writing the letter?, What is its topic?, What is its structure?, What is the letter about?</p>	15 minutes
<p>The teacher explains letters in general, emphatically, informal letters as a medium of communication with a presentation (see annex 2). The teacher clarifies doubts and repeats information if it is necessary.</p>	20 minutes
<p>Students answer a series of questions in a printable workshop (see annex 3) or in <i>Menti</i>'s slides and speaking participation (in case of remote class) (see annex 4).</p>	15 minutes
<p>Some students share their answers out loud with the class. The teacher collects all the workshops, the feedback is given in tutorial sessions.</p>	10 minutes

Annexes:

1. Presentation "Do you talk to your friends and family in written forms?"

How do you communicate with your friends and family?



Do you talk to them in written forms?



What are the most common topics?



How do you feel when writing to them?



Do you know what letters are?



Which forms of writing are similar?



Do you use them frequently?



How do you feel when writing them?

2. Short story “Andrea and Andres’ trip to the botanical garden”.

ANDREA AND ANDRES' TRIP TO THE BOTANICAL GARDEN

ONCE UPON A TIME, THERE WAS A GROUP OF STUDENTS GOING ON A FIELD TRIP TO THE BOTANICAL GARDEN.



THEY WERE VERY EXCITED TO SHARE THIS EXPERIENCE!

WHEN CHILDREN ARRIVED, THEY NOTICED THAT EVERYTHING WAS GREEN, THERE WAS FRESH AIR.

field trip

LET'S START THIS ADVENTURE!





2. Presentation “Informal letters”.

<https://view.genial.ly/6129107d8b865e0d27489571/presentation-informal-letters>

INFORMAL LETTERS

Index

1. What are letters?
2. Formal and informal letters →
3. Informal letters to communicate!
4. The three parts of informal letters

3. Printable workshop 3 “Let’s talk about informal letters!”.

Workshop 3



ENGLISH COURSE

Name: Date:

Let's talk about informal letters!

Please answer with **Yes** or **No**.

-Would you like to write informal letters?.....

Mark with an **X** the **benefits** of prewriting techniques.

1. They help me think of the text's topic.....
2. I can list my ideas and feelings.....
3. They help me plan the order of my text.....
4. I can form words and sentences.....



What **topics** would you like to **write** about?

1.
2.
3.
4.
5.
6.



What do you **think** about **informal letters**?

Example: I think they are necessary to plan my ideas and feelings.

Now it is your turn!

I think...



4. *Menti*'s slides “Let’s talk about informal letters!”.

Go to www.menti.com and use the code 5575 7620

Please answer this question with Yes or Not.



Go to www.menti.com and use the code 5575 7620

Please choose the one you like the most.



Go to www.menti.com and use the code 1170 8874

Please answer this question with Yes or Not.



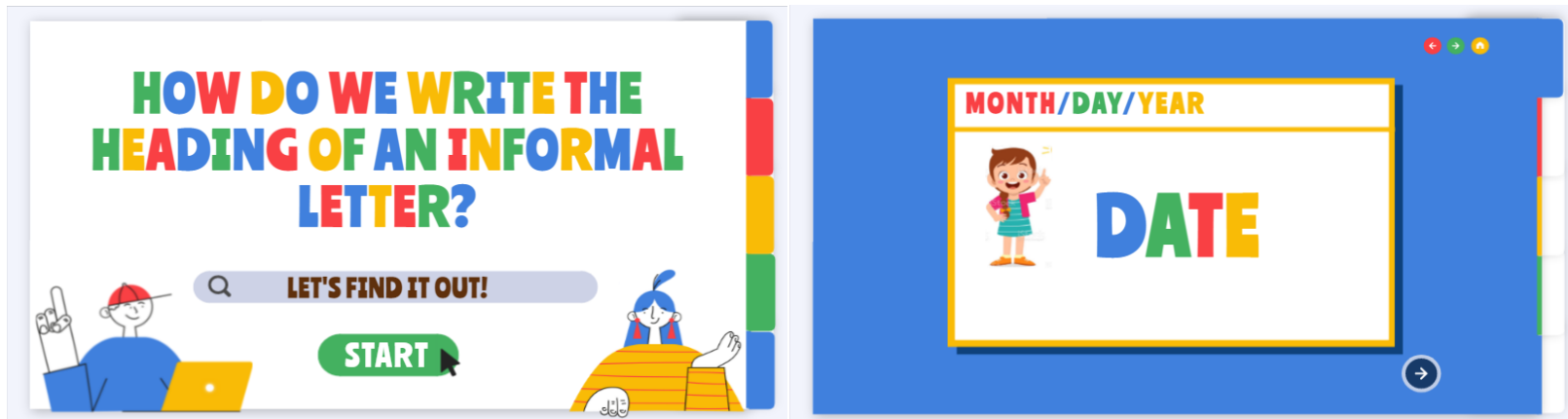
Cycle 1: How was our last field trip?	Lesson plan 2: Greeting, body, and farewell
	Objective: To express my ideas and feelings about our last field trip.
Session 3: Heading to express the purpose of an informal letter.	
Objective: To list and organize my ideas and feelings about our last field trip in the heading of an informal letter.	
Contents: Heading of an informal letter, and listing.	

PROCEDURES	TIME
Students review the activities and contents of the last session. The teacher explains the first part of an informal letter: heading using a presentation (see annex 1) and the two children’s letter of the last session (see annex 2).	15 minutes
The teacher asks students: What parts conform the heading?, What is the function of it?, Do you think it is important to have a heading in an informal letter?, Why yes or not?. The teacher clarifies doubts and repeats information if it is necessary.	15 minutes
The teacher asks students if they know what a field trip is. In case they know, the teacher asks a student to explain it to the class and he/she complements, if they do not know, the teacher defines it. Later, he/she asks students: Do you go to field trips with the school?, When?, Where do you go?, A museum, a cinema, or a rural place?	15 minutes
Students start writing their first letter collaboratively in groups of four narrating a field trip. Employing the technique listing, students prewrite their ideas and feelings having in mind the purpose of the informal letter and its appropriate heading in a template (see annex 3). While students prewrite, the teacher clarifies doubts and answers questions.	10 minutes
Students organize their ideas in short sentences as a group. Students write the heading of the letter cooperatively.	15 minutes 10 minutes
Once they have finished, a leader of each group shares the letter’s heading with the class. The students of the other groups express their ideas and feelings about their classmates’ compositions, and give feedback. Considering the limited time, only three groups should participate.	15 minutes

Annexes:

1. Presentation “How do we write the heading of an informal letter?”.

<https://view.genial.ly/612be19a31704d0dbc71d9c3/interactive-content-heading>



2. Sample “Heading of Andrea and Andrés’ informal letter”.

DATE: February 1st, 2022

SENDER: Andrea and Andrés

RECEIVER: Our father

SUBJECT: Our last field trip

GREETING: Hi, dear father

3. Template “Informal letter 1: Our last field trip”.

LISTING

Let's write our ideas and feelings here as a group:

What day is it today?

Who will receive the letter?

What is the letter's topic?

Let's organize these ideas and feelings in short sentences cooperatively:

Now we are ready to write the heading!

OUR LAST FIELD TRIP

DATE: / /
Month Day Year

SENDER:
Name Last name

RECEIVER:
Name Last name

SUBJECT:
Topic of the letter

GREETING:
Dear + receiver's first name

LISTING

Let's write our ideas and feelings here together:

How was the place?

What activities did you do there?

How did you feel in this place?

Let's organize these ideas and feelings in short sentences collaboratively:

Informal letter

LISTING

What did you do first?

⚡ _____

● _____

▲ _____

★ _____

⬢ _____

What did you do later?

What did you do at the end?

■ _____

⊗ _____

△ _____

⬜ _____

➔ _____

Did you have fun?, why yes or not?

D _____

+

! _____

⬜ _____

×

Now we are ready to write the body!

INTRODUCTION:

Describe the place you visited. What was around?

In our last field trip, we went to... _____

There were... _____

And also... _____

MAIN PART:

Narrate the activities you did in a chronological order.

Firstly, we... _____

Later, we... _____

At the end, we... _____

CONCLUSION:

Describe your ideas and feelings about the field trip.

I believe the field trip was... _____

I liked/disliked it because... _____

ENDING:

Say bye to your family member

Cycle 1: How was our last field trip?	Lesson plan 2: Greeting, body, and farewell
	Objective: To express my ideas and feelings about our last field trip.
Session 4: Body and ending to express a message and say goodbye in an informal letter.	
Objective: To list and organize my ideas and feelings about our last field trip in the body and ending of an informal letter.	
Contents: Body and ending of an informal letter, and listing.	

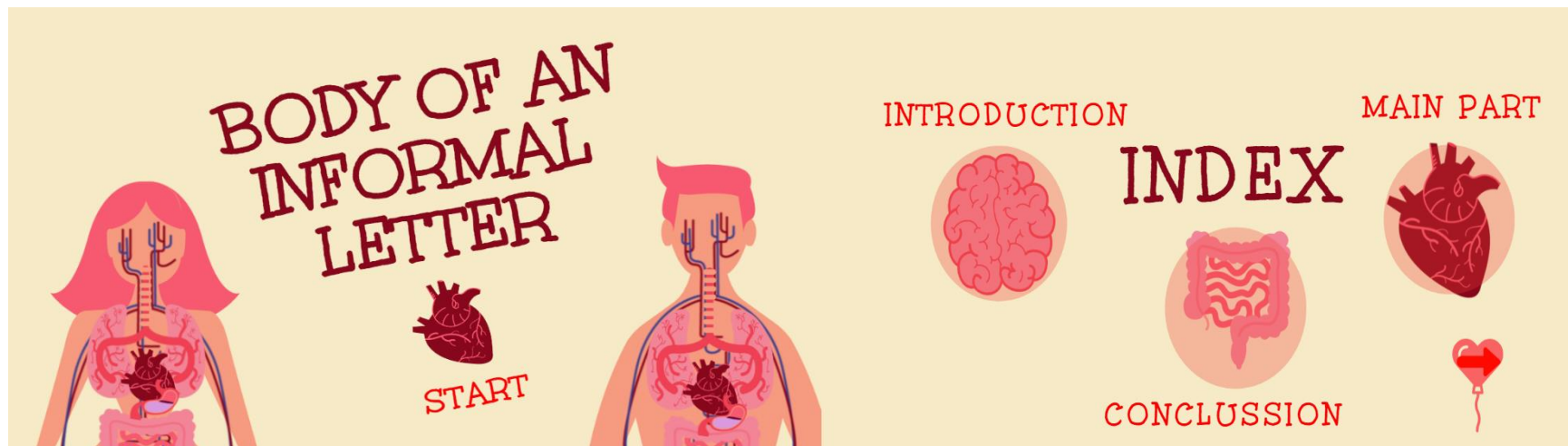
PROCEDURES	TIME
Students review the activities and contents of the last session. The teacher explains the second part of an informal letter: body using a presentation (see annex 1) and the two children's letter of the second session (see annex 2).	15 minutes
The teacher asks students: What is the main message of the letter?, How is it divided in the body? The teacher clarifies doubts and repeats information if it is necessary.	10 minutes
In the same groups of the last session, and employing the same technique: listing, students prewrite their ideas and feelings having in mind the heading they created, and the appropriate body the letter should have in the same last session's template. While students prewrite, the teacher clarifies doubts and answers questions.	10 minutes
Students organize their ideas in short sentences jointly.	15 minutes
Students write the body of the letter all together.	15 minutes

<p>The teacher explains the third part of an informal letter: ending using an infographic (see annex 3) and the two children's letter of the second session (see annex 4).</p>	10 minutes
<p>Students write the ending of the letter collaboratively.</p>	5 minutes
<p>Once they have finished, a leader of each group shares the heading of the letter again, and its body and ending. The students of the other groups share their express their ideas and feelings about their classmates' compositions, and give feedback. Considering the limited time, only three groups should participate.</p>	20 minutes
<p>The teacher collects all the informal letters, the feedback is given in tutorial sessions.</p>	

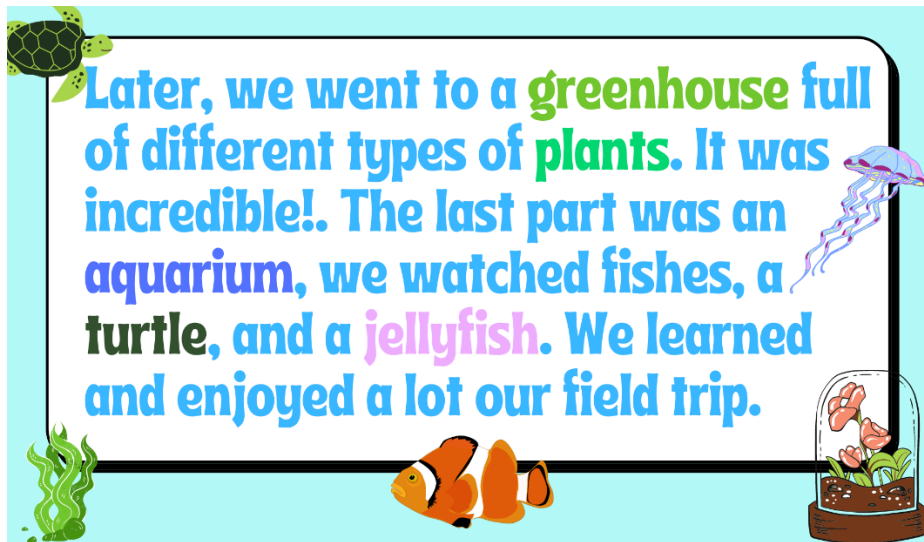
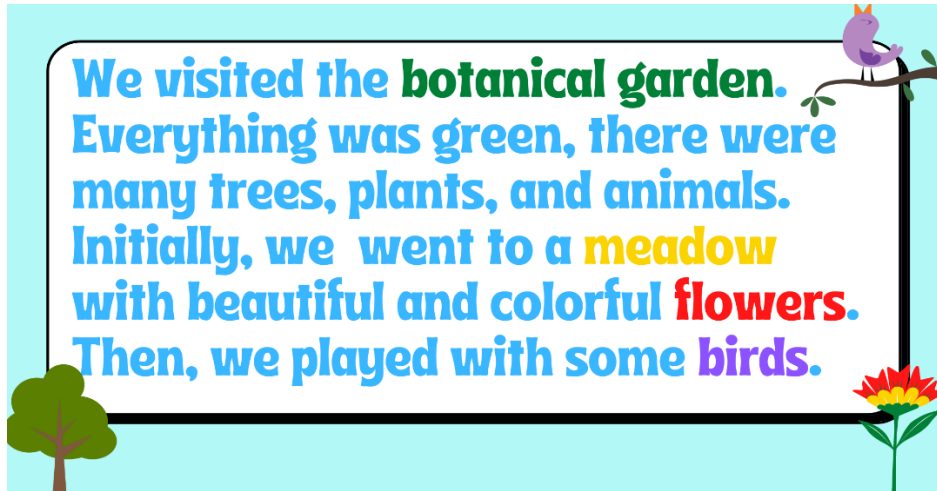
Annexes:

1. Presentation "Body of an informal letter".

<https://view.genial.ly/613122471661a50da560aef9/presentation-body-of-an-informal-letter>



2. Sample “Body of Andrea and Andres’ informal letter”.



3. Presentation “Ending of an informal letter”.

<https://view.genial.ly/6132634884a2620d18a35542/interactive-content-ending-of-an-informal-letter>



Everytime we write an **informal letter** we should say goodbye politely.

We can use these expressions: **Goodbye, bye, and see you later.**

- 1 **SAY GOODBYE.**
- 2 **SEND A LAST MESSAGE.**
- 3 **THANK THE RECEIVER.**
- 4 **EXPRESS A HOPE OR WISH.**

We can conclude our informal letter asking a favor, congratulating, or sharing a secret.

We should thank the receiver for reading our informal letter showing appreciation.

Our informal letter can also finish expressing a hope or wish for the future:

We hope you will visit this place too.
We wish you the best!

4. Sample “Ending of Andrea and Andres’ informal letter”.



Goodbye father, we hope you like our letter, we love you so much!

To see the lesson plans and resources of cycle 2 and 3 please go to Annex 1 at the end of the document.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Implications

There are a number of implications that arise from the design of this pedagogic and didactic proposal. In the first part of this section, there are the possible implications for the Education of Colombia, then, for the institution of Bogota where this proposal is approached, in third place, for the English teacher who implements it, and finally for the group of students.

To begin with, it is required from the Education of Colombia a new plan of bilingualism with realistic goals based on children's characteristics and interests. This will assure a process of learning related to their vision of reality and founded on their current struggles to learn English as a foreign language. This will allow fifth graders to conceive positively the learning of English as a not too difficult task, and a vital process for their cultural, social, and cognitive development. At last, this new plan should encourage students to practice autonomously and collaboratively the four English's skills: listening, reading, speaking, and especially writing, since as previously stated, it is the least studied skill nowadays.

Secondly, the institution of Bogota where the current proposal can be applied should be committed to promote the learning of English in boys and girls from first to eleventh grade. To start, there should be an intensity of minimum four hours a week assuring a regular and effective practice of this language. Similarly, institutions should consider having tutorial sessions in the mornings or afternoons with certain frequency (depending on the school day and the teachers' schedules) aiming to support students' learning process, practice specific topics, solve doubts, provide additional feedback, and/or assign extra homework. To end, the institution's principles

should be oriented to students' active role while building their own knowledge, and the teacher's support of their learning process.

In third place, in order to develop this proposal successfully, and therefore, promote fifth graders' love towards writing in English, the teacher who implements this proposal should be a professional who is able to communicate in English appropriately with a high cognitive level and awareness of the four skills expressing her/himself and understanding students efficiently. Besides, the teacher should value boys and girls' personal ideas, feelings, and experiences expressed in written forms, and promote them as a meaningful activity that helps them develop their personality and enrich their learning process of English. Finally, the teacher who implements this proposal must be in addition to respectful and kind with students and their compositions, organized and informed of all the objectives of the sessions.

It is important to mention that the teacher must carry out an exhaustive and critical analysis of children' social and cultural background with the intention of making the activities meaningful and attached to their view of the world. Hence, the teacher is free to adjust or make little changes in this proposal taking into account students' interests, likes, personalities, strengths, needs, struggles, behaviors, and level of English as long as they are inspired to write with their world around them in English share ideas, feelings, and experiences.

Lastly, it is demanded autonomy and desire to learn from the group of students. Initially, fifth graders should be enthusiastic to employ the four prewriting techniques, delighted to practice the four basic writing skills, and interested to write informal letters. They should be motivated to develop these activities appropriately, completely, consciously, and with pleasure thinking in their cultural, social, emotional, and cognitive benefits instead of a grade. In second place, students should feel free to express and share past events along with own beliefs and

feelings about them with their friends and family members being confident and excited, having not fear of judgment or shame. Thirdly, considering that in many activities it is key the mutual support, boys and girls should be able to work collaboratively and individually with respect, tolerance, politeness, and active participation. Each child should have one workshop independently to develop a self-directed learning process (except for the sixth workshop in which children work as a group during the seventh session). Autonomy is the final requirement from students, they need to put in practice the contents of the proposal because they want to and not being forced committing to the activities and writing assignments. This will encourage children to have a self-determining, valuable, and honest process of learning.

Limitations

In first place, the global pandemic of COVID-19 represented the main limitation since the main objective of this proposal was the opportunity to apply, evaluate, and improve it. A characterization of an institution of Bogota and a real group of fifth graders was impossible too.

Secondly, a possible limitation is that students do not have access to all the resources. The presentations and videos should be presented in a screen either through a film projector in the classroom or in the computer room. In regard to the printable workshops and the informal letters' templates, if it is possible, the teacher could bring them to the class, but taking into account it implies a high amount of money, students could write them in worksheets following the design presented through a film projector at class, or have access online in the computer room of the school. In the case of the rest of materials like the short story and spelling game, the teacher is responsible to bring and distribute them equally, having in mind they complement and enrich students' situated written narratives.

Since all the sessions are planned following a logical order and depend on one another, fifth graders' absence to them might represent an abrupt interruption in their learning process. This third limitation might prevent them for instance, from comprehending the three parts of an informal letter and how they are connected to send a message successfully. Another example is the different prewriting techniques and basic writing skills, if students do not attend to the class where they are explained, they will get lost when writing an informal letter, they will not know how to gain their ideas and feelings, and even less how to organize them in sentences and short paragraphs properly. Although at the beginning of some sessions students and the teacher review these topics, the boys or girls who did not attend to the session will not understand them.

The fourth limitation is about fifth graders' use of Spanish in the classroom while expressing themselves in written forms. The creation of the informal letters as well as other compositions and interactions with classmates should be completely in English. Which is undoubtedly a challenge for the teacher to promote it, and the students to accomplish it fairly and voluntarily. As a result, it is recommended the employment of Spanish vocabulary only when it is extremely necessary. If students communicate in oral and written forms constantly in English, their confidence and proficiency in this language will increase exponentially.

In the case of remote class, the limitations are the same as in face to face class, but in the case of the inaccessibility of students to the resources, it is referred to the lack of an electronic device such as a cellphone, computer, or tablet, and an internet service or mobile data to access to the sessions and its contents.

Further research

This pedagogic and didactic innovation proposal is focused on the employment of prewriting techniques to enhance fifth graders' situated written narratives following the Genre based approach. Accordingly, there are five suggestions for further research. The first one is the implementation of this proposal adapting its elements to the specific characteristics of the group of students. The findings should be analyzed to demonstrate the importance of prewriting techniques, basic writing skills, and informal letters in the process of learning writing in English. Secondly, writing should continue being conceived as a situated practice in pedagogic and didactic innovation proposals and research, keeping students' experiences, ideas, and feelings of their context, the main resource to create compositions. The third suggestion is to keep examining and determining how prewriting techniques might improve students' texts. The fourth suggestion is to explore additional advantages of Genre based approach in students writing in English. To finish, it is suggested to enhance more basic writing skills like coherence and cohesion once fifth graders have succeeded displaying the four of this proposal.

REFERENCES

- Anderson, M. (2011). What every 5th grade teacher needs to know about setting up and running a classroom. Northeast Foundation for Children. Inc. pp. 5-8.
- Arevalo, A. & Parra, W. (2020). Estrategias metacognitivas para la revisión y corrección del lenguaje escrito. Universidad Pedagógica Nacional de Colombia.
<http://hdl.handle.net/20.500.12209/12666>
- Ausubel, D. (2002). Acquisition and retention of knowledge. A cognitive perspective. Barcelona. Ed. Paidós.
- Barton, D & Hall, N. (2000). Letter Writing as a Social Practice. Chapter 1-Introduction. pp. 1-2. Lancaster University & Manchester Metropolitan University. John Benjamins Publishing Company. Amsterdam & Philadelphia.
- Béchar, J-P. (2000). Learning to teach at a higher level: the example of educational innovators. Research notebook. pp. 3.
- Bell (n.d.). Writing and Reading Rhetoric. What, why, and how? Mastering 15 concepts to become a better writer. The writing process. Prewriting. Skyline College. pp. 111-121.
<http://accounts.smccd.edu/skyenglish/rhetoric.pdf>
- Brewer, J. (2007). Introduction to early childhood education. Ch. 10: Developing literacy. pp. 312-334.
- Brooks, J. & Brooks, M. (1999). In search of understanding: the case for constructivist classrooms. Alexandria, VA: American Society for Curriculum Development.

Carrillo, P. (2020). Promoting writing skills on EFL fifth graders through children poetry.

Universidad Pedagógica Nacional de Colombia.

<http://hdl.handle.net/20.500.12209/12656>

Corbett, P. (2008). Good writers. The National Strategies-Primary.

Cros, F. (2002-2). Does innovation in education have a future? In certainties and paradoxes of innovation. Paris.

Douglas J., Dunlosky, J., Graesser, A. (2009). Handbook of Metacognition in Education. Ch. 9 Writing is applied metacognition. University of Utah.

Friday, M. (2016, August 3rd). The Power of the Postcard. <https://www.edutopia.org/blog/the-power-of-the-postcard-matthew-friday>

Galindo, L. & Rodriguez, M. (2020). Multimodal material with social content: promoting situated writing skills. Universidad Pedagógica Nacional de Colombia.

http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/12133/RODRIGUEZ_PEREZMARIAJOSE_GALINDOBUITRAGOLAUANATALIA_TESISDEGRADO.pdf?sequence=6

Guerrero, A. (2011). Narrative as resource for the display of self and identity: The narrative construction of an oppositional identity. Research Center in Social Political and Educational Studies, CIEP. Colombian Applied Linguistics Journal. Vol.13 no 2. Universidad de la Salle, Bogotá, Colombia.

Girish, R. (2019). Importance of writing skills for children. Getlitt.co.

<https://www.getlitt.co/blog/importance-of-writing-skills-for>

- Lillis, T. (2001). *Student Writing: Access, Regulation, Desire*. New York.
- Luu, T. (2011). Teaching writing through genre-based approach. *BELT Journal*. v.2, n.1.
- McLeod, S. (2019). Constructivism as a theory for teaching and learning. *Simply Psychology*.
<https://www.simplypsychology.org/constructivism.html>
- Ministerio de Educación Nacional. (2006). Estándares básicos de competencias en lenguas extranjeras: inglés. https://www.mineducacion.gov.co/1759/articles-115174_archivo_pdf.pdf
- Ministerio de Educación Nacional. (2016). Derechos básicos de aprendizaje. Grados transición a quinto de primaria. www.colombiaaprende.edu.co/colombiabilingue
- Montero, S. (2019). Effects of Genre Based Approach (GBA) In EFL Reading Comprehension and Writing. *Gist Education and Learning Research Journal*. No.19.
- Morante, L. & Vera, I. (2012). Innovative technological didactic materials for the Teaching of Social Studies. State university of miracle. Ecuador.
[http://repositorio.unemi.edu.ec/bitstream/123456789/257/3/MATERIALES DIDACTICOS TECNOLÓGICOS INNOVADORES PARA LA ENSEÑANZA DE ESTUDIOS SOCIALES.pdf](http://repositorio.unemi.edu.ec/bitstream/123456789/257/3/MATERIALES%20DIDACTICOS%20TECNOL%C3%93GICOS%20INNOVADORES%20PARA%20LA%20ENSE%C3%91ANZA%20DE%20ESTUDIOS%20SOCIALES.pdf)
- Morera, A. (2019). I'm a writer: developing situated writing using genre-based tasks to create a diary with four graders at Hernando Durán Dussán School. *Universidad Pedagógica Nacional de Colombia*. <http://hdl.handle.net/20.500.12209/10403>
- Natalielanguages. (2019). The Importance of Learning English From Infancy. *Natalie Language Experiences*. <https://nathalielanguages.com/importance-learning-english-infancy/>

- Ochs, E. & Capps, L. (1996). Narrating the self. *Annual Review of Anthropology*, vol. 25. pp. 22-27. <https://doi.org/10.1146/annurev.anthro.25.1.19>.
- Oliver, K. (2000). Methods for Developing Constructivist Learning on the Web. *Educational Technology*, vo. 40, no 6, pp. 5-18. <http://www.jstor.org/stable/44428633>
- O'flaherty, R. (2019). 3plearning.com. The importance of spelling. <https://www.3plearning.com/blog/blog-importance-spelling/>
- Ortega, P., Ramírez, M., Torres, J., López, A., Servín, C., Suárez, L. & Ruiz, B. (2007). Educational innovation model. A framework for the formation and development of a culture of innovation. *RIED. Ibero-American Journal of Distance Education*, 10(1), 145-173. <http://www.redalyc.org/articulo.oa?id=331427206010>
- Oshima, A. & Hogue, A. (2006). *Writing Academic English. The Longman Academic Writing Series*. 4th edition.
- Patiño, E. (2020). Making picture books to promote creative writing. Universidad Pedagógica Nacional de Colombia. <http://hdl.handle.net/20.500.12209/12716>.
- Pellissier, K. (2016). Inside the 5th grader's brain. *Greatschools.org*. <https://www.greatschools.org/gk/articles/fifth-grader-brain-development/>
- Perez, F. & Vargas, C. (2019). Shaping Narrative Writing Skills Through Creating Picture Books. Universidad Pedagógica Nacional, Colombia. *Gist Education and Learning Research Journal*.
- Perrenoud, P. (2004). *Ten new competences to learn*, Barcelona: Graó

- Quedevo, P. (2008). Children's Narratives: A Mirror of Their Social Sensitivity. Universidad Distrital Francisco José de Caldas. *HOW*. pp. 135-136.
- Rogers, E. (1983). Diffusion of innovations. The Free Press. Third Edition. New York. pp. 11, 12, 15, 134-144.
- Rodriguez, R. (n.d.). Curricular approaches for 21st century. National Pedagogical University. National Ministry of Education.
- Sagar, A. (2015). Modern letter writing course. Ed. Kindle. Section 1-Begore beginning to write.
- Salamanca, O. (2015). Personal Narratives: A Pedagogical Proposal to Stimulate Language Students' Writing. Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia. *HOW*, vol. 22, no 1, 65-79.
- SC Gupta. (2016). A Handbook for Letter Writing. Chapter 1-An introduction to letter writing. pp. 1-13, 31.
- Scholastics parents Staff. (2020). The Guide to 5th Grade: Reading and Writing. Scholastic.com. <https://www.scholastic.com/parents/school-success/school-success-guides/guide-to-5th-grade.html>
- Schoenberg, J. (n.d.). JournalBuddies.com. Five Basic Writing Skills Students Should Learn Early On. <https://www.journalbuddies.com/writing-2/basic-writing-skills/>
- Tam, M. (2000). Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Learning.
- Tassoni, P. (2016). BTEC National Children's Play, Learning and Development Student Book. London: Pearson Education. pp. 15-20.

Tudor, I. (2001). Visions of learning in the dynamics of the language classroom. Cambridge University Press. pp. 65.

University of Kent. (n.d.). Grammar, Spelling and Pronunciation. Student Learning Advisory Service. UELT.

Walder, A. (2014). The concept of pedagogical innovation in higher education. Education Journal. Vol. 3, No. 3. pp. 196, 198, 199. doi: 10.11648/j.edu.20140303.22

Vargas, L. (2020). La minificción: una herramienta pedagógica para el fortalecimiento de la producción textual. Universidad Pedagógica Nacional de Colombia. Vargas, L. P. (2020). <http://hdl.handle.net/20.500.12209/12115>.

Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Process. Cambridge, Mass: Harvard University Press.

ANNEXES

ANNEX 1: Cycle 2: How was my last birthday?

Cycle 2: How was my last birthday?	Lesson plan 1: My hobbies and likes.
	Objective: To share my hobbies and likes with my classmates.
Session 5: My hobbies.	
Objective: To share my hobbies with my classmates doing a brainstorming.	
Contents: Spelling, and brainstorming.	

PROCEDURES	TIME
The teacher asks students: What do you enjoy during the breaks?, Do you practice any sport?, Which one?, What else do you do?, How do you feel when doing so?, Why?, What do you do after you leave school?, What do you do besides doing homework?, How do you feel when doing so?, Why?	15 minutes
In groups of three, students form anagrams, they watch a series of 10 images of common hobbies, and organize letters to form the correct words that represent them (see annex 1), or play in a <i>Wordwall's</i> game (in case of remote class) (see annex 2). Based on their experiences, students build the meaning of all the words collectively.	20 minutes
Once students have finished, the teacher asks them: Do you do any of these activities in your free time?, When?, With who?, How do you feel while doing them? The teacher shares the answers of the anagrams, makes corrections, and explains the meaning of the words if it is necessary.	20 minutes

<p>The teacher explains spelling as well as its importance in a text through a video (see annex 3). Students express their ideas and feelings about it. The teacher clarifies doubts and repeats information if it is necessary.</p>	15 minutes
<p>Students make a review of brainstorming and the teacher complements. Later, they do a brainstorming of their hobbies in a printable workshop and organize them in sentences (see annex 4), (in case of remote class, they will receive the workshop days prior, so, they should print it before the session). While students prewrite, the teacher clarifies doubts and answers questions.</p>	20 minutes
<p>Students reunite in the same groups of the beginning in the class, and share their ideas and feelings of each other's brainstorming. They should find hobbies in common, and highlight or make a circle around them. Students should express their ideas and feelings, give feedback, and check each other's words and sentences' spelling.</p>	15 minutes
<p>The teacher collects all the anagrams and printable workshops, the feedback is given in tutorial sessions.</p>	

Annexes:

1. Anagram "Forming hobbies".



2. Wordwall's game "Forming my hobbies".

<https://wordwall.net/play/21384/893/478>



3. Video "Spelling: what is it, and why is it important in a text?"

Spelling:

what is it, and why is it important in a text?

BASIC WRITING SKILLS

Careful with the relation between words.

S+I+L+E+N+T

L+I+S+T+E+N

4. Printable workshop 4 "Let's talk about our hobbies!"

Workshop 4

ENGLISH COURSE

Name: Date:

Let's talk about our hobbies!

What do you enjoy doing in your free time?
How do you feel when doing that?

Let's brainstorm our ideas and feelings here:

.....

.....

.....

.....

.....

.....




Now, let's organize these ideas and feelings in sentences!

Example: I play soccer on Sunday.

.....

.....

.....

.....

.....



Cycle 2: How was my last birthday?	Lesson plan 1: My hobbies and likes.
	Objective: To share my hobbies and likes with my classmates.
Session 6: My likes.	

Objective: To express my likes with my classmates doing a brainstorming.

Contents: Spelling, and brainstorming.

PROCEDURES	TIME
<p>The teacher asks students: What is your favorite subject?, Why do you like it?, What is your favorite TV show?, Why do you like it?, What is your favorite food?, Why do you like it?, What do you want to be when you grow up?, Why?.</p>	10 minutes
<p>Students reunite in groups of four (different to the last session) and play forming words that describe their likes (see annex 1). The winner is the children who forms more words by the time there is not more space to do it, time is over, or the number of letters ends. Students can include the questions' answers of the beginning of the session as well as their favorite color, piece of clothes, sport, day of the week, ice cream, among others. They should check each other's spelling making sure they are forming real English vocabulary. The teacher will play the game with a group of students to illustrate how to play, and later, clarifies doubts, and provide help, support, and guidance.</p>	35 minutes
<p>Once the game is over, students write their likes and their classmates' that they share. Later, students form sentences for each like in a printable workshop (see annex 2) (in case of remote class, they will receive the workshop days prior, so, they should print it before the session). While students write, the teacher clarifies doubts and answers questions.</p>	20 minutes
<p>Students check each other's sentences' spelling, express their ideas and feelings, and give feedback in the same groups.</p>	20 minutes
<p>Students express their ideas and feelings about the game.</p>	10 minutes
<p>The teacher collects all the sets of games (since they should be used with another group of fifth graders), and printable workshops, the feedback is given in tutorial sessions.</p>	

Annexes:

1. Game “Spelling my likes”.

The image shows a colorful game board titled "SPELLING MY LIKES". The title is in large, blue, block letters with a lightning bolt and cloud icon to the left. Below the title is an illustration of four children on a checkered floor with letter tiles. The letters visible include H, C, M, V, P, and A. To the left of the illustration are three colorful blocks labeled A, B, and C. The right side of the board is a large grid for writing, surrounded by a red border with the text "Check your spelling!" repeated four times. The border is decorated with puzzle pieces, lightbulbs, and clouds. Small cartoon characters are placed at the corners of the grid.

2. Printable workshop 5 “Let’s talk about our likes!”.

The image shows a printable worksheet titled "ENGLISH COURSE" in large blue letters. Above the title is an illustration of five children holding hands. Below the title are fields for "Name:" and "Date:". The main heading is "Let's talk about our likes!" in green. Below this is the instruction: "Take a look at the board, then, write your own likes and the ones you share with your classmates." The bottom half of the page features two large light blue boxes, each containing five rows of dotted lines for writing. The entire page is decorated with stars, clouds, raindrops, and pencils.

Now, let's organize these likes in sentences!

Example: My favorite month of the year is August.

Keep creating sentences!
What likes do you share with your classmates?

Example: Our favorite subject is Math.

Cycle 2: How was my last birthday?	Lesson plan 2: My personality.
	Objective: To share some characteristics of my personality with my classmates.
Session 7: Santiago's informal letter needs help!	
Objective: To express my ideas and feelings in sentences based on a comic's analysis.	
Contents: Sentence structure.	

PROCEDURES	TIME
The teacher asks students if they know what a comic is, in case they know, the teacher asks a student to explain it to the class and he/she complements, if they do not know, the teacher defines it. The teacher asks students: Do you read comics?, What are they about?, Do you like them?, Why yes or not?.	15 minutes

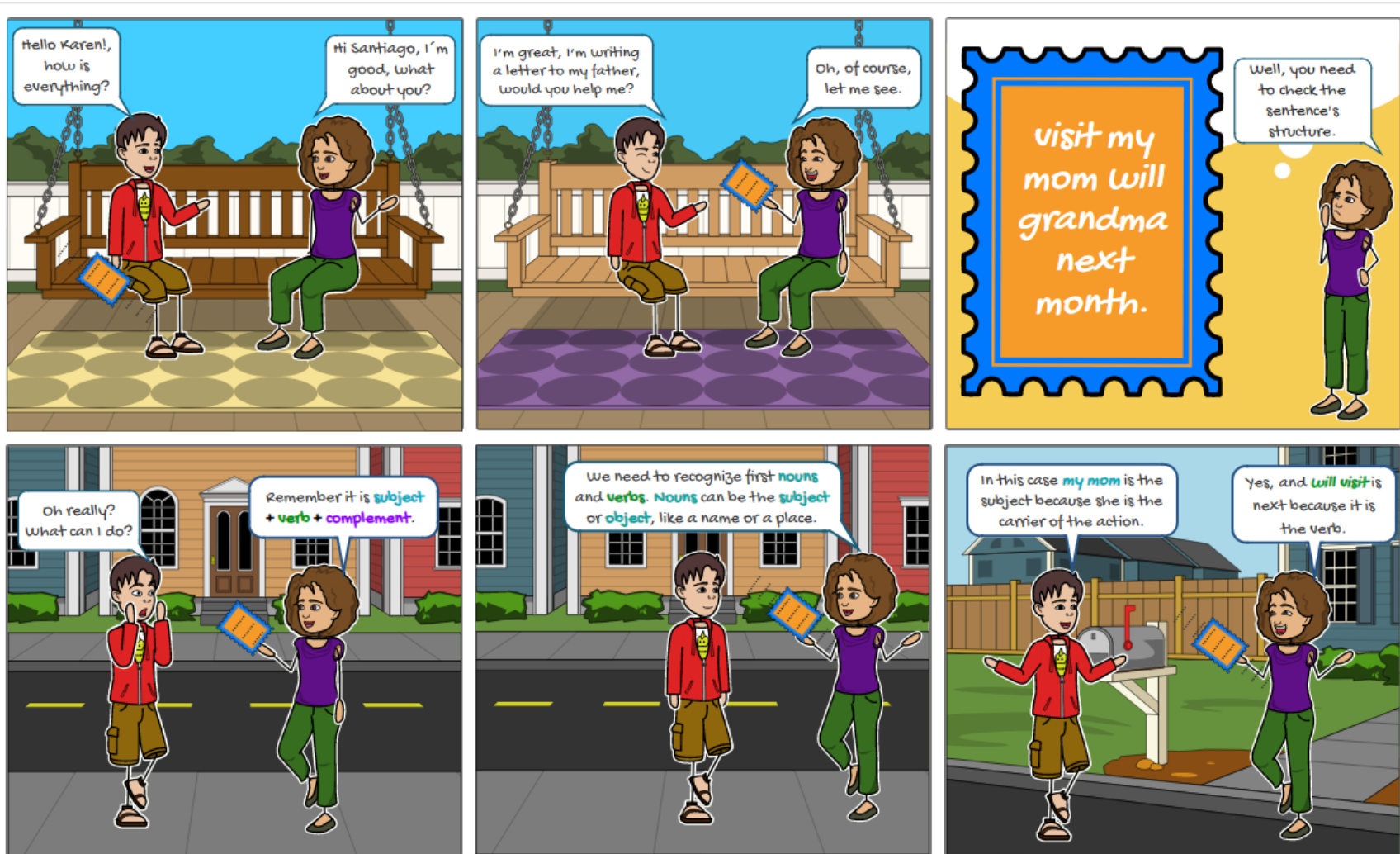
<p>The teacher reads along with students the first three strips of a comic (see annex 1) and ask students to share their predictions answering these questions: What do you think the comic is about?, Would you like to read it?, Why yes or not?</p>	15 minutes
<p>In pairs, students read the first and second part of the comic (see annex 2), and share their ideas and feelings about it. Later, they answer a series of questions in a printable workshop (see annex 3) or in a <i>Quizziz</i>'s game (in case of remote class) (see annex 4).</p>	20 minutes 10 minutes
<p>Students read the comic's last part in the same pairs (see annex 5), and share their ideas and feelings about it. Then, they answer a series of questions in the same printable workshop or in a <i>Quizziz</i>'s game (in case of remote class) (see annex 6).</p>	10 minutes 10 minutes
<p>The teacher asks students: Do you like this comic?, why yes or not?. The teacher collects all the printable workshops, the feedback is given in tutorial sessions.</p>	10 minutes

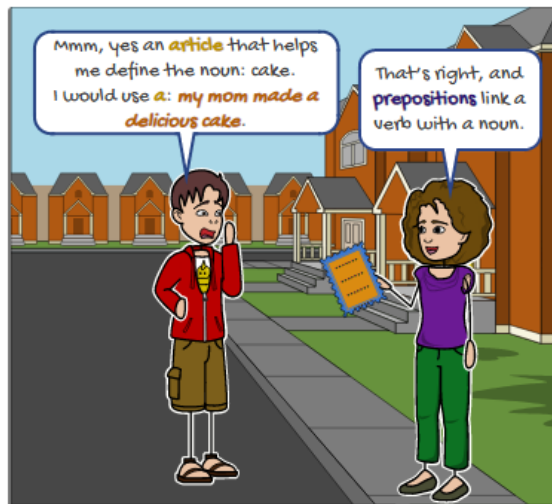
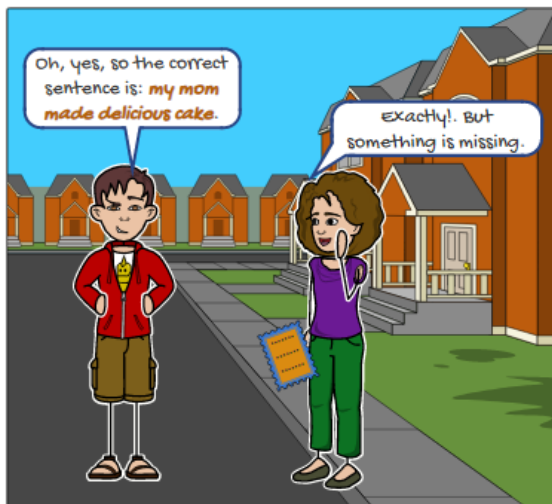
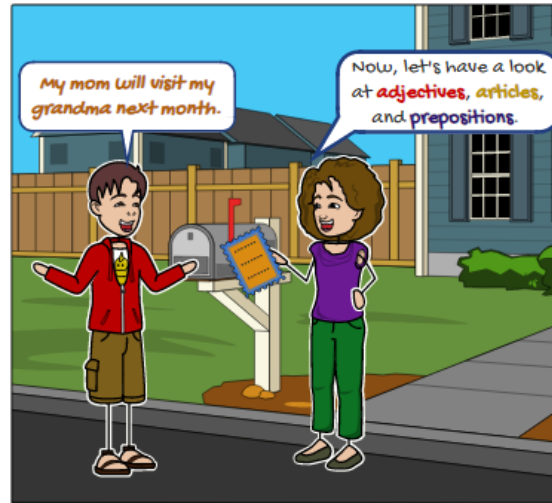
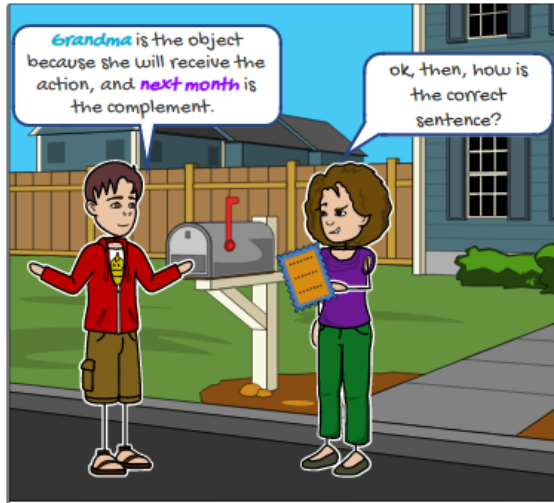
Annexes:

1. First three strips of the comic "Santiago's informal letter needs help!"



2. First and second part of the comic “Santiago’s informal letter needs help!”.





3. Printable workshop 6 “What was the comic about?”.



ENGLISH COURSE

Workshop 6

Names: Date:

What was the comic about?

Work in **group** to answer the following questions:

Who are the **characters** of the comic?

What is the **story** of the comic?
The story of it is about.....

What is **Santiago's purpose**?
His purpose is to.....

To **whom** is Santiago writing the **letter**?
He is writing it to.....

What does Santiago need to **check** in his **letter**?
He needs to check.....

Santiago says in the comic that:
Articles are used to.....

What is the appropriate **structure** of a **sentence**?
.....

Karen says in the comic that:
Prepositions link with

Karen says in the comic that:
Adjectives are always nouns.

What will happen next?
.....

Let's read the **last part** of the comic!

Now we can continue!

What are the four main types of sentences?

They are D , I , I
and E

Readers can understand our message easily if we...

.....

.....

Why did Santiago need help with his letter?

He needed help because.....

.....

Do you think Santiago's letter is better now?, why?

.....

.....

4. Quizziz's game "What was the comic about?"



Who are the characters of the comic?

5. Third part of the comic "Santiago's informal letter needs help!"



6. Quizziz's game "How did the comic end?".



Cycle 2: How was my last birthday?	Lesson plan 2: My personality.
	Objective: To share some characteristics of my personality with my classmates.
Session 8: How do I see myself?	
Objective To express characteristics of my personality with my classmates clustering.	
Contents: Sentence structure, and clustering.	

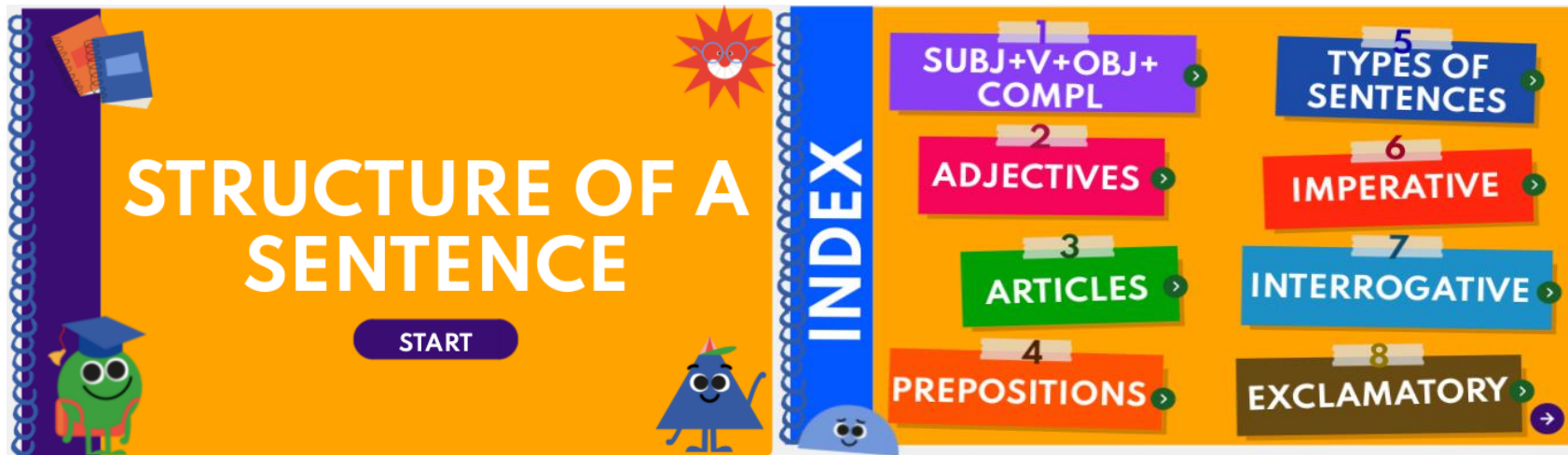
PROCEDURES	TIME
The teacher explains the appropriate structure of a sentence as well as its importance in a text using the last session's comic and a presentation (see annex 1). He clarifies doubts and repeats information if it is necessary.	15 minutes
The teacher asks students: What makes you especial?. They should raise their hands to participate. The teacher gives them an example: "My commitment to my students' process of learning".	10 minutes

Students make a review of clustering and the teacher complements. Individually, they cluster their ideas and feelings answering a series of questions in a printable workshop (see annex 2) (in case of remote class, they will receive the workshop days prior, so, they should print it before the session). They should describe their physical appearance. While students prewrite, the teacher clarifies doubts and answers questions.	20 minutes
Then, they organize their ideas and feelings in short sentences taking into account the appropriate spelling and sentence structure. In addition, students make a drawing of themselves having in mind their ideas and feelings.	25 minutes
Students follow the same process with another series of questions in the same printable workshop. They should describe their personality.	20 minutes
The teacher collects all the printable workshops, the feedback is given in tutorial sessions.	

Annexes:

1. Presentation “Structure of a sentence”.

<https://view.genial.ly/6143712dab8bfa0d86a4fc22/interactive-content-structure-of-a-sentence>



2. Printable workshop 7 “Let’s talk about ourselves!”.

Workshop 7

ENGLISH COURSE

Name: Date:

Let's talk about ourselves!

How is your **physical appearance**?

Let's cluster our **ideas** and **feelings**!

It is your turn!

Check this example:

Curly hair

Skippy

Green eyes

Brown skin

Tall

Jeans

Now, it is your turn!

How is your hair?

How is your body type?

What is your eye color?

What is your height?

What about your clothes?

What is your skin tone?

Now, let's organize these ideas and feelings in sentences like this:

I am a skinny boy.
 I am tall.
 My eye color is green.
 The clothes I usually wear are jeans.
 My skin tone is brown.
 I have curly hair.

Your turn!

.....

It is time to make a drawing of ourselves!

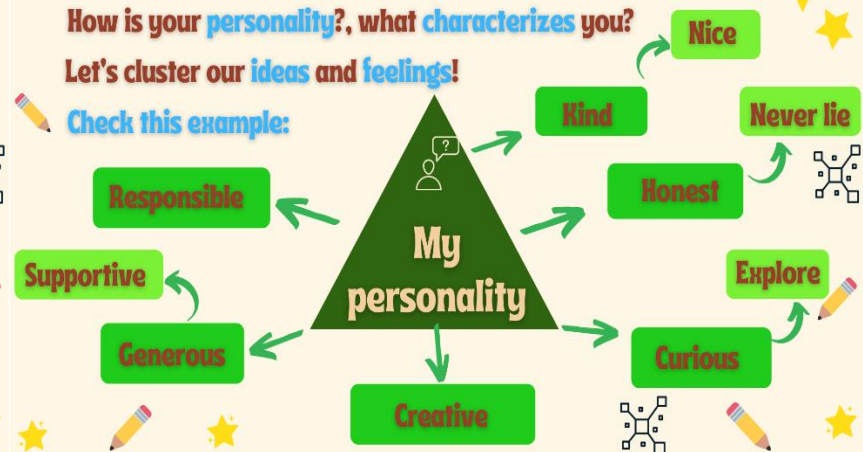
How do I look?



How is your personality?, what characterizes you?

Let's cluster our ideas and feelings!

Check this example:





Let's organize these ideas and feelings in sentences like this:

I am a kind girl because I am nice to everybody.
I am honest, I never lie.
I like to explore because I am curious.
I am a responsible girl.
I am very creative.
I am generous and supportive with my friends.