

Creating Pop-up books: a strategy focused on English process writing skills of sixth graders

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Dedictory

I dedicate this achievement to my mother and father who support me in every step and taught me to be the person that I am, for their unconditional love, for helping me build my dreams, and for bringing me a warm home that means everything to me; to my wonderful sister who always stands by me, gives me the best advice and spoils me. Also, to my beloved boyfriend Sebastian for always believing in me, for his supportive words, for his love and his guidance in this process; and to my family and friends who support me and from whom I learn a lot.

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ABSTRACT

This research explores the development of writing skills in English as a foreign language of sixth graders through three-dimensional paper mechanisms in the creation of a pop-up book. Crafting and source culture will be developed while students learn a foreign language. The research is meant to improve writing skills of young learners using three stages of writing (Pre-writing, Writing, and Re-writing). Thus, the use of Process Writing Approach is necessary to have a whole knowledge development. Through process writing, source culture awareness, and crafting abilities, students will create a pop-up-book about one complete and simple Colombian indigenous legend. Therefore, young learners are supposed to write in different stages to acquire English language writing skills while creating their pop-up book.

Keywords: Writing Skills, Process Writing Approach, Pop-up Books, Short Stories, Colombian Legends.

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CHAPTER I

Contextualization and approach of the problem

This chapter presents the local and institutional context, the characterization of the grade 601 population of IED Técnico Domingo Faustino Sarmiento. Also, it provides the diagnosis, the approach to the problem that is developed across the document, and the rationale of the study that proposes ideas about the relevance of this study.

Characterization

Local context

Domingo Faustino Sarmiento School is located in Barrios Unidos (12) locality in the north of Bogotá. It is a public school, and the students that assist there are from families that belong to the middle-low class. People are mainly from stratum three and four. It is a residential area with small stores, parks, and schools, but also, surrounding it there are business centers such as malls, big companies, and different commerce institutions.

Institutional context

Domingo Faustino Sarmiento School was founded in 1969 named Benjamín Herrera, later, in 1972 was renamed as Domingo Faustino Sarmiento who was an Argentine politician, writer, pedagogue, journalist, and military. Likewise, this school is the union of other institutions that ultimately became one. The school is also a technical institution with a commercial specialty by SENA. In the same way, the institutional principles of the school are: democracy, integral human development, productivity and entrepreneurial activity, co-responsibility, ethics of care, participation, and respect for diversity.

Due to the Covid-19 pandemic, since March 16th of 2020, the school had to adapt to the online classes, it is divided into synchronous and asynchronous activities. In the school one week is for synchronous activities taking online classes through TEAMS, and the other week is for asynchronous activities, the teacher has to assign a task or workshop to do during this week in which there are not online classes, it is autonomous work. Also, WhatsApp, phone calls, and E-mail are three mediums in which students can deliver assignments or contact the teacher to ask for the class material (see Annex 3). However, some students do not have connectivity and cannot connect to the synchronous work or contact the teacher through WhatsApp. In these specific cases, the school is managing primarily photocopies of assignments and materials they can use to continue with their learning process but the primary material the school is using is scholar primers with the respective topics students should learn in each grade.

The pedagogical model that the school follows is socio-constructivism. Vygotsky argues that “Learning is the result of the subject's intended social interaction with other subjects (intersubjectivity) and with the surrounding environment, acquiring particular importance of the role of language as the main mediator of the interaction.” (Vygotsky as cited in Manual de Convivencia IED Domingo Faustino Sarmiento, 2020, pp. 9-10). This model is followed in the school to shape students in Critical Thinking and social awareness in their learning process and in life itself.

Besides, talking specifically about the English aspect, the school counts with an English immersion classroom that is a program from *Secretaría de Educación del Distrito de Bogotá* (SED). According to the publication *BOGOTÁ CUMPLE META CON 101 AULAS DE INMERSIÓN* by SED, this program “seeks to create spaces designed for playful and active learning of a second language, transcending traditional classes and pedagogies.” (SED,

2015, p.1) Therefore, it is a different space where students can improve their English skills through dynamic activities that are meaningful in the English learning process.

To sum up, the institution is a school that provides tools to the students to create their knowledge, to learn through meaningful experiences, to have their own voice, and to build social awareness.

Participants

Relating to the research participants, the population is sixth graders from the IED Domingo Faustino Sarmiento from the 601 group in the afternoon shift. The group is made up of 16 females and 19 males for a total of 35 students with an average age range of 11 to 13 years old, 72,2% are 11 years old, 22,2% are 12 years old, and 5,6% are 13 years old. However, it is important to bear in mind that not all the students have connectivity or feel comfortable taking online classes, that is why, around half of the class, between 15 and 25 students connect to the class and present the tasks while the others follow some guidelines given by the school itself.

For this characterization 18 students participated answering the questionnaire. It was developed as an asynchronous task through a Google Forms (see Annex 1). From the data given in this questionnaire, it is important to mention that most of the students were born in Bogotá 67%, but there are students from other places like Venezuela 11%, Villavicencio 6%, Ubaté 6%, Guamo 5%, and Bucaramanga 5%. Besides, 50% of the students are stratum 2, 38.9% are stratum 3, 5,6% are stratum 4, and the other 5,6% are stratum 5. According to this data, the participants are from different parts of the country, and there are students from Venezuela. Also, most of the participants are part of the middle-low stratum, and just a few are part of the high stratum.

Additionally, 88,9% of the participants live with their mother, but only 50% live with their father as well, thus, approximately 50% of the homes are formed by the single mother

head of the home. Likewise, 33,3% of the participants live with relatives that are not part of their household. Therefore, for a very significant number, in half of the students' families, the female role is the one in charge of the home. That evidences again that most of the participants belong to the middle-class and that their families are very diverse in terms of the members and the people in charge of the home.

In regard to the participants' feelings about learning English, the majority answered positively with words like "*I feel good*", "*Happy*", "*I like English*, and "*I like learning English*", etc., and "*I don't know, I would say more or less.*" Nevertheless, none answer that they feel bad or in a negative way (See annex 2). Also, concerning the things or activities that they would like to have in their English class, students said they would like to have games (66,7%), music (50%), crafts (50%), dance (22,2%), painting (22,2%), and videos (22,2%). Hence, according to the answers, the students' feelings about English are positive, and they prefer to perform didactic and dynamic activities.

Additionally, a survey was made to two English teachers in charge of the group, and they agree that students have positive behavior and feelings towards the English class. Also, both agree that the use of music and games are activities students like the most, and activities like videos, crafts, and workshops are also attractive for them (see Annex 3). Finally, both consider that speaking is the most difficult language ability for the students followed by writing, listening, and reading. Thus, teachers consider that the students' attitudes are positive in the English class while using attractive tools to teach.

In conclusion, the previous data demonstrate the socio-economic and cultural aspects of the participants and their thoughts towards English learning; this information helps the researcher to understand and analyze the features that exist to characterize the participants and to know what kind of things they hope to experiment in English classes for motivation and a better understanding.

Diagnosis

Firstly, it is relevant to mention that this diagnosis test was applied as an asynchronous activity due to the pandemic situation and all the observations, and interventions carried out in this research were made via TEAMS or WhatsApp. Also, the school adopted a methodology of working one week synchronous and one asynchronous; for English class, the synchronous time is held of one hour on Mondays and one hour on Thursdays each fifteen days. Usually, between 15 and 25 students connect to the synchronous class in TEAMS, that is why only 21 students delivered the diagnosis task.

Taking into account the previous information, the test was developed by each student independently in the asynchronous activity. The diagnosis test examined writing, reading, and speaking in some cases; listening was not evaluated because due to the pandemic it was made for children who could not have access to the internet. In that way, they could print it and do it at home. This diagnosis test was made bearing in mind the school's study plan, and *Derechos Básicos de Aprendizaje de Sexto a Once Grado* of Colombia's government.

Initially, the test asks for general information: name, grade, date, and the teacher's name. To begin with, most of the students did not write the date in English but in Spanish even when the instruction was written in English. For example, one student wrote "17-febrero-2021" (see Annex 4), and some others just wrote the numbers as in the following example: "21/02/2021" (see Annex 5). However, few students wrote the date in English such as this example: "Tuesday 16 February 2021" (see Annex 6). Therefore, just two students wrote the date in English and the others in Spanish, or numbers, or they did not write the date.

Then, the first part of the test was about vocabulary. The first task was to match the seasons' images with the correct words. In this first command students did very well; 3 out of 21 students had incorrect answers, and the others had all four correct answers. The following task was to fill in the blanks with the parts of the body; in this section, most of the students

wrote the correct answers, but for some of them it was hard to identify them and to write them, there were many words wrote incorrectly. From 21 students, 15 had between 5 to 6 correct answers being 6 the highest one, and 6 students had between 3 to 4 correct answers. Some of them had spelling mistakes, for example, when writing the word “*face*” one student wrote “*fase*” (see Annex 6). Thus, with this task students had to struggle a little bit more than with the previous one due to the writing part and because they did not have multiple choices to select.

Afterward, students had to choose the correct place where they can see some signs, it was a multiple-choice question (See annex 4). They had to read a sign, and there were three answer options to select; thus, they could work on reading and in the use of English. 20 students answered the three statements correctly except for 1 student who did not answer anything. The following task was to write there is or there are according to the sentence. In this task while 9 students had the 6 answers correctly, 2 students had 5 correct answers, 1 student had 4 correct answers, 6 students had 2 or 3 correct answers, 1 student wrote different verbs, and 2 students did not solve the task. In fact, one of the students wrote the answers but she erased them. (see Annex 5). Almost half of the students did an excellent job here, but for the others, it was more difficult to answer this part. Therefore, plural and singular, verb to be, and more complex structures are topics with which some students have problems with.

To continue with, there was a comic about a simple conversation that was disorganized (see Annex 4); the task was to organize the scenes for them to have a coherent sequence. As well as the other tasks where the answer is about choosing or matching, students did a great job except for two students who did not solve this point of the test.

Finally, the last task was to write some personal information in some blank spaces. In this section, some mistakes can be noticed. For example, one student wrote all the answers in Spanish instead of English “*My favorite food is: pollo arroz chino*” (see Annex 5 and 7).

Another student mixed both languages first “*I am ten years old*” and then “*My favorite movie is: El stand de los besos*” (see Annex 8). It is hard for them to separate English from Spanish; they tend to mix them or write as if they were writing in Spanish. Also, there are some grammar issues like the non-use of the infinitives and the gerunds when talking about their likes and dislikes, for example, “*I don’t like play*” (See Annex 9).

Also, most of the students did not use words when talking about their age, but just numbers, and some students did not understand what the instruction was as it is shown when a student wrote: “*I am azafata years old*” (see Annex 5), and other student wrote: “*I am happy years old*” (see Annex 9). As well as some spelling mistakes like: “*rotiscere chicken*” (see Annex 5). Indeed, this was the most difficult task for them because of the use of language, reading comprehension, and grammar use.

Additionally, in my first intervention with them on TEAMS, we all introduce ourselves in English; there were some guidelines to follow: name, age, and something you like. They were very shy when participating, and they just did what they were told to without giving extra information. They made some mistakes like bad pronunciation because they confuse the sounds, and they pronounce them as if it was Spanish, mixing Spanish with English, for example: “*I like mirar movies*” or saying words in Spanish but with an “English accent” to make it sound like English, like: “*bicicleteition*.”

Besides, in the diagnosis test review, the students were very participative since they already spoke in English and they had the diagnosis test previously solved (see Annex 15). Although, even if the answer was correct, they did not know how to pronounce it; notably, they could have some extra help to solve the diagnosis test because they did not know how to say those words they wrote. However, in the observations and interventions to the class, students felt motivated by using strategies like visual aids that help them to understand the topic, and in that way, the participation and understanding increased a lot (see Annex 16).

Consequently, this is important to keep in mind that even if they did a good job in the written test in these circumstances it is hard to determine their English level for real.

As an extra diagnosis test, a pop-up card exercise was made in which students had their first encounter with the pop-up mechanisms. During class, the video of the legend of *El Dorado* was reproduced (see Figure 7), and the plan was to represent a scene of the legend using the pop-up card. The instructions were given to create a simple square mechanism to make a house in which it was represented the first important scene of the story (see Annex 10 and 11). The activity was a success, students' responses were positive, and the crafting was easy and enjoyable for them (see Annex 16). They were asked to write the description of the scene, but they could not write their own sentences and ideas (See Annex 12). Still, a sentence that describes it was given to them, and they only copied it. Consequently, the fact the students could not write the sentence describing the image demonstrates that students have a lack of English structures and more complex vocabulary.

As a general overview, it is accurate to mention that in these activities, the students did an excellent job. It is also necessary to remark that they did this diagnostic test in virtuality, which means they could use extra help to solve the test as it will be mentioned later, their English level is not as good as it could seem. Also, the students feel more confident when the questions are closed questions instead of open questions; as is shown in the results of the first, third, and fifth tasks of the test in which students did very well because they had the same methodology. And students embraced the crafting activity of the pop-up cards; it kept them motivated and focused on the class. Thus, writing is a challenge for them even when they have help to develop the assignment, they have problems with pronunciation and with simple present structures, and crafting activities are well received by students.

Approach of the problem

According to Gómez (2017), Primary Teaching English as a Foreign Language (TEFL) education has had the same methodological problems over the last two decades. Indeed, English learning and teaching are the ones more feared by teachers and students. Gómez states that Colombia has implemented many plans to fill the English language gap in institutions. However, the researches fall short of Colombian needs. Each one of these plans faced a specific challenge where either the intended level proposed was not reached or the teachers were not prepared enough to achieve those goals. The main matter surrounding the educational schemes is that their proposition is overly ideal and these do not take into account many of the problematic issues surrounding the educational context in Colombia. Thus, school teachers are challenged by models that cannot be achieved because the state does not worry about the process but just the results.

The diagnosis concluded that students have difficulties in terms of using the English structure to make complete sentences that are coherent and that have cohesion. These problems result in students struggling to write in the second language since firstly, they do not have the language bases tenses clear, and secondly, they do not know how to start writing complete sentences; they write isolated words. It was found that learners feel comfortable giving simple answers of one or two words only when writing or speaking, but they feel frustrated and confused when they have to make a complete sentence that has sense. Indeed, writing composition is a weakness that students struggle with the most since they do not know how to communicate complete sentences.

As a matter of fact, English learning is a big challenge in Colombian schools. The deep problem is that children are frightened when learning English. In Kroll's teaching experience (2008), she found that L2 students felt frustration when writing in their second language. Her experience shows that writing tasks are not preferred by learners. Nevertheless,

in the characterization questionnaire, it was found that students have a desire to learn English. But it is important to remark that writing assignments are still a challenge for students even if they feel interested. Hence, to reinforce the English tenses and to start teaching about writing as a process in which learners can write and make mistakes but always remembering they can improve their outcomes.

According to the EF English Proficiency Index (2019), the English level in Colombia is one of the lowest in Latin America. Colombian English students are not motivated when learning English as it is showed for many teachers in Colombian schools. For example, Magda Moreno (2001) stated:

I observed that students from Barranquillita public school had a great lack of motivation, low interest in learning English and they did not like to interact in English class. They presumed that they could not learn a second language and it was not useful for them because they only wanted to finish school in order to go to work. (p. 31)

This lack of motivation makes the learning process more difficult since there is not disposition to learn. Thus, Colombian students have low curiosity in learning a foreign language.

Indeed, students do not feel confident in writing, and less in a foreign language without a topic to write about. As determined by standards (MCER, 2002), at primary education students are requested to accomplish many idealistic English skills, the reality is that Colombian children cannot achieve those requirements because of the educational system failures. Students feel afraid of writing in Spanish and this fear is transferred when they are demanded to write in English. This was remarked by Kroll (2008), when she found that his L2 students felt frustrated about writing assignments that they would like to avoid. Therefore, the purpose of this research is to give the target population the tools so they can develop and improve their writing skills without feeling that fear.

In the same way, knowing about our culture and history is important because it is where our origins come. Most of us as Colombian people, do not know about our heritage and tradition. Semana Magazine affirms that according to the General Budget of the Nation, by 2016 culture was number twenty-four on the list of the twenty-nine priorities of the Colombian government (2016). Since culture is not the main priority for Colombian government, culture awareness might not be taught in schools; therefore, students may not realize about indigenous communities and the importance of traditions within the Colombian context. Young people are not aware of their nation surroundings. It can also be a way for children to reflect on the vision they have about indigenous culture. Indigenous communities have been marginalized and discriminated for a long time. With this research, children will have a culture encounter with a local legend while learning a foreign language. Thus, the type of narrative chosen for this research is the legend.

In general terms, the educational system is based on standards that cannot be applied as it is planned. EFL has shown to have some failures in terms of lack of teaching-learning writing as a process instead of a result, and in the low motivation, students have towards the language. As shown before, for educational institutions, grades and evaluation are more important than learner's processes; the final product has more impact than the learning process itself. Thus, there is a gap concerning the singularity of each student and the different procedures each one takes for language learning acquisition. Therefore, this research focuses on the writing process instead of the final product while it gives to the participants a pleasant learning experience through using crafting and source culture.

Rationale of the study

The purpose of this research is to improve sixth graders' writing skills in English as a process by creating a Colombian legend pop-up book. This research encourages students to develop target language skills enjoyably and to be aware of the local indigenous culture, thus,

students will have meaningful encounters with the language. As it is discussed by Clavijo (2016), the Colombian government has implemented different bilingual plans and policies in varying stages of the educational system. Clavijo shows how the primary school evidences the lack of an innovative curriculum, teacher's training, student's contexts importance, and limited linguistic standards. In this regard, the research is meant to improve writing skills in English as a process in young learners of a public school while having a meaningful and appealing experience.

The implementation of this research provides new strategies for local primary English teachers to teach students the process to write. In order to renovate writing activities in a less complex manner, this research focuses on writing as a process in which each student can be aware of their development and improvement by self-correction. Students feel uncomfortable and afraid when there is an academic grade in their written paper. Hamp-Lyons & Heasley states that:

Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. When the 'someone else' is a teacher, whose eye may be critical, and who indeed may assign a formal assessment to the written product, most people feel uncomfortable. (2006, p. 13)

Then, the idea of using the writing process is for students to feel more confident when doing their EFL writing assignments.

Additionally, source Colombian culture awareness is reflected in the research since it takes *El Dorado* legend as the text to be adapted in the pop-up book. The purpose of the implementation of an indigenous legend is also to use the English language as a bridge for children to understand the importance of these indigenous communities in Colombian culture. Consequently, children are able to appreciate and respect their source culture through this cultural encounter. According to the Spanish language Colombian standards, children learn it

from first-third grades and develop them through fourth and sixth grades, children are familiar with the topic. In this research, they are challenged to write, to review, and to edit by creating their own adaptation of the legend in a pop-up book. In brief, crafting and the legend are developed while students improve their writing skills.

Besides, students could be benefited with this research since they have one of their first English language writing encounters with the experience of making a pop-up book. Both activities, writing, and crafting are adequate for children fine motor skills development. Tassoni states that “By the seventh birthday of a child, children can use scissors well, write clearly, draw with meaning and detail, start to understand rules, and read and enjoy books” (2016, p.7). Understanding every essential stage in a child’s development will allow educators to adapt to the specific needs of a child in terms of what they like, need, or what they can do with their bodies. Therefore, this research will help as well with motor skills development in young learners.

Also, this research can help primary teachers to feel more self-assured in English teaching because it takes into account the craft making and creativity that are two primary school teachers’ qualities. Therefore, educators can work on the aspects they feel comfortable with while teaching the foreign language. As writing skills will be developed by implementing the Process Writing Approach, teachers whose English level might be basic, can learn along with students during the process at the same time. Thus, this research carries methodological and language benefits for the educators and the learners.

Research question

How to design a virtual didactic material about the creation of an indigenous legend pop-up book focused on English writing of sixth graders of the IED Domingo Faustino Sarmiento?

Objectives

General

To design a virtual didactic material focused on Writing Skills through the creation of an indigenous legend pop-up book for EFL sixth grade students in the IED Domingo Faustino Sarmiento.

Specific

- To diagnose sixth graders Writing Skills in the IED Domingo Faustino Sarmiento.
- To make a theoretical framework of Writing Skills, Process Writing Approach, Pop-up Books, Short Stories, and Colombian legends.
- To design a virtual didactic material in which students develop Writing Skills through the creation of a pop-up book.

CHAPTER II

Literature review and theoretical framework

In the following chapter the research background is introduced; each research was selected considering the similarity they shared with this research, and the information that they provided in order to scope better in the research. Also, the state of the art and the main important concepts for this research are presented: Writing skills, Process Writing Approach, Pop-up Books, Short Stories, and Colombian Legends.

Literature Review

The following research background provides the principal studies relevant for developing this research in which writing skills, pop-up books like a tool to improve the English language, and written production through legends have been studied. Sixth of them are international researches or articles and the other two researches are local researches made by students from Universidad Pedagógica Nacional. In the following table it is summarized the title, the year, the place, and the authors of these researches.

Table 1 *Literature review summary*

Title	Year	Country/ City/ Institution	Author
Children picture books to implement a first approach to writing	2017	Colombia, UPN	Andrea Triana
Shaping Narrative Writing Skills Through Creating Picture Books	2017	Colombia, UPN	Carolina Vargas Daza
The Use of Augmented Reality Pop-Up Book to Increase Motivation in English Language Learning for National Primary School	2013	Malaysia	Nor Nashirah Nor Mahadzir, Li Funn Phung

The Effect of the Process Writing Approach on Writing Success and Anxiety	2014	Turkey	Nihat Bayat
The Effectiveness of “Pop Up Card” in Improving Student’s Achievement in Writing Descriptive Text	2015	Indonesia	Anindita Dwi Irianti
Desarrollo de un libro ilustrado pop – up para la enseñanza de las leyendas de Conocoto a los niños de 7 a 11 años de las escuelas Abelardo flores y amable Arauz de la parroquia de Conocoto.	2015	Ecuador	Gissela Aydee Bazante Veloz
Application of Pop-Up Media Based on Culture for Skill Writing Short Stories of Fourth Grade Students	2017	Indonesia	Heny Kusuma Widyaningrum
Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners	2019	Hong Kong	Marine Yeung

The research *Children picture books to implement a first approach to writing* led by Andrea Triana from Universidad Pedagógica Nacional in 2017, developed the guidance of writing in third graders using picture books as the input for the appeal of children in the writing process. Participants read three picture books that were the motivation and models for them to follow to create their own short stories. Every time one book was read and performed by the educator; the teacher explained the structure to make connections with the writing process students were involved. Also, for the writing process three stages were implemented: Sensitization (pre-writing), Orientation (Writing and revising), and Assessment (independent writing). These stages allowed having a meaningful writing process focus. Therefore, the research focused on determining the impact of this tool in students’ writing first approach. Thus, this research contributed to this one since it developed writing skills as a stage-by-stage procedure using innovative ways of reading and writing.

Shaping Narrative Writing Skills Through Creating Picture Books from Universidad Pedagógica Nacional, carried out by Carolina Daza in 2017, presented the implementation of picture books to develop narrative writing skills in sixth graders in a public school in Bogota. This project understood writing skills as a process since it aimed to make easier the complexity of writing and by using narrative writing and genre-based approach, so students could express and tell a story in a meaningful and coherent sequence. At the end of the study, participants had positive effects in terms of English language motivation, grammar structures, and writing expression. Therefore, this study contributed to this research because it linked writing skills with picture books and gave constructive reactions since images are appealing for children, and consequently motivate students to learn.

In the research *The Use of Augmented Reality Pop-Up Book to Increase Motivation in English Language Learning for National Primary School* done in 2013, Mahadzir promoted English learning motivation in students through the design of a pop-up book using augmented reality (AR technology) for a primary school in Malaysia. The researcher used the Keller's ARCS Model of Motivation (Attention, Relevance, Confidence, and Satisfaction). There were five seven-year-old participants of primary school. The students were observed and evaluated according to the ARCS model at the beginning, the middle, and the end of the different lessons. Learners were supposed to create a physical and a virtual pop-up book, so, they had the best of both worlds. It was an immersive experience for students to be motivated in their English language learning development. It is useful for this research because the findings assisted to understand the importance of creating motivational tools and strategies for the English learning process.

The Effect of the Process Writing Approach on Writing Success and Anxiety executed by Nihat Bayat (2014) investigated the effect of the process writing approach on writing success and anxiety in first graders. In this study, the Process Writing Approach is

implemented because it is argued that writing tasks cause anxiety in students, this approach sees writing as a process, and it can reduce it when writing. There were two study groups, the experimental group using the Process Writing Approach and the control group using the traditional method; both of them were compared, and the findings showed that the experimental group working with Process Writing Approach had a significant difference benefits in writing improving the anxiety and submitting successful tasks. This study is useful for this research since it shows evidence on the use of the Process Writing Approach to motivate and improve English writing skills in young learners.

The Effectiveness of “Pop Up Card” in Improving Student’s Achievement in Writing Descriptive Text written by Anindita Dwi Irianti in 2015 developed the use of the pop-up card as a strategy to improve eight students’ effectiveness when writing in English descriptive texts. It is an experimental research in which the researcher applied a pre-test, then, the students learned how to use Pop-up cards as the medium, and at the end a post-test was done to accomplish the accuracy of writing using pop-up cards. The strategy was about showing the students some pop-up cards that have familiar images that can describe easily because they give an idea of what to write. According to the data analyzed, it concluded that students have an effectiveness increase after using pop-up cards as a medium for writing. This study provides with significant information about pop-up cards use and writing strategy for improving English writing skills.

The research *Desarrollo De Un Libro Ilustrado Pop – Up Para La Enseñanza De Las Leyendas De Conocoto A Los Niños De 7 A 11 Años De Las Escuelas Abelardo Flores Y Amable Arauz De La Parroquia De Conocoto* conducted by Gissela Bazante in 2015, aimed at the creation of a pop-up book with Conocoto legends as the topic of the narrative book. In this research young learners structured the whole product: the production, design, and the text inside the book. One of the objectives of this research was to investigate the teaching of the

traditional legends. Through the whole process, students were able to learn not only about graphic design but also about their culture immerse in Conocoto legends. It provided this research with cultural awareness information since the combination of legends and Pop-Up books are relevant for this proposal because it is the concrete tool for working on the Pop-up book.

Application of Pop-Up Media Based on Culture for Skill Writing Short Stories of Fourth Grade Students applied by Heny Kusuma Widyaningrum (2017) focused on planning a lesson for learning short story writing skills using as a tool the pop-up media based on the culture. It was constructed through the experiences of teachers in the classroom and the need to create new activities to give skills in writing short stories. For this research, students developed stage by stage for writing a short story. Teachers were the guidance for students to improve. First, by showing learners pop-up media and reading some pop-up media books, then by the explanation of how to write a short story and then by the elaboration of their own short story. Students did not create a pop-up book, but they used it as a tool to be interested in the stories, and consequently to create a short story on their own. This research is relevant because it included the guidance stage by stage in the short story writing process using pop-up as a tool for motivation.

The study *Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing Among Young Learners* realized by Marine Yeung in 2019 focused on increasing autonomy in writing tasks in young learners through the use of the Process Writing Approach of three secondary school ESL writing classrooms in Hong Kong. The study recollected data about the students' writing development since they were supposed to complete three writing tasks with three different drafting submissions, every writing task was developed in one month each with the respective feedback and corrections. The researcher used six steps: brainstorming, first draft, first draft feedback, second draft,

second draft feedback, and final version. It allowed students to write more consciously, autonomously, motivating students when doing writing tasks and keeping in mind that the process has a great importance in the final result. Hence, this study contributes to the methodology of this one because it has the three important stages (pre-writing, writing, and re-writing) carried out in this research and reflects the importance of focusing on the process instead of the result for English writing skills improvement.

Theoretical framework

In this theoretical framework are developed the theoretical constructs that support this research: Writing Skills, Process Writing Approach, Pop-up Books, Short Stories, and Colombian Legends.

Writing skills

Coulmas (2002) states that one of the most common definitions of writing is that it is “a system of recording language by means of visible or tactile marks” (p. 1). It is a complex concept that provides much more than words in a piece of paper; it has an impact on humanity, as it is mentioned by Coulmas as well, “The various uses of ‘writing’ reveal the many aspects of society and culture touched upon” (p.2). Thus, writing is not just a matter of an isolated text but also a socio-cultural activity.

Writing might be a challenging skill for students. Hamp and Healsy agreed that “Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners” (2006, p.2). According to Tuan (2010), students feel fear when they have to hand out a written product because there is a critical judgment from the teacher; he argues that students’ writing process is different in each one, and the only thing that is evaluated is the final product. Most of the time learners do not have the time to review what they write; students deliver the first and

only version of their work. Hence, the requirement for different writing strategy and evaluation are essential for proper writing skills development.

Thus, in this research, writing is taken as a task that has a social and cultural impact and not just as homework without sense for the writer, for that reason, the writing skills (pre-writing, writing, and re-writing) allow students to write for a reason and considering the process that this activity has insight.

Process Writing Approach

The Process Writing Approach, as the name suggests, sees the way of teaching writing as a process instead of a product. This approach focuses on the improvement and development of the learner in the writing procedures. Laksmi states the following:

This approach, first initiated by James Britton and Janet Emig in 1970s, views writing learners as creators of texts, and so, they need to experience what writers actually do as they write. His approach has to a certain degree encouraged students to write with confidence and to feel committed to their work; they are not worried about their writings being judged as right or wrong. (2006, p. 145)

The use of writing stages is primordial to review the writing process of the learners since each stage allows the revision of advances in their writing skills. For this research, according to Hamp-Lyons & Heasley (2006) there are three main stages incorporated: pre-writing, writing, and re-writing.

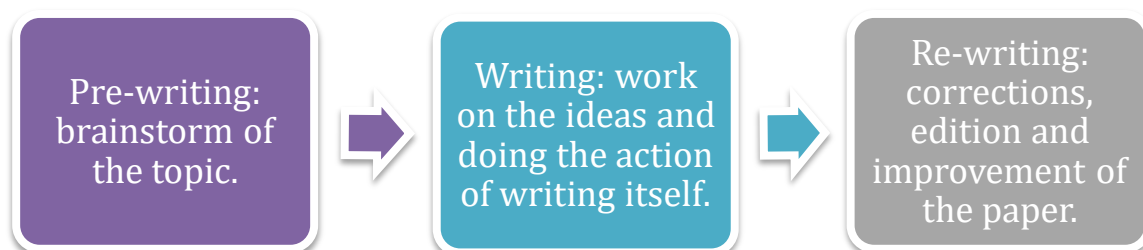


Figure 1

Process Writing Approach Hamp-Lyons & Heasley (2006)

Hamp-Lyons & Heasley state that “writing is a very complex process involving the ability to communicate in a foreign language (English) and the ability to construct a text that expresses the writer's ideas effectively.” (2006, p.9) bearing that as the main reason because they believe that writing through processes increases the effectiveness in the written papers. Writers can use these three stages to organize and understand how by making corrections the document highly improves.

Hamp-Lyons & Heasley (2006) define Pre-writing as the first stage where the writer can organize and develop the first ideas of a written product. According to them, “Pre-writing is the name given to a wide variety of techniques that help writers develop ideas and process information before writing their own text.” (2006, p. 57) At this moment, the first thoughts are brainstorming, and the highlighted ideas are the ones to be developed in the writing task. Pre-writing is a significant step in the writing process; it helps to have a bigger idea of what the writer wants to portray on the paper and avoids improvisation; it gives a controlled way to write following a plan.

The second stage is *Writing*, in which those previous ideas are evolved, and words are put on a paper. “People set about the writing process in many different ways. They require all kinds of different situations in which to feel 'comfortable' when writing.” (Hamp-Lyons & Heasley, 2006, p. 15) The writing process starts, and it is the time when the action of writing takes place taking into account that many drafts can be done and improved. Thus, in this stage, writers explore the writing process and write their ideas in more complex sentences in a way they feel confident with.

The third stage is *Re-writing*, in this stage, feedback is given, and the respective corrections are made; therefore, the paper can be improved in every submission. Hamp-Lyons & Heasley stated that is important to:

Understand the importance of all three stages as part of the writing process and try to help students master the process, by participating in it with them, rather than contenting ourselves with criticizing the product- the composition - without knowing much about how it was arrived at. (2006, p. 13)

Feedback is a key factor in the writing process, it helps the writer to improve their product avoiding frustrations. Through the implementation of these stages when writing, the writer feels confident since there is always a way to progress.

The Process Writing Approach uses the three stages as one piece. Each one of the stages (Pre-writing, Writing, and Re-writing) is linked to the other, they make sense as a whole and not individually. Working on the stages connected allows the teacher to recognize the effort and improvement of the final product. Hamp-Lyons & Heasley agree that:

In the past, teachers concentrated on the end of the second stage, that is, after the writing had been done. They did not see how they could intervene at the pre-writing and writing stages, and rewriting was seen only as 'correcting the mistakes'. (2006, p.13)

Therefore, this approach benefits not only the students but also the teachers who understand that writing is not only about the action of writing but also about how the writer reaches that written product. This approach allows a gradual improvement of the writing skills, the objective for the process to be enriching for the student.

Pop-up books

Crafting is a practical and enjoyable activity for children, students are familiarized with crafting because it is done in the very beginners' grades of school. It develops fine motor skills while provides with a big amount of learning content. According to Tassoni (2016), around the third birthday, children enjoy painting, drawing, reading books, and making art-craft products. Indeed, in the education field, teachers apply these activities to the children's

development due to it increases creativity, imagination, concentration, confidence, and self-esteem (Centre Cultural La Beneficència, n.d.). Therefore, crafting is an essential activity in education.

A pop-up book is a work made of a three-dimensional paper mechanism. According to Van Dyk et al., (2010), “Pop-ups employ various folding devices that cause figures to lift, pop up, rise and unfold, or unfold and extend when a page is opened.” (p.4) The pop-up is a device that can be folded and manipulated to give a sense of 3D reality in the viewers' eyes; it creates an effect that is attractive and manipulable for young and old people. This type of book creates an interactive experience for reading. Regarding the definition taken from The Encyclopedia about the pop-up book, it is described as “a book with paper elements within the pages that may be manipulated by the reader. Pop up books include text, illustrations, and folded, glued, or pull-tab elements that move within the pages of the story.” A pop-up book is an agreeable tool for students to feel pleasure for the language.

Pop-up books generate motivation, imagination, creativity, and handwork development in children. “Pop-up books have long fascinated children and adults alike, arousing their curiosities and inviting them to play and problem solve” (Ellis et al., 2005, p. 4). It is because the mechanisms and manipulable structures allows readers to be part of the story, Van Dyk et al. state that in the pop-up books:

The relationship becomes more interactive, more tactile, and, well, more dynamic. We depend on our senses to absorb and process information. Introducing the sense of touch to the mix, not to mention the element of surprise, expands what is primarily a visual experience. Adding movement contributes yet another way for readers and non-readers to learn and enjoy. Hands-on and kinetic, movable and pop-up books combine hands and eyes, action and reaction, discovery and wonder. (2010, p.5)

According to the previous statements, the pop-up book can be used as a pedagogical tool because the students interact with the book for the movement that creates a sensation of reality and the participation of all the senses while reading and exploring it. Also, it engages students to participate in the creation of it, making an enjoyable understanding of what the research requests: writing skills.

Short stories

Short stories are a literary piece of work that is simple but with big meaning in what the author wants to communicate. This type of literature is popular in the education field, “Collie & Slater (1988, p. 196) claim that short stories are the ideal way of introducing students to literature. The short story provides the teacher with a rather convenient vehicle for examining literary elements in a limited context.” (as cited by Saka, 2014, p.279) The short stories allow readers to have a wide perspective of the story in a very short range of time since it is a quick reading as is stated by Hamilton & Kratzke “short stories do not demand long periods of attention; instead, they whisper from the sidelines their brief.” (1999, p. 14) Therefore, even if the short story is easy to read it fills in with significant stories.

Indeed, short stories are full of meaningful narratives that can move the readers and writers’ feelings and thinking, Saka agrees that “Short stories provoke emotions in us. They inform us how people can behave; they teach us something about human psychology.” (2014, p.279) They reflect human convictions and stories. In order to write is fundamental to link it with reading; reading being the input for the writer while the action of writing is the output, as stated by Reinstein and Burau “Reading and writing are connected, according to such views, because they depend on identical or similar knowledge representations, cognitive processes, and contexts and contextual constraints.” (2014, p.145) For young learners is likable to start reading short stories that they can understand. Thus, short stories are a suitable tool since they are uncomplicated and pleasant ways to read. For this research, it is important to bear in mind

that reading short stories in pop-up books is indispensable in the development of a writing process.

Colombian legends

The legend is an alive story transmitted from voice to voice, it is an oral tradition used as a way to communicate history and heritage. “Oral traditions are both more specific and less ambiguous communication, because the speaker reinforces his or her specificity of meaning with gesture, expression, intonation, and so on.” (Rosenberg, 1987, p.76) This is an ancient tradition that allowed people to save important beliefs, traditions, and stories; and to diffuse important events. Through this oral tradition, many stories that belong to popular communities have been documented which become part of the history and heritage of the Colombian people.

Based on Villa’s (1993) research, a legend is an ancient oral literature tradition, that collects knowledge, values, and traditions that go from one generation to another verbally and is preserved in people’s history. Villa states that legends have social functions. Thus, the legend is narrated in informal contexts of illiterate peoples. In the legend, people narrate real stories experienced in past times.

Accordingly, the legend is a story that belongs to everyone, it is a heritage of peoples. Since the legend goes from voice to voice, it can be subjected to changes, but those changes do not devaluate the story instead it enriches the legend with more culture and diverse perspectives from the ones who tells the story over time. Therefore, the legend generates cultural awareness, and its heritage stays in people’s voices.

Implementing short stories as the legend is an input that fosters writing through reading. According to Brewer (2007), “Classrooms that foster the development of literacy have several distinguishing characteristics: They are interesting and full of activity, they allow for participation in many different experiences, and they connect reading and writing to

children's experiences." (p. 314); it means that writing and reading have to be linked in the language learning process; one works with the other. And as it is stated by Haji Maibodi (2008). "Reading is one of the four skills of learning that a student has to master in learning the language." (p. 42) Consequently, by reading the English version of the legend of *El Dorado* writing is shaped in this research. Thus, the input comes from reading the legend, and the output is the writing of the pop-up book.

To summarize, the literature review presented eight studies in which were used the key features to develop this research. Also, in the theoretical framework was showed the important concepts seeing writing as a process, the pop-up books as the input and the output of the writing process, and the use of the legend to write and to get an encounter with the source culture.

CHAPTER III

Research design

This chapter presents the research design, such as the research paradigm framed and the research methodology. Likewise, here it is introduced the data collection instruments, the research methodology, the population, and the ethical issues.

Research paradigm

The research follows the qualitative paradigm. As this study is focused on the writing skills in each student and how the input influences their writing motivation, the qualitative paradigm fixes in the study since “the researchers are interested in understanding what those interpretations (of the world) are at a particular point in time and in a particular context.” (Merriam, 2002, p. 4) Thus, it provides an extensive panorama since human beings are very complex. As Narvaez stated, “A second reason for adopting a qualitative approach is that it is above all else a person-centered enterprise and therefore particularly appropriate to our work in the field of language teaching.” (2009, p. 4) Accordingly, as this is a language study, the qualitative paradigm allows to find those particularities in the language teaching by taking into account the meaningful written experiences of the students.

The qualitative paradigm fixes properly for this proposal considering the special conditions in which it is developed. To begin with, the pandemic situation has affected in several levels the learning process of the students that now have to take online classes, in total isolation, and with different circumstances and conditions that each student lives with during this time. Thus, it is important to bear in mind those particularities that students live in, and this paradigm allows to do it because it is focused on the person itself. Also, this paradigm is

accurate since the whole proposal is based on focusing on the process each student has when writing; it considers the learning particularities and supports the idea of how students learn differently because of their context and cognitive differences.

Research methodology

The research is framed on the principles of *Exploratory Action Research*. Firstly, Smith and Rebolledo explain it as “a way to explore, understand and improve our practice as teachers.” (2018, p. 20) This methodology explores the situation researchers want to emphasize to improve teaching. According to Smith and Rebolledo (2018), it is divided into three stages: 1) The *plan to explore* in which the researcher finds an area to focus on, design the questions to answer, and plan a strategy of data collection, 2) *Explore* is when the researcher collect data and organize it to explain the area it is focused on. 3) *Analyze and reflect* is the stage in which the analysis and reflections of the study are done by the researcher. Later, the researcher makes an action plan for the *Action Research* as is shown:

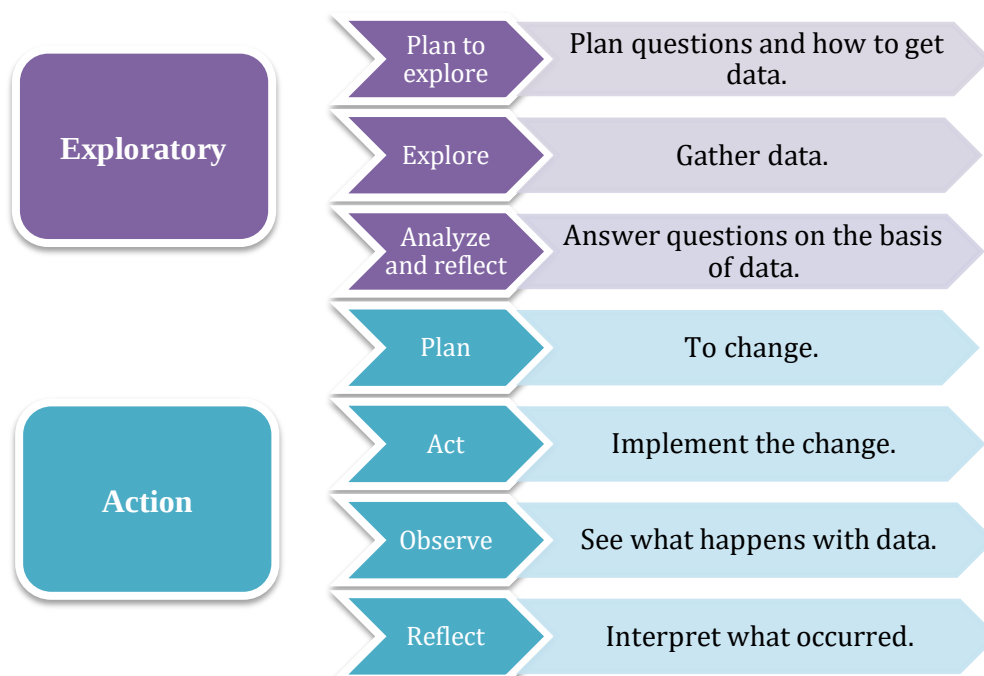


Figure 2

Exploratory Action Research Smith and Rebolledo (2018)

Researcher's role

The researcher plays a role as an observer, but with added connotations, because it is not about only observation but also about reflecting upon the problems perceived to design helpful material for those difficulties found in the classroom. As it is stated by Smith and Rebolledo, “it enables teachers to gain a better understanding of their classroom contexts and so develop more appropriate ways of teaching, without waiting for solutions from outside.” (2018, p.4) Therefore, the researcher's role goes beyond observation and documentation but cares about creating a proposal to solve the issues found.

Data collection instruments

The instruments used for the collection of information in this proposal is the documentary review, field notes, questionnaires, interviews, and artifacts. These previous instruments allow the exploration and investigation of relevant documents that help to diagnosis the language problems and needs around writing skills in EFL. Also, through the use of the observations, the study carries a diagnosis of the students taking into account that the purpose of this research is supported by reviewing documents and studies since they provide accurate findings and claims related to it.

Fieldnotes

To begin with, this is an instrument that helps the researcher to gather relevant information on aspects such as motivation, interactions, confidence, participation, and negative or positive responses that students have felt when learning a second language. It is defined as: “fieldnotes are gnomonic, shorthand reconstructions of events, observations, and conversations that took place in the field.” (Van Maanen, 1988 as cited in Wolfinger, 2002, p. 86) Hence, for this study, the use of fieldnotes guides the researcher about the experiences that happen in the classroom and highlights problems and responses to certain types of teaching practices.

Questionnaires

According to Gillham (2007), “questionnaires are just one range of ways of getting information from people (or answers to our research questions).”. This instrument helps to collect information by asking direct and indirect questions to the population of the research. Also, Gillham argues that questionnaires are popular because it is an easy, fast, and accurate way to gather information. For this research, questionnaires are used to collect data from the students, diagnose students, and comprehend the student’s responses towards English, and understand what type of activities and experiences can motivate them when learning a second language.

Survey

This data collection method is defined by Harrel & Bradley (2009) as “Surveys are fixed sets of questions that can be administered by paper and pencil, as a Web form, or by an interviewer who follows a strict script.” This method allows researchers to know the main English teachers' thoughts about the materials, methodology, and other concerns towards English teaching and learning. The main difference between the questionnaire and the survey is that survey instead of only collect data; it also analyzes and reflects the information gathered. Thus, the data collected is analyzed to provide a more complete diagnosis.

Artifacts

Artifacts are the outcomes that researchers find significant to the research. Goetz & LeCompte (1984) states that human beings create and use things, and those things have plenty of information about the person who produces them or who uses them. They also argue that: “the resulting artifacts are data that indicate people's sensations, experiences, and knowledge, and that also connote opinions, values and feelings.” (1984, p. 162) In this case, the artifacts are the pop-up book productions that students develop when applying this proposal which can indicate the students’ sensations and experiences towards the proposal and English itself.

Data analysis methodology

The research started with the observation of sixth-graders' English classes in Colegio Domingo Faustino Sarmiento to identify the behavior and experience during the English class. These observations help to understand how students feel when learning a second language and which activities can be meaningful in their learning process as well as to understand how the teaching procedures can get positive or negative impacts on children. Also, using of a diagnosis questionnaire, the English level of the students was diagnosed in terms of writing, reading, speaking, and use of English. The field notes observations and the diagnostic questionnaire provided a whole spectrum about which are the problems and weaknesses in terms of teaching and learning the second language.

Additionally, a characterization questionnaire was made to gather information about their social context and also about their feelings and thoughts regarding English and the classes. This also supports the previous observations and reflections about the issues when learning a foreign language because it is important allow for how students feel. Getting together these feelings help to make a proposal that can fill those lacks that exist in the teaching as well as in the learning process. Then, by analyzing the issues of the data collected: the diagnosis questionnaire, the fieldnotes observations, and the social-context questionnaire one problem is selected. In this specific case, the struggle that students have regarding the English writing skill. Later, the theoretical review is made to design a proposal that helps to improve the writing weaknesses that exist.

Ethical issues

This research was developed following ethical considerations. It is necessary to have the authorization by using informed consent. According to Seale et al., informed consent “means that research subjects have the right to know that they are being researched, the right to be informed about the nature of the research and the right to withdraw at any time.” (2006,

p. 231) All the participants agree to participate and to know all the information about the research. Thus, for this research an informed consent (see Annex 10) was made to clarify the participants and their parents about the rationale of the study and to gather permission to participate in it.

CHAPTER IV

Pedagogical proposal

This chapter presents the pedagogical approach, the main theoretical visions and the instructional design that supports the research. These visions are: vision of language and vision of learning. Besides, the instructional design introduces fourth stages: English lessons, Pre-writing, Writing, and Re-writing which are crucial for the development of the proposal about writing process.

Pedagogical approach

The pedagogical approach in which this research is framed is constructivism. Firstly, constructivism is defined by Bednar et al. (1991) as “a theory that equates learning with creating meaning from experience.” (as cited in Ertmer & Newby, 2013, p. 55) It means, learners construct their knowledge, they construct meaningful experiences, and those become in learning. Hence, the student has an active role in constructivism, which means, the students must to engage and interact with the world around them, as Larochelle et al. agrees that:

The major effect of constructivism on teaching has been to open up new possibilities: it has justified the introduction of types of teaching practice and didactics which base the acquisition of knowledge on the elaboration of knowledge by the students themselves. (2009, p. 32)

Then, student experimentation is valuable to understand the knowledge; it implies that practice and theory must be linked. Therefore, constructivism permits students to embrace knowledge and to realize that it is not far away from us but that they can interact with it in the real world. In this case, it lets the students obtain knowledge through the experience of

creating a pop-up book taking into consideration the particularities of each student in the writing process.

Vision of language

This research language is meant to create a cultural awareness encounter; thus, it is viewed as a bridge to achieve it. Then, language and culture have a relation between them since this research intention is not only to learn new English language knowledge but also to be aware of their source culture. Consequently, students learn a foreign language while learning how to use it to write an adaptation of one oral traditional legend. Therefore, the language is a way to understand and to give meaning to the real contexts as it is the Colombian culture. As it is stated in the following quote:

Without language and other symbolic systems, the habits, beliefs, institutions, and monuments that we call culture would be just observable realities, not cultural phenomena. To become culture, they have to have meaning. It's the meaning that we give to foods, gardens and ways of life that constitute culture. (Kramsch, 2013, p. 62)

Vision of learning

Learning is viewed as a process in which students can be conscious of their learning development by using self-improvement. The students have the opportunity to explore and to go along with their process. They understand the importance of self-correction and have their hands in learning by manipulating pop-up books and their writing papers. Also, learning as a process provides cultural awareness about their source culture. As stated by Bachman (1990, as cited in Laksmi, 2006), "knowledge of the world determines one's communicative language ability, and that interest is an important aspect that can drive someone in learning something." Consequently, the learning as a process is not just about linguistic domains but also cultural consciousness.

Instructional design

This research is focused in sixth graders' writing skills, understanding writing as a process and through the strategy of the creation of a popular legend pop-up book. To accomplish this, the intervention is divided into four stages English lessons, Pre-writing, Writing, and Re-writing. In each stage, the participants explore pre-writing strategies, different writing procedures, and correction tactics for the development of writing skills. Finally, at the same time, students have a cultural awareness encounter since the type of text adapted is a Colombian indigenous legend.

This proposal includes a website in which it is found all the material to accomplish the interventions accurately. It is divided into five sub-pages that have the information and the guideline to create a pop-up book based on the legend of *El Dorado*. In each sub-page there are some instructions to follow since it can be used in an autonomous way or it can be implemented by a teacher in their school context. The following link is the website, it provides the materials, instructions, and lessons to develop this proposal.

Link: <https://pop-up-books.jimdosite.com/>

The first stage called English lessons is a review, and a reenforce of the basic English structures to write correctly. Here, the students practice tenses like the verb to be and simple present. Firstly, an introduction of the topic is made, and the basic structures are explained and practiced to understand how the sentences work and how they can be used in real contexts. After the explanation and the practice, there is a class only for the making of sentences by describing images of some scenes *El Dorado* legend focus on writing and correcting students' sentences; it is the first encounter with the writing process.

The pop-up book is composed by four pages in general. In the second stage named *Pre-writing*, the first lesson purposes to identify and recognize the characteristics of *El Dorado* legend and the pop-up books as an input to the following lessons. The second lesson

focuses on the brainstorm of the ideas to adapt the legend, here, the participants share their ideas and define what are the most important aspects to develop in their pop-up book, taking into account sequence, characters, time, space, and relevant events.

For the third stage named *Writing*, students elaborate written pieces with simple sentences, there is a time for exploring correction tactics and for doing the corrections itself. The next classes emphasize on the relation between words and images, it means that the crafting of the three-dimensional pages should have concordance between student's written product and the illustrative design of the book.

The fourth stage is named *Re-writing*. For this stage, the first lesson provides final instructions and corrections for the writing process until the whole piece of work is finished. At the end of the class, the participants write their writing productions on the pages of the book and create the book cover. Lastly, students meet in a socialization session to sign their creation and share with the class their final pop-up book.

Academic program

Table 2

Academic program

STAGE	SESSION LESSON	OBJECTIVES	STAGES	ACTIVITIES DESCRIPTIONS	RESOURCES
1 ENGLISH LESSONS	Session 1 To be millionaire	To recognize and practice the verb to be structure.	Getting ready	Introducing ourselves using verb to be. Asking for previous knowledge.	-PowerPoint presentation. (+ game) -Notebook. -Pencil and eraser.
			Implementation	Explanation of the Verb to be and its uses. Practicing with a game (Who wants to be millionaire?)	
			Ending	Questions and assignments.	
	Session 2 My lifetime	To recognize and practice the simple present structure.	Getting ready	What things do you like to do the most? Asking for previous knowledge.	-PowerPoint presentation. (+ activity) -Notebook. -Pencil and eraser.
			Implementation	Explanation: uses, structure, and examples of Simple present. Practice: What is my daily routine? Making a timeline with drawings and sentences of the daily routine of each student.	
			Ending	Questions and assignments.	
	Session 3	To practice making	Getting ready	Asking for previous knowledge. How is the structure of a sentence?	

	Baking sentences	sentences using the structures studied.	Implementation	How to write in English? Tips of writing. Useful vocabulary for describing images. Watching the video of the legend of <i>El Dorado</i> . Describing images of <i>El Dorado</i> legend.	-PowerPoint presentation. (+ activity) -Notebook. -Pencil and eraser.
			Ending	Questions and assignments.	
2 PRE WRITING	Session 4 Legend of El Dorado	To identify one of the most famous indigenous legend in Colombia.	Getting ready	Asking previous knowledge. Explanation of what is a legend.	- <i>El Dorado</i> legend video English version. (created by the teacher) - Illustrations of the legend. - Video of Colombian indigenous culture.
			Implementation	Contextualization of the topic to work with: <i>El Dorado</i> legend. Watching of <i>El Dorado</i> legend video: explanation.	
			Ending	Questions: -What was the video about? -What is your favorite part of the story? Getting to know some indigenous communities.	
	Session 5 Pop-up cards all around	To identify the characteristics and structure of a pop-up book.	Getting ready	What is a pop-up book? Reading and exploring pop-up books.	-Pop-up books examples. -Cardboards or color papers. -Markets, colors or paintings. -Scissors.
			Implementation	Giving instructions to create a basic pop-up mechanism. Creation of a pop-up card.	
			Ending	Sharing the pop-up cards.	
	Session 6 My brainstorm of ideas	To produce first ideas for the writing of the pop-up book.	Getting ready	What is a brainstorm?	-Notebook. -Sheet of paper. -Pencil and eraser. -Markets.
			Implementation	Brainstorm ideas about <i>El Dorado</i> legend. How can I tell the story?	
			Ending	Organize ideas in a paper. Create a general storyboard.	
3 WRITING	Session 7 My voice in a paper 1	To start the writing process with simple sentences adapting the first scene of <i>El Dorado</i> legend.	Getting ready	Checking the brainstorm. Creating the first page storyboard.	-Notebook. -Sheet of paper. -Pencil and eraser. - <i>El Dorado</i> legend English version. -Illustrations of the legend.
			Implementation	Writing the first sentences of the book. (Write and erase work)	
			Ending	Corrections are made and revised by the teacher.	
	Session 8 My voice in a paper 2	To start the writing process with simple sentences adapting the second scene of <i>El Dorado</i> legend.	Getting ready	Checking the brainstorm. Creating the second page storyboard.	-Notebook. -Sheet of paper. -Pencil and eraser. - <i>El Dorado</i> legend English version. -Illustrations of the legend.
			Implementation	Writing the first sentences of the book. (Write and erase work)	
			Ending	Corrections are made and revised by the teacher.	
	Session 9 Let's become paper masters 1	To create the first two pages of the pop-up book.	Getting ready	Is my legend pop-up book going well in terms of writing? Revision and comments. Checking the brainstorm and the storyboard.	-Pop-up books examples. -Cardboards or color papers. -Markets, colors or paintings. -Scissors. -Printed images.
			Implementation	Pop-up time: Creation of the first two pages: 3D mechanisms, paper design, decoration	

4 RE WRITING				and accuracy between sentences and images.	-Magazines. -Newspapers. -Glue. -Glitter.
			Ending	Polish the pages. Comments and suggestions.	
	Session 10 I'm a cultural writer 1	To continue writing the next sentences for the pop-up book, the third scene.	Getting ready	Is my legend pop-up book going well in terms of writing? Revision and comments. Checking the brainstorm. Creating the third page storyboard.	-Notebook. -Sheet of paper. -Pencil and eraser. - <i>El Dorado</i> legend English version. -Illustrations of the legend.
			Implementation	Writing the following sentences for the book. (write and erase work)	
			Ending	Corrections are made and revised by the teacher. Last draft version.	
	Session 11 I'm a cultural writer 2	To continue writing the next sentences for the pop-up book, the fourth scene.	Getting ready	Checking the brainstorm. Creating the fourth page storyboard.	-Notebook. -Sheet of paper. -Pencil and eraser. - <i>El Dorado</i> legend English version. -Illustrations of the legend.
			Implementation	Writing the following sentences for the book. (write and erase work)	
			Ending	Corrections are made and revised by the teacher.	
	Session 12 Let's become paper masters 2	To create the last two pages of the pop-up book.	Getting ready	Checking the brainstorm and the storyboard.	-Pop-up books examples. -Cardboards or color papers. -Markets, colors or paintings. -Scissors. -Printed images. -Magazines. -Newspapers. -Glue. -Glitter.
			Implementation	Pop-up time: Creation of the last two pages: 3D mechanisms, paper design, decoration and accuracy between sentences and images.	
			Ending	Polish the pages. Comments and suggestions.	
	Session 13 Last brushstrokes 1	-To edit and correct the last draft version. -To write the sentences in the pages of the pop-up book.	Getting ready	Editing the legend. Reviewing the last draft.	-Notebook. -Sheet of paper. -Pencil and eraser. - <i>El Dorado</i> legend English version. -Pop-up books examples. -Cardboards or color papers. -Markets, colors or paintings.
			Implementation	Polishing last details. To write the sentences in the pop-up book pages.	
			Ending	To organize the pages. Comments and suggestions.	
	Session 14 Last brushstrokes 2	To assemble the pop-up book with the book cover.	Getting ready	How to create a book cover?	-Scissors. -Printed images. -Magazines. -Newspapers. -Glue. -Glitter. - Paperboard. -String.
			Implementation	Creation of the pop-up book cover. Assembling the book cover.	
			Ending	Writing the title. Decorate the book cover.	
	Session 15 The signature of my book	To share all pop-up books in class.	Getting ready	What did we learn about our culture during the process? Signing my pop-up book.	Final pop-up books
			Implementation	Sharing with the class the pop-up books created.	
			Ending	Talking about the experience of process writing.	

Class planning model

The class planning model used for this proposal is the lesson plan. It gives the basic information of the context where it is applied and evidences the language contents that are taught in the lesson. Also, it provides the general aims for which the lesson plan was created, and specifies each stage of the class in time, topics, and procedures to follow during the class. The next lesson plan is the model that was followed in this proposal.

Lesson plan

Lesson plan: 5	Session: 5	Time: 60 min
Grade: 601	Institution: IED Domingo Faustino Sarmiento	
Date: March 22nd, 2021		
English teacher: Erika Morales		
Language Contents: Verb to be, simple present, present continuous, new vocabulary.		

Objectives:

General: To identify the characteristics and structure of a pop-up book.

Specific:

- To practice English structures.
- To learn how to make a pop-up mechanism.
- To connect the images of the legend with sentences.

Expected learning:

- To identify the structure of the 3D-mechanisms of pop-up books.
- To know what a legend is.
- To write a complete sentence using the correct structures.
- To link images with words.

Time	Stage	Procedures
10 min	Contextualization and Legend	- What is a pop-up book? - Reading and exploring some pop-up books.

30 min	Creating a pop-up card	- Visual instructions of how to make a 3D square mechanism to create a pop-up card. - Follow the steps to create the pop-up square card. - Draw in your pop-up card. - Decorate your pop-up card.
10 min	Image and text	- Write a sentence to describe the pop-up card. - Corrections.
5 min	Socialization	- Show your pop-up cards to your classmates. - Watch your classmates' pop-up cards.
5 min	Extra time	- Greetings, questions, comments, etc.

To sum up, the instructional design is divided into four stages: English lessons, Pre-writing, Writing, and Re-writing. Each one of the stages is created to guide the student into writing as a process that recognizes the action of writing as something that always can be improved.

CHAPTER V

Analysis of the proposal

In this chapter the instructional design of the virtual didactic material focuses on English writing skills based on the diagnosis made in sixth graders at the IED Domingo Faustino Sarmiento. Here, each stage and session are explained to understand the proposal and how it works on writing skills by using pop-up books as a strategy going from the description to the theory and the possible results.

Analysis of the proposal

The following section is about the description of each activity proposed in this study; the whole material is focused on English writing skills. This material includes English lessons and guidance on how to use the *Process Writing Approach* to start writing. It is important to mention that the complete material of each activity is uploaded to the web page and is available. Also, this didactic material allows it to be worked individually or it can be used in a school class with a group of students. The next link is the website designed for this research:

Website: <https://pop-up-books.jimdosite.com/>

On the website, the student or teacher finds some instructions that are helpful to understand how the web page works and what steps follow to apply the proposal.

Stage 1 – English lessons

In this stage, the aim is to learn and practice three tenses: verb to be, simple present, and present continuous in order to understand how English works and to have an idea to start writing in the second language. Here, the students learn grammar and use of language, but also, they learn how to make sentences correctly since “learning a foreign language is a

process that not only requires natural and bilingual models, but also needs the development of linguistic accuracy that will allow learners to produce the language in a standard and coherent form.” (Cruz, 2013, p.217) Thus, students acquire grammar knowledge in the process.

Class 1 – To be a Millionaire

The first session is to learn and practice the verb to be, the uses, and how to make sentences using this verb. The first part of the class is to ask the students for previous information about the topic, starting from there, an explanation of the topic is made in the affirmative, negative, and interrogative form using the presentation and giving examples. Here, participation is the key, it is important to ask students to read, to create, and to give their own examples. Then, after learning, the students practice through the game “*Who wants to be a millionaire?*” in which they have to answer correctly to achieve the goal like is showed in the next images:

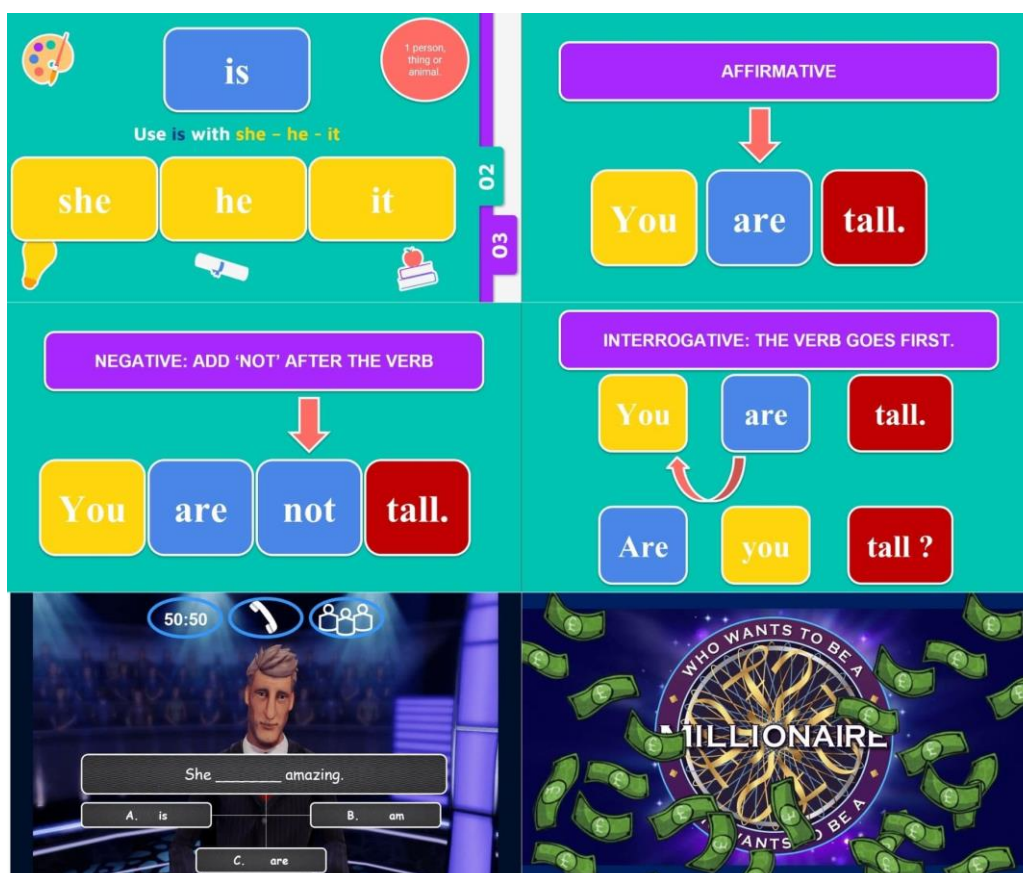


Figure 3

PowerPoint presentation: *To be a Millionaire*

For instance, when playing the game, students would have three help options: *50/50* in which one an incorrect answer is erased, *Call a Friend* for the students to ask a friend for help, and *Public Help* that is when all the students vote for the answer they think is correct. This activity can be played individually and collectively. Using games to learn and practice grammar has plenty of advantages in the learning process, Sultanova agrees that “they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency.” (2011, p.35) These tenses lessons have several structures and theoretical procedures that must be introduced in a dynamic way to the students for them to have a meaningful experience in language learning. Therefore, with this class, students learn how to use the verb to be, and they practice in a ludic way by playing.

Class 2 – My lifetime

In this lesson, students learn simple present tense. There is a PowerPoint presentation with an explanation of the topic, the uses, the structures in affirmative, negative, and interrogative, and their respective examples. This presentation can be guided by a teacher or can be carried out individually. For the tense structure, there are color codes that help the student to understand how to change the sentences into negative or interrogative as is showed in *Figure 4*. As a first exercise, the students make a timeline with drawings and sentences of the daily routine of each student, they use the tenses learned to share with their classmates the actions they normally do in their everyday life. It is also relevant to remind that even though this can be an autonomous work if it is applied by a teacher, inputs and explanations are important since the teacher’s guidance can help as well.

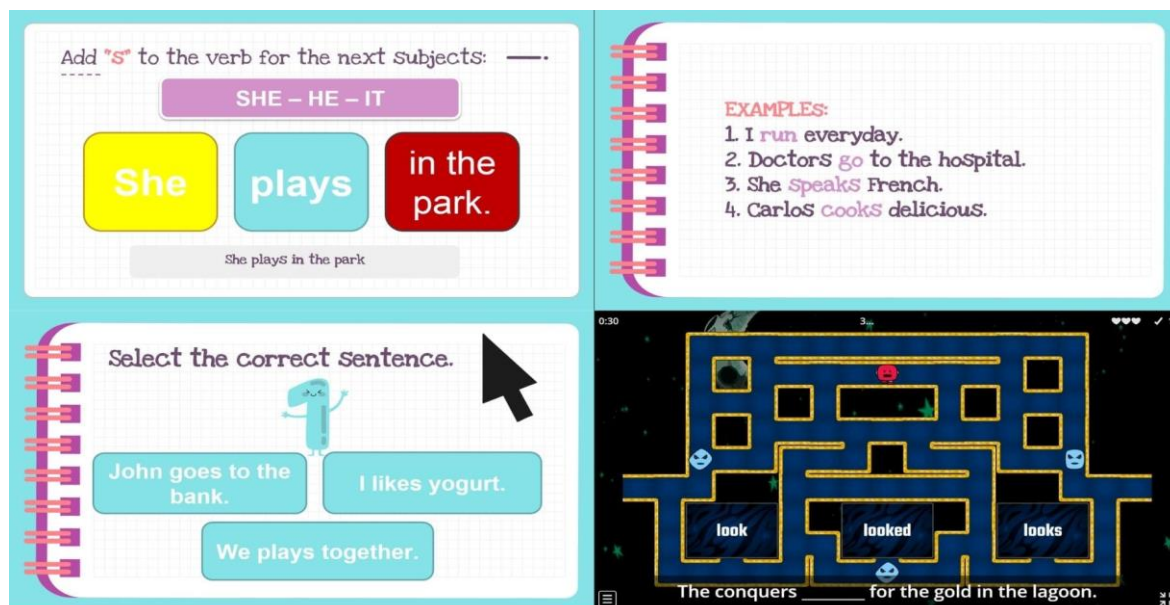


Figure 4

PowerPoint presentation: My lifetime

Next, there are certain activities that students can use to practice what they learned. The first game is about selecting the correct sentence according to the rules and explanation. The second one is about organizing the words to make a complete sentence and then write the sentence in the negative form. The third one is individual work; they have to write two questions and answer another two questions using the structure. Finally, there is a *Pacman* game for students to keep practicing while playing. Cruz states that “grammar instruction can be presented from different perspectives in which learners play a more dynamic role and become active participants of their language learning process.” (2013, p.220) Thus, by playing and competing students are active agents in their learning process and learn how to use the simple present tense.

Class 3 – Baking sentences

The third class teaches Present Continuous tense; this class aims to start making sentences by what students can observe. The PowerPoint presentation *Making Sentences* shows how to use the tense in all the forms. Also, this presentation is focused on learning how to describe pictures; there are plenty of examples and useful tools for them to

practice. Additionally, there are some pieces of advice about how we can describe a picture from scratch. The following figure shows some of the ideas presented above:



Figure 5

PowerPoint presentation: Baking sentences

Then, students have a *Padlet* wall in which they can write their ideas towards the exercises done in the PowerPoint presentation, there the answers of the description of the pictures are written and shared with the rest of the learners. In the end, students also have a questionnaire game to keep practicing the tense in *Quizziz*. This grammar activity allows students “to be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful.” (Mart, 2013, p. 1) Hence, the purpose of the lesson is to encourage students to communicate effectively by making complete sentences using all the tenses learned.

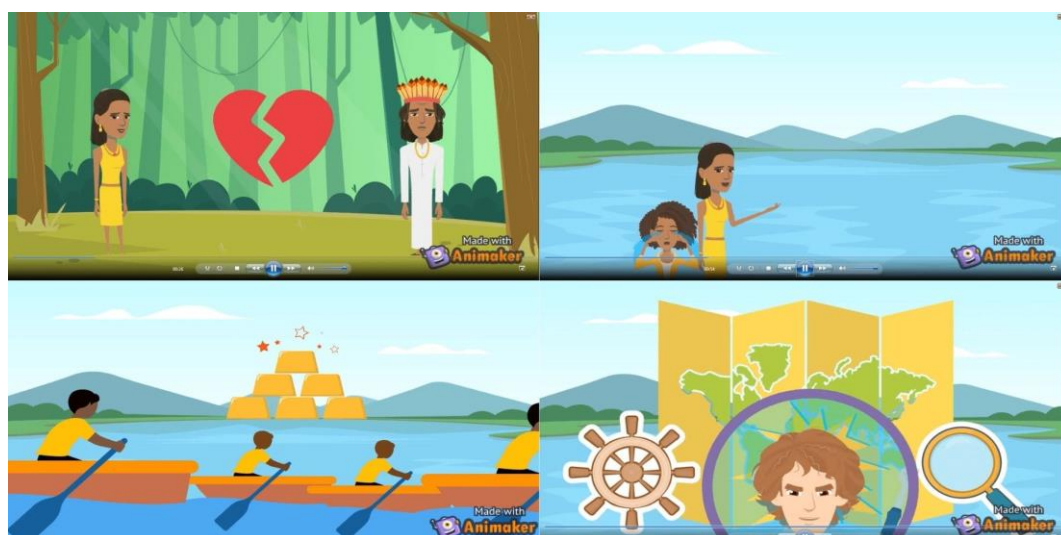
Stage 2 – Pre-writing

The second stage is the start of the pop-up book project. This stage proposes the first step to begin writing as a process. As it is proposed by Hamp-Lyons & Heasley (2006), the first stage when writing is Pre-writing. In the following classes, this stage is developed,

students start brainstorming and sketching the pop-up book, later the feedback and corrections are given by the teacher.

Class 4 – The legend of El Dorado

For the fourth class is where the text in which students do the pop-up book is presented. In this case, the legend of El Dorado is introduced as a video, there is audio and also, there is reading with the visual representation of the story. Firstly, some questions are asked to know if the students have previous knowledge of the legend. Secondly, the video is reproduced twice for them to get as much information as possible. While watching the video the students use a template to take notes and write the principal ideas of what they are watching. Here there are some pictures of the video:



Topic:

NAME: _____
DATE: _____

QUESTIONS		
WHO?		
WHEN?		
WHAT?		
WHERE?		
WHY?		

TITLE: _____

Figure 6

El Dorado Video and Summary Template

However, the aim of this class goes beyond just watching the video and knowing the story. For the second part of the class, it is prepared a cultural encounter, a video about some Colombian indigenous communities is presented to understand their importance and traditions. Also, there is a conversation with the students to gather their ideas towards the indigenous communities and why they have a significant value for us. Thus, a forum is opened for them to share their thoughts. In the end, a summary of the story and a reflection is made. The use of short stories as it is the legend helps students to comprehend the story accurately as Pardede affirms:

Short-story seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. (2011, p.17)

Therefore, the use of a short legend as *El Dorado* makes easier the reading for students to understand the whole story and have a complete understanding of it.

Class 5 – Pop-up cards all around

This fifth class is the first encounter of the students with pop-up mechanisms. At the beginning, some examples are introduced and read by the students to understand how they work, “One highly recommended approach to improving your writing is through reading.” (Hamp-Lyons & Heasley, 2006, p. 9) Then, the general materials are presented in a video; they are the materials needed for most of the next pop-up exercises. For the first exercise, the students make a pop-up card by following the instructions of three videos. The first video is for making a 3D square mechanism, the second one is for making a 3D triangle mechanism, and the final video is the same triangle but with some extra details.

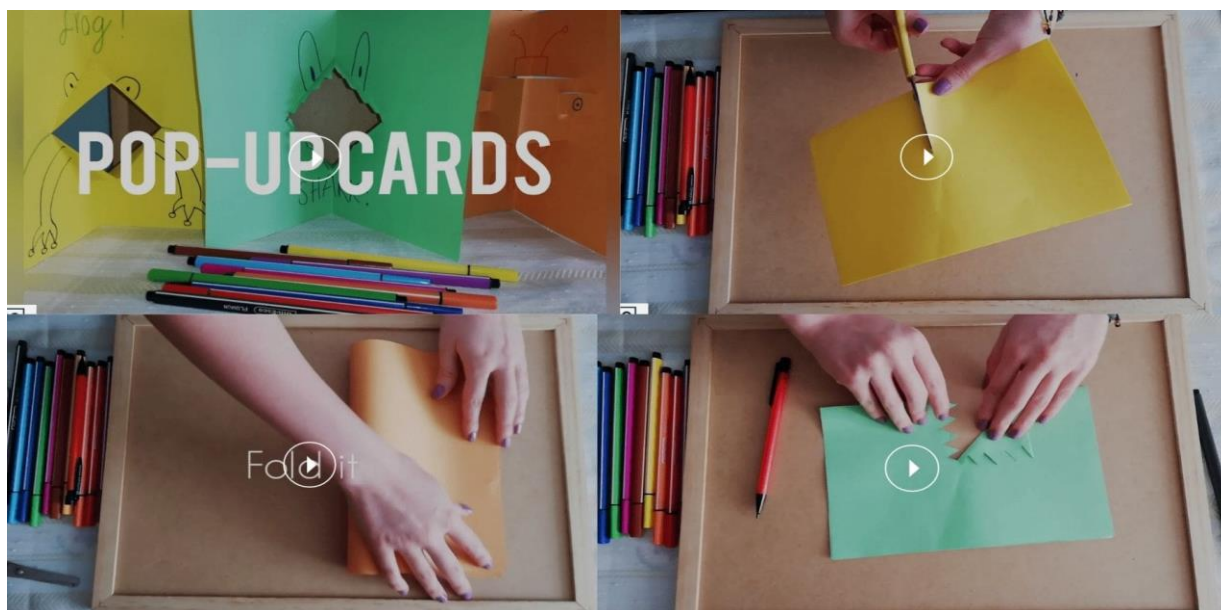


Figure 7

Pop-up Cards Video

In this lesson, the students make the three exercises of pop-up cards and decorate them using their creativity when using the 3D mechanisms. Ellis et al. agree that “pop-ups sometimes added to the learning goals of the book by allowing the reader to see and experience a given subject in three-dimensions rather than through the typical illustrations of the picture book format.” (2005, p. 7) Then, it is an attractive way to catch student’s attention for them to familiarize with the material and feel motivated with this type of book. Thus, the students practice their listening skill by following instructions, vocabulary, and their writing skill since they have to write a sentence in the pop-up cards to give it to someone beloved for them or to keep them for themselves.

Class 6 – My brainstorm of ideas

Now that students are familiarized with the pop-up mechanisms and how they work, the sixth class is to brainstorm and sketch the ideas they want to put in their pop-up book. The first step is to think about the most important scenes of the legend of *El Dorado* and if it is necessary to reproduce the video again. Then, when they have a whole picture of the story, they have the first brainstorm template to write their ideas and organize them; next, they

select four scenes that represent the story well. Thus, students go from the general to the specific details they want their book to have as it is proposed in the *Pre-Writing* stage in Hamp-Lyons & Heasley model.

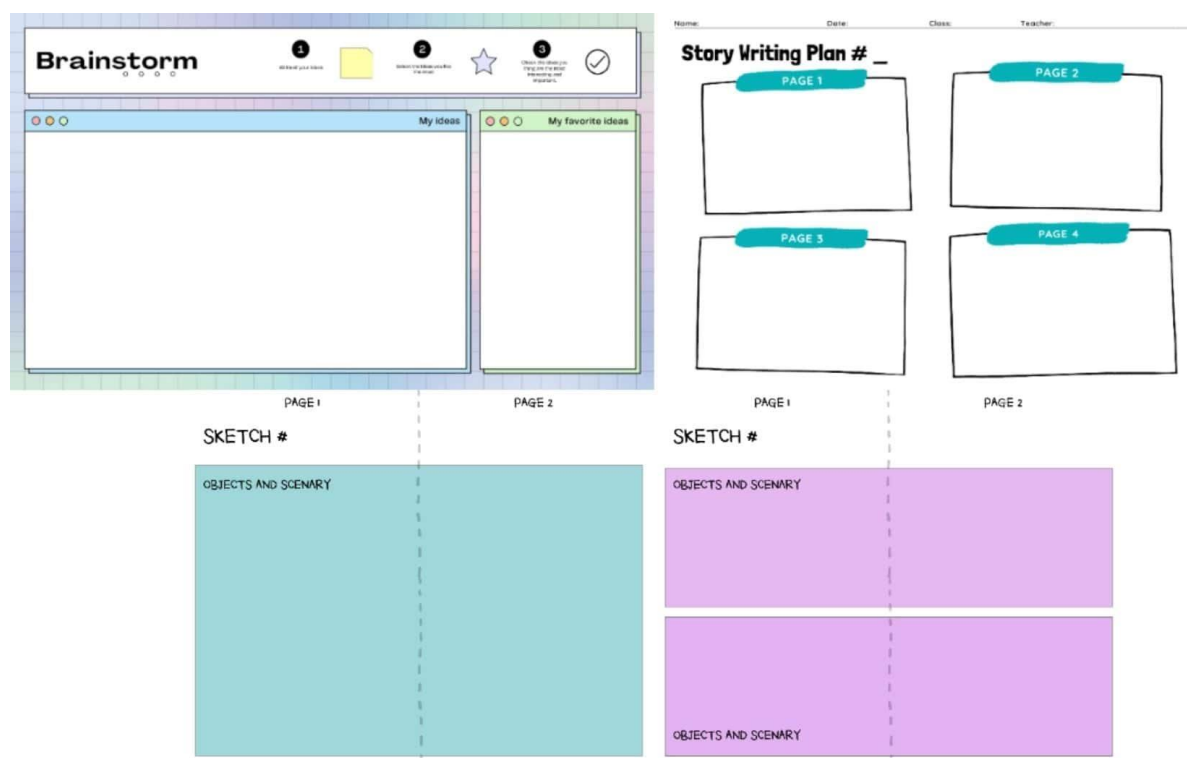


Figure 8

Brainstorm Templates

This Pre-writing stage “help writers develop ideas and process information before writing their own text.” (Hamp-Lyons & Heasley, 2006, p.23) All the templates work as a Pre-writing technique for the students to brainstorm their ideas. In the next step, students take those ideas into a first story writing plan. The second template works for sketching what they want to write in their pop-up books; they can write some words or sentences to guide them along the process. Additionally, the two last templates work for the scenario and illustrations they want to put on each page. These templates are subjectable to change, and the teacher always accompanies them and gives feedback and corrections to make. Hence, students brainstorm their ideas and start writing words and sentences in English.

Stage 3 – Writing

Stage three is where the students start writing complete sentences of the legend of El Dorado. After doing the brainstorm and sketching part, they have more ideas of what they will write in this part; they use their templates all the time. According to Hamp-Lyons & Heasley (2006), the *Writing* stage is when the writing production itself begins, it is about working on the ideas developed in the *Pre-writing* stage and concrete them until they are completely accurate. Hence, in this stage, students write and receive corrections from the teacher for improving their writing in terms of grammar, structures, coherence, and style.

Class 7 and 8 – My voice in a paper 1 and 2

In the seventh and eighth class, the students write the sentences for the first and second page of the pop-up book guided on what they do in the *Pre-writing* stage. As they select a scene for each page, they describe and represent those scenes accurately. Students will use the previous knowledge learned in the proposal to write complete sentences. Also, these sentences are reviewed by the teacher, and corrections are made as many times as necessary. In the feedback matter, Hamp-Lyons & Heasley say that as teachers it is significant to “provide feedback on language errors, and also on content, organization and style. In engaging the student with these different kinds of feedback they will improve the quality of their writing in terms of grammar, vocabulary choice, organization and content.” (2006, p.12) Thus, students receive feedback on every draft they do; they can start with isolated words or sentences until they construct a coherent text guided by the teacher.

Name: _____ Date: _____ Class: _____ Teacher: _____

Story Writing Plan # _

PAGE 1

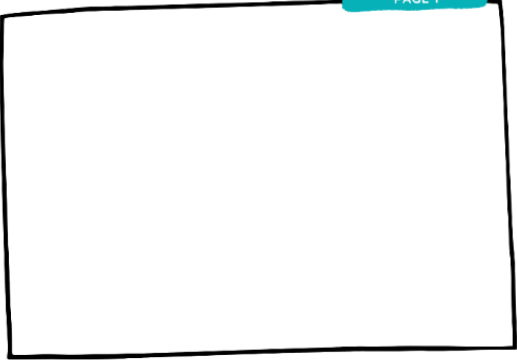


Figure 9 *Story Writing Plan Template*

For this section students must “Being able to organize ideas and concepts.” (Hamp-Lyons & Heasley, 2006, p. 25) The template above is helpful for them to write and have a trace of what they do and how they improve their writing. Students can have many templates until they feel that what they write is what they want to transmit and until the teacher approves their writing outcomes. Once the writing product is accepted, the students can start working on the construction of the pop-up mechanisms. Thus, students write their first drafts of the pop-up book.

Class 9 – Let’s become paper masters 1

For the ninth lesson, students start to work on the pop-up mechanisms for their book. For this, they have as a first resource some templates for them to draw and locate the objects in the paper to make the scenario they want to create. They can put 2D objects and drawings and the 3D mechanisms they prefer to use since “Moving from a static printed page to a three-dimensional mechanical book changes the dynamic between reader, words, and illustrations.” (Van Dyk et al., 2010, p. 5) Therefore, the pop-up mechanisms work as the visual representation of the story making the book manipulable and ludic. The participants use the templates to sketch their ideas until they feel good with the result. Once they finish the correct sketch, they will use it as guidance to do it on paper.

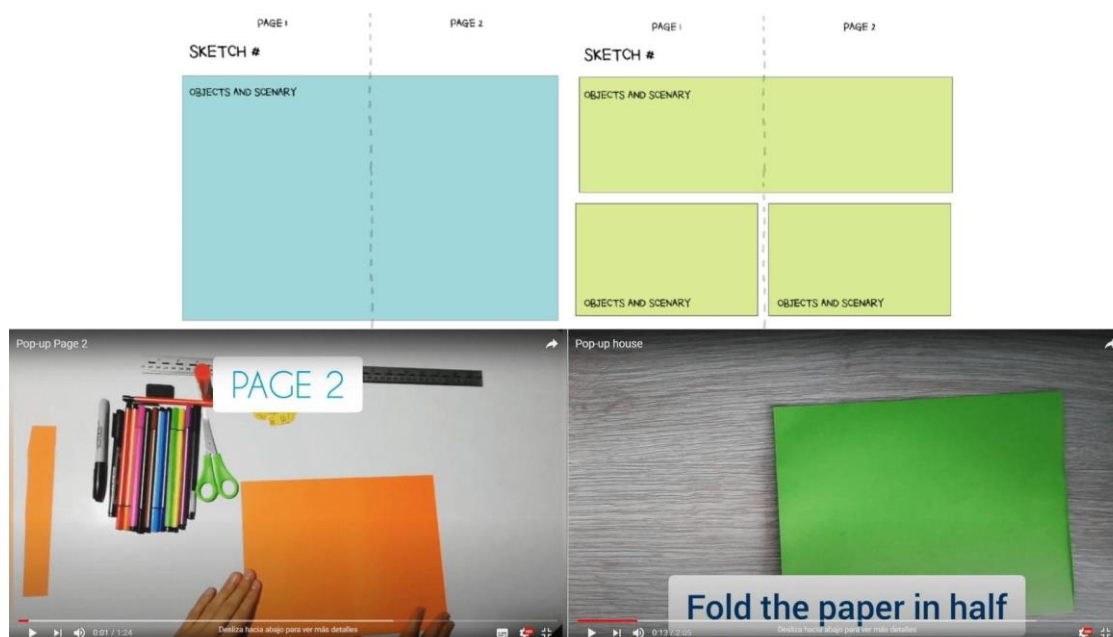


Figure 10 *Sketch Templates and Pop-up Pages 1-2*

Then, as it is showed in *Figure 10*, by using the sketch, students start the paperwork, there are some videos that can help them to make the pages of the book. However, these videos are just a guide for them; students can use whatever mechanism they feel comfortable with and can explore as much as they want to build their pop-up book. Also, students can decorate and add some extra details like characters, objects, and dialogues. Therefore, they know what they will write on each page and they describe that through pop-up mechanisms, illustrations, and drawings.

Classes 10 and 11 – I’m a cultural writer 1 and 2

Classes tenth and eleventh are for writing the last two pages of the pop-up book. Both classes focus on the construction of sentences or dialogues for the story of the legend. In these classes, participants use their *Story Writing Plan* templates (*Figure 9*) to organize those thoughts and transform them into real and complete ideas understanding that “People set about the writing process in many different ways.” (Hamp-Lyons & Heasley, 2006, p.15) The exercise is the same here; students work on the writing and erasing process; they write, receive feedback from the teacher through the *Padlet Wall* (*Figure 11*), and correct their

mistakes, Hamp-Lyons & Heasley states that in the feedback it is important to keep in mind the following advice: “When you write your feedback: be polite and respectful of the writer's feelings, make sure your comments can be understood by the writer, and be constructive, not destructive.” (2006, p. 103) Thus, students write different *Story Writing Plans* until they feel comfortable with what they want to communicate on each page with more complex structures.

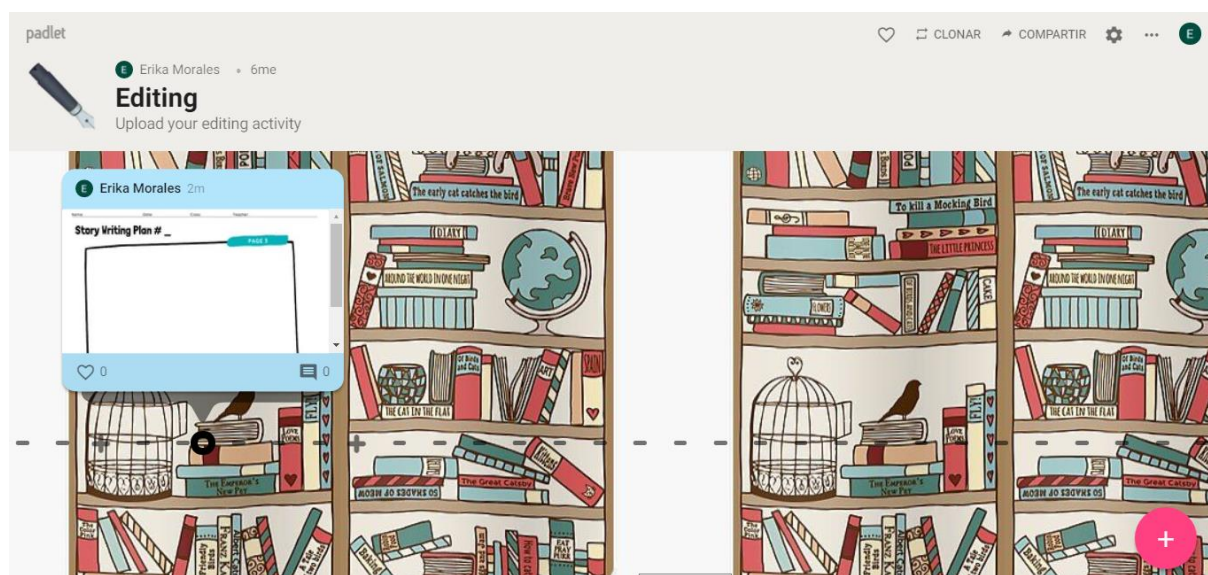


Figure 11

Padlet Wall for Feedback

Class 12 – Let's become paper masters 2

Class twelfth is about doing the last two pages of the pop-up book in terms of paper mechanisms. Following the idea of *Let's become paper masters 1*, students draw and sketch in the templates to have an idea of what they will create in the paper. Therefore, the paper constructions are guided by the *Sketch* templates (*Figure 12*) they made. These templates give students confidence in their work, and when doing the work itself, they can do it easily since they have already a plan.

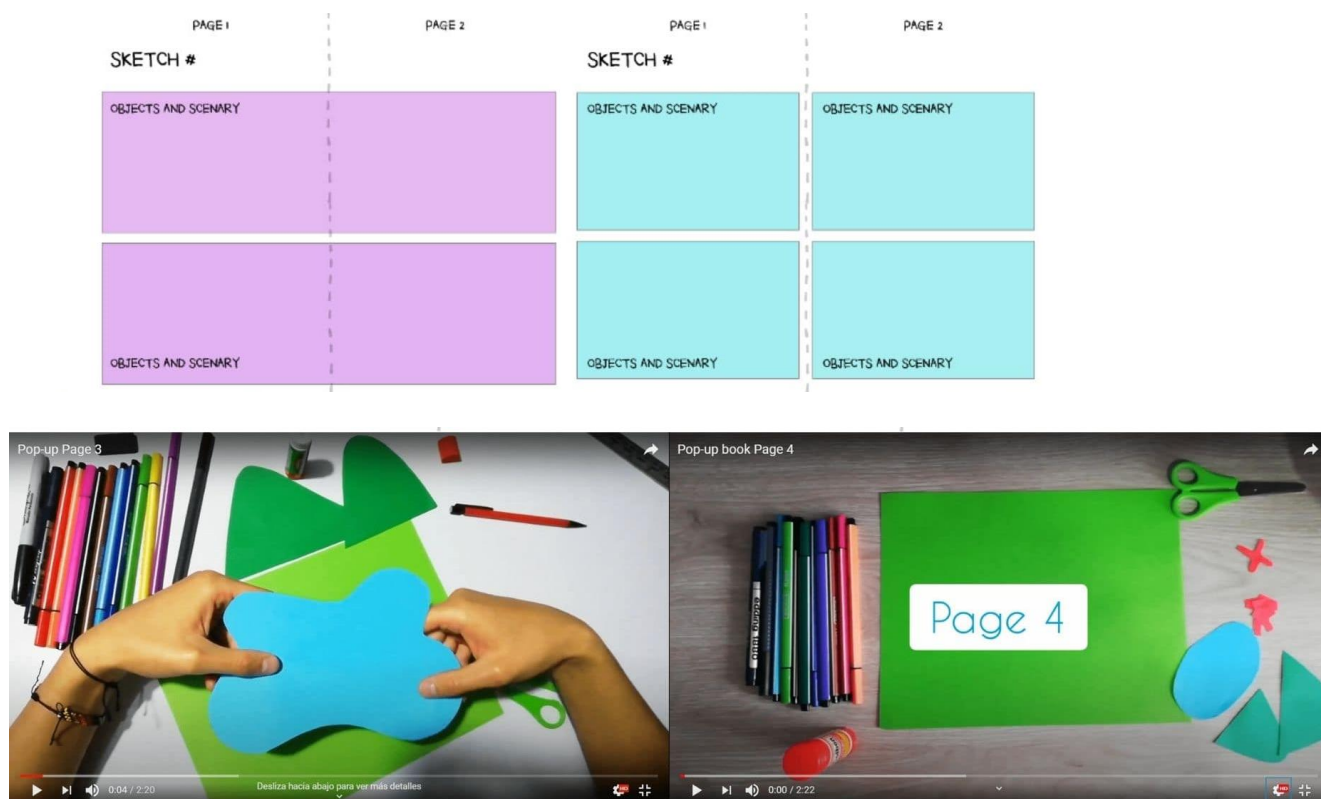


Figure 12

Sketch Templates and Pop-up Pages 3-4

After they check their *Sketch* templates, they start working on their plans. For these last two pages, there are two tutorial videos that help them as an example of what they can do. They can follow the instructions, but they can also add extra mechanisms or ideas that they have in mind; they can represent everything they want with the resources they want to. Finally, they can decorate the pages as they prefer. The aim is that students can represent their texts with visual aids; “Visuals are also used to supplement texts, to add further information to the text or to emphasize a different aspect of the information given in the text.” (Hamp-Lyons & Heasley, 1981, p.12) The visual representations have an important role in the activity, they can show what can fall short in words. Therefore, the students represent visually the story using them to add more meaning to the text they are writing.

Stage 4 – Re-writing

The *Re-writing* stage is the last part of the project. In the following classes, students re-write and polish the writing products they have done until this point concerning grammar, structures, coherence, and style. The objective of this stage is to improve their writing style as much as it can be possible in order to get a good outcome. Also, in this stage, students sign a certification that certifies them as writers; it is a symbolic result of their project. Lastly, they share the creations of their pop-up book with their classmates or in the Padlet wall of final products.

Class 13 – Last brushstrokes 1

The thirteenth class is where text and images are put together. Students bring all their work and start building the book itself. Firstly, they check their last *Story Writing Plan* (Figure 13) approved by the teacher for each page; if there is any extra modification or extra information students want to make, it is the time, the last writing brushstrokes are made. For Hamp-Lyons & Heasley “Reviewing your own writing and making use of peer review feedback.” (2006, p. 103) are a substantial part of the *Re-writing* stage. Next, they write and locate the sentences where they belong. In this part, the students link the text with the image for the book to have sense as a whole.

Name: _____ Date: _____ Class: _____ Teacher: _____

Story Writing Plan # _

PAGE 1	PAGE 2
PAGE 3	PAGE 4

Figure 13

Story Writing Plan Template

Additionally, students make changes in the pop-up book pages, they can add more details or refinement their drawings and coloring. Next, they organize the pages in the correct sequence and make sure everything is good. In general, this last part is to polish the work itself and to make the necessary modifications. Thus, students correct and improve their writing, in the end, the important is that the students feel comfortable and happy with their final product.

Class 14 – Last brushstrokes 2

The class fourteenth is for making the cover of the book. First, students bring one cardboard of the color of their preference, but it has to be bigger than a page open. The first step is to understand how to create a book cover. For this part, there is a video with instructions on the creation of a simple book cover. Then, students assemble the book cover with the pages they created; this step is also explained in the video. The previous activities are represented in the next figure:

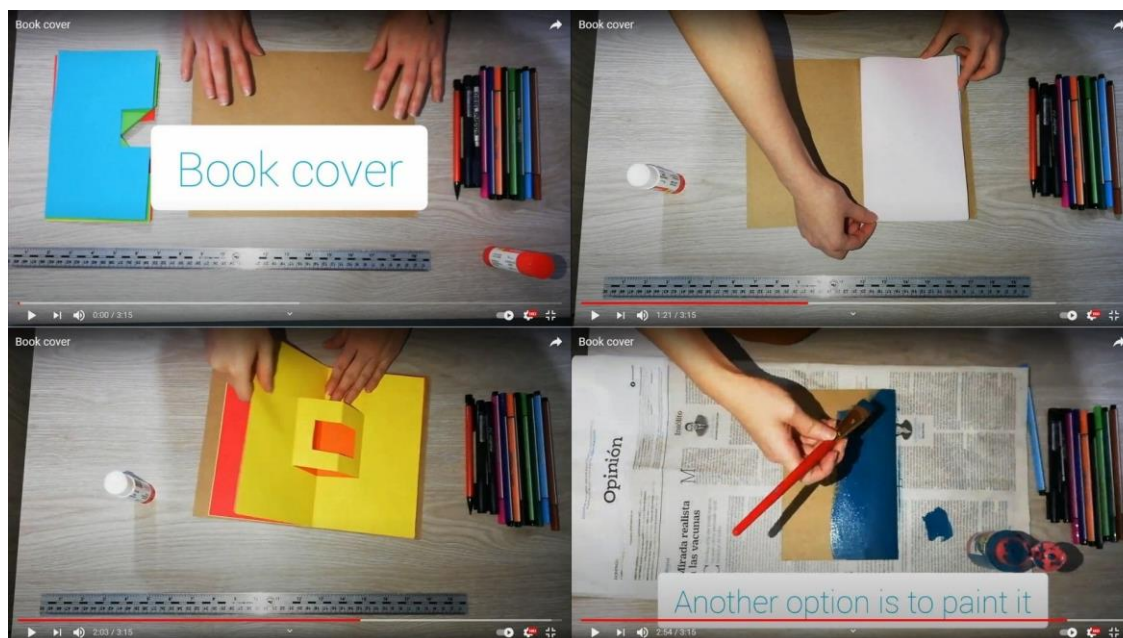


Figure 14

Book cover Video

Lastly, students write the name of their book and decorate the book cover according to their preferences. Making crafts like pop-up is a way to attach students' motivation in the

classroom; they need to learn writing in an enjoyable and meaningful way since “It is easier to aid students in improving their writing skills based on knowledge of their needs.” (Rivera, 2011, p. 21) Therefore, while creating an interactive book and making this kind of crafts, students learn writing as a process.

Class 15 – The signature of my book

For the final class, there is a significant moment to finish with this process; students sign a certification document (*Figure 15*) that certifies them as writers; it is a symbolic activity to motivate them to continue writing. Then, if the project is developed in a presential way there is a fair in which students can show their pop-up books to their classmates, and if it is virtual, there is a Padlet wall in which the learners can upload a video of them presenting their book and telling the story while showing the mechanisms.



This document certifies
you as a writer.

Congratulations

Your signature here.

Figure 15

Writer Certification

In the end, the students share their final pop-up book. Sharing their work is also a good way to receive peer feedback, “it helps if students can work together, assisting each other, reviewing each other's texts, pointing out strengths and weaknesses without taking or giving offence.” (Hamp-Lyons & Heasley, 2006, p. 13) There is a cultural encounter in which students can narrate the story and explain why it is important to know it as well as their

favorite things from the legend. This final part is for sharing experiences and talking about the process. Thus, the students have the final pop-up book done.

On the whole, the analysis of the proposal presented the description of the activities that are proposed and that are focused on the English writing process. These activities are designed to be developed individually or in groups, and the materials are available on the web page created from the needs of the sixth-grade students. It is hoped that students could increase the motivation towards the language and as the main expectation that the participants have a positive and enriching writing process without being scared of writing tasks, all of this while they gain awareness of their source culture.

CHAPTER VI

Conclusions

This research is focused on English writing skills and the use of pop-up books to understand writing as a process. The main objective of the proposal was *to propose a virtual didactic material focused on Writing Skills through the creation of an indigenous legend pop-up book for EFL sixth grade students in the IED Domingo Faustino Sarmiento*, which was achieved through the design of a web page with materials that can help learners with their writing skills.

Website link: <https://pop-up-books.jimdosite.com/>

Firstly, according to the first specific objective: *to diagnose sixth graders Writing Skills in the IED Domingo Faustino Sarmiento*, it was discovered through a diagnostic test that writing is one of the most difficult tasks to develop. The diagnosis test consisted of six tasks that explored reading, writing, speaking, and grammar abilities. It exhibits that due to the lack of vocabulary, correct use of English structures, and formation of sentences, students have a low English level when writing.

This research worked on the diagnosis of the students that showed the low English language level that students have in regard to structures and vocabulary, which are the two main features to start writing. The principal concern was that students did not have the basis to start creating complete sentences and communicate what they wanted to say. Students felt frightened when they were asked to talk or to write in English, and it is because they cannot do those tasks without the correct input. Students need input that can motivate them to learn and to practice, for later give a more accurate output when communicating.

Also, this research aimed to *construct a theoretical framework of Writing Skills, Process Writing Approach, Pop-up Books, Short Stories, and Colombian legends*, it was constructed a theoretical framework of Writing Skills, Process Writing Approach, Pop-up Books, and Colombian legends conceptions. This was made to understand the theoretical matters that are relevant when designing the virtual material. Starting from there, it was found that *Writing Skills* are one of the assignments that students feel more frustrated with because of the lack of feedback and the inability of making corrections.

It was established that the *Process Writing Approach* is a useful method that enhances learners to write due to the step-by-step procedure; thus, writing is showed as a process focusing on the development instead of the results. With respect to *Pop-up Books*, it was found that there are not many researchers about pop-up books implemented for the English learning-teaching field, and it was concluded that crafts are a pleasant way to motivate the students towards second language learning. Also, concerning *Legends*, it was established that they have a social function; the legend is not just for entertaining; it is full of significant knowledge that students can learn and enjoy thanks to its simple and short structure.

To finish with, the last objective was *to design a virtual didactic material in which students develop Writing Skills through the creation of a pop-up book*, a webpage was created full of resources, materials, lessons, and activities that assist students to start their writing process. This material was designed taking into account the students' needs, preferences, and suggestions towards English learning. Therefore, the whole material presented in this proposal has features like games and crafts that enrich their English writing process.

CHAPTER VII

Limitations and recommendations

This chapter shows the limitations that the researcher found during the process of the proposal and the recommendations that the researcher does to develop the proposal accurately.

Limitations

The major complication for the accomplishment of the proposal was to create it in the middle of the Covid-19 pandemic. Due to this situation, the proposal could not be applied. The application would have helped to the analysis and reflection of the material designed, and to interpret the outcomes of the proposal. As it is known, the pandemic has transformed the world in general, many adaptations had to be made, and education had to reinvent itself.

Another important limitation is with respect to the manipulation of the pop-up books. Since the material for the proposal is only found virtually, students may not have the opportunity to manipulate pop-up books for them to read and to explore them and their mechanisms. However, one possible solution is that the students in their autonomous work have or go to a public library to explore the pop-up books.

Also, concerning the limitations that were found in the design process, the primary problem was to find a web page maker that was free and easy to work with for the researcher as a designer as well as for the students to understand the interface. The web page design was challenging since the tools are limited but other platforms were used to cover the shortage of options that the web page may have.

Finally, there is a final difficulty in relation to a possible limitation in case there is an application, and it is about the connectivity problems or the complete absence of internet connection that the learners could have to enter on the web page. Thus, this material could only be used if there is internet connection. However, one possible solution can be for the teacher to bring the materials to the class if it is applied in the classroom; in that way, teachers can use this virtual material but adapt it to the traditional materials and still have the same impact on students.

Recommendations

The principal recommendation to make is about the writing process. It is important to follow the Process Writing Approach. Students would feel more comfortable knowing that it is fine if they make mistakes; they have to know that failures are part of the process. Teachers must encourage them to re-write until they feel good with their writing production. That is why, feedback is key in this proposal; teachers should make corrections, comments, and suggestions to the students' work always encouraging them to continue.

Another substantial recommendation is to keep students motivated when learning the English structures that are not always their favorite part of the class. Using interactive activities like games, videos, crafts, music, etc. can help to keep them attached to the activity and to understand the topic easily. Since writing is a tedious task, it is relevant making the process as enjoyable and smooth as possible.

The final recommendation is to give as many pop-up mechanisms examples as possible. Firstly, teachers can show them pop-up book examples with which they can explore and interact with the product. In regards to the creation of the pop-up book, many simple examples are on the internet that can enrich the proposal and take it to another level. Thus, students can have a more extended gallery of mechanisms that they can use to make their pop-up book.

Concerning the Universidad Pedagógica Nacional, the suggestion is to create more academic spaces in which students can explore the ICT during their preparation as future teachers. These tools could be useful to every teacher in the middle of the pandemic situation since it motivates students and creates innovative spaces for them to learn.

Finally, for IED Domingo Faustino Sarmiento, the recommendation is to use the technology in favor to encourage the use of digital, visual, and virtual materials in the classroom since they are attractive to the students due to the flexibility and enjoyable dynamic they possess. Also, another suggestion is to implement the use of pop-up books to increase the reading and writing processes in students in English as well as in Spanish due to the fascination that they create in the learning environment.

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ANNEXES

Annex 1 – Characterization questionnaire

Datos

Hola, niños y niñas, por favor responder este formulario para conocer un poco sobre ustedes, sus vidas y la clase de inglés. Gracias.

Los datos suministrados aquí, serán TOTALMENTE CONFIDENCIALES y se usaran únicamente como objeto de estudio de la practicante.

***Obligatorio**

Nombre *

Tu respuesta

Correo electrónico

Tu respuesta

Edad *

Tu respuesta

Número de teléfono *

Tu respuesta

Género *

- ☐ Femenino
- ☐ Masculino
- ☐ Prefiero no decirlo

Lugar de procedencia. ¿Dónde naciste? *

Tu respuesta

¿Cuál es su estrato socio-económico? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6

¿Con quién vive...? (Selección múltiple) *

- ☐ Mamá
- ☐ Papá
- ☐ Hermanos / hermanas
- ☐ Tíos / tías
- ☐ Abuelos / abuelas
- ☐ Primos / primas
- ☐ Mascotas
- ☐ Otro: _____

¿Cómo vas al colegio? (en tiempos sin pandemia) *

- ☐ Bus
- ☐ Carro
- ☐ Caminando
- ☐ Bicicleta
- ☐ Moto
- ☐ Transmilenio
- ☐ Otro: _____

¿Qué actividades te gustarían en la clase de inglés? (selección múltiple) *

☐ Música

☐ Baile

☐ Pintura

☐ Juegos

☐ Manualidades

☐ Videos

☐ Otro: _____

¿Cómo te sientes en la clase de inglés? Escribe HONESTAMENTE tus sentimientos y pensamientos. *

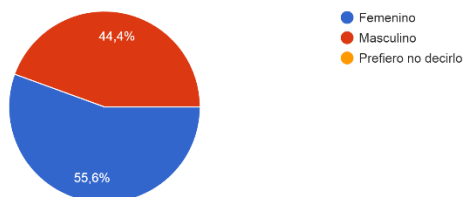
Tu respuesta _____

Un comentario, sugerencia o pregunta para la profesora de inglés Erika. *

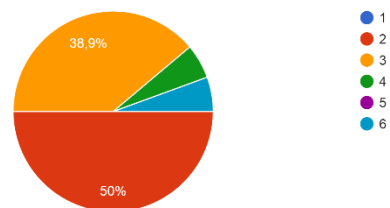
Tu respuesta _____

Annex 2 – Characterization data

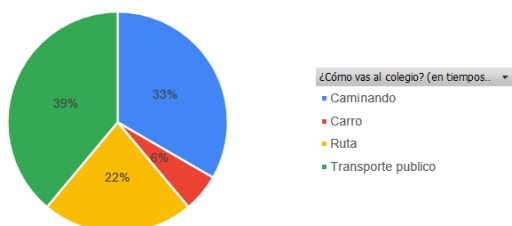
Género
18 respuestas



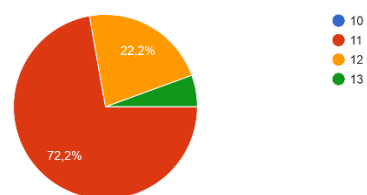
¿Cuál es su estrato socio-económico?
18 respuestas



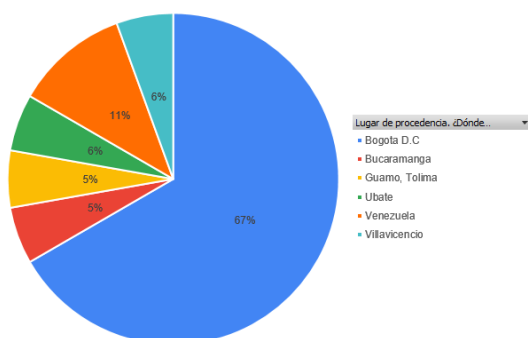
Cuenta de ¿Cómo vas al colegio? (en tiempos sin pandemia)



Edad
18 respuestas

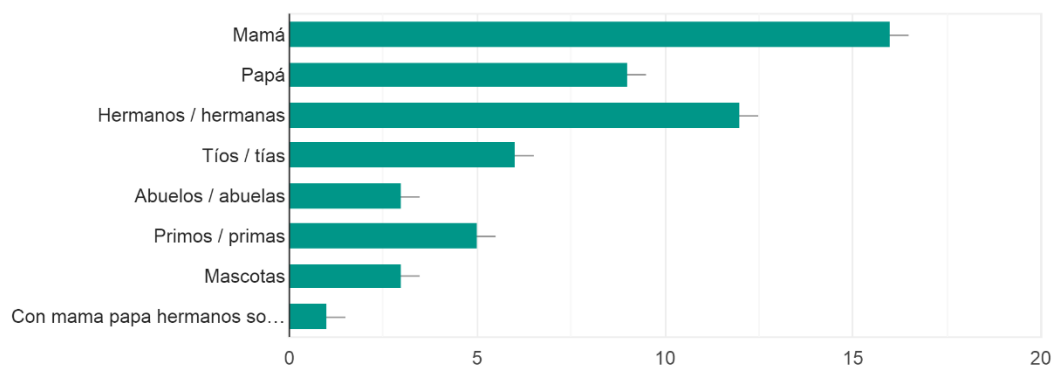


Lugar de procedencia. ¿Dónde naciste?



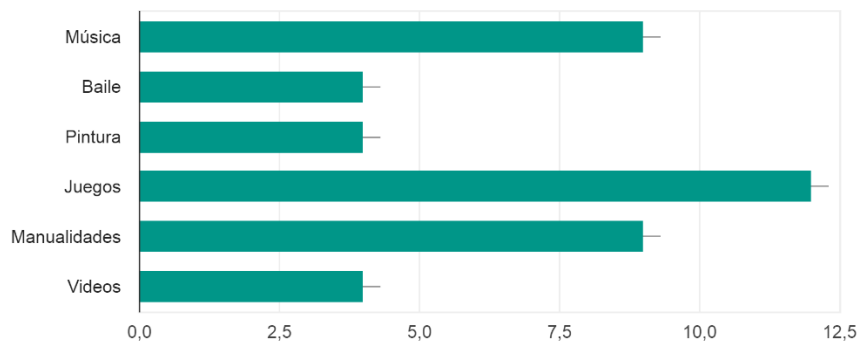
¿Con quién vive...? (Selección múltiple)

18 respuestas



¿Qué actividades te gustaría en la clase de inglés? (selección múltiple)

18 respuestas



¿Cómo te sientes en la clase de inglés? Escribe HONESTAMENTE tus sentimientos y pensamientos.

18 respuestas

Bien me siento bien y agusto

Muy bien ya que la profe nos escucha y entiende y hace sus clases dinamicas

Si la profe es cherebre megusta 😊

super bien es super divertida y aprendo mucho

No se diría que más o menos

Me siento acompañado

Ps me siento bien con la profe tan chida que tengo :°V

Buy bien la profe es exelente

muy bien la profe es chévere con todos los compañeros

¿Cómo te sientes en la clase de inglés? Escribe HONESTAMENTE tus sentimientos y pensamientos.

18 respuestas

Me parece muy es jenial

Bien me gustaria que fueran presenciales para poder aprender mas

Me gusta el ingles y me gusta aprender inglés

Me siento bien

Bien por qué me gusta aprender inglés y es necesario para mi futuro

Me gusta mucho la verdad hasta ahorita volvi a entrar a reuniones por que antes no tenia la capacidad

Pues es muy chebre ya que la profesora nos pide la opinion y preferencia y eso no nos aburre

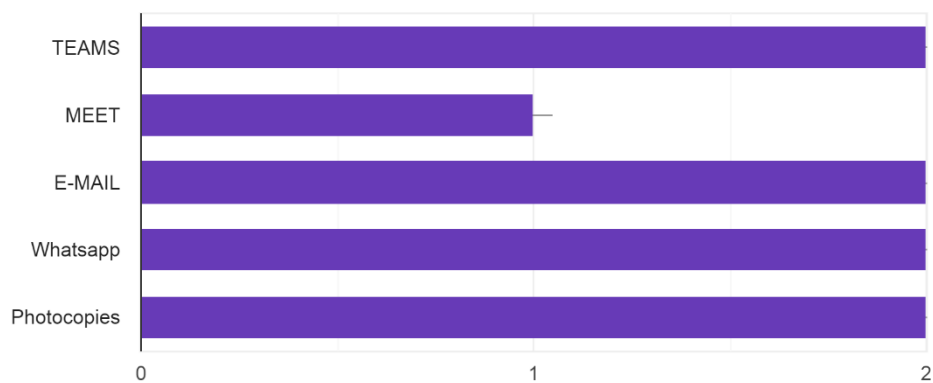
Me siento bien me gustan todas las clases

FELIZ

Annex 3 – Teachers' survey

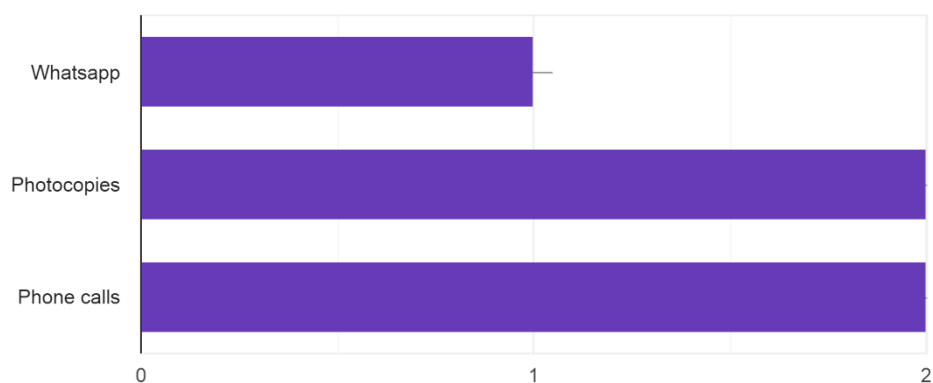
How is the school managing the virtuality during the pandemic? (you can choose more than one)

2 respuestas



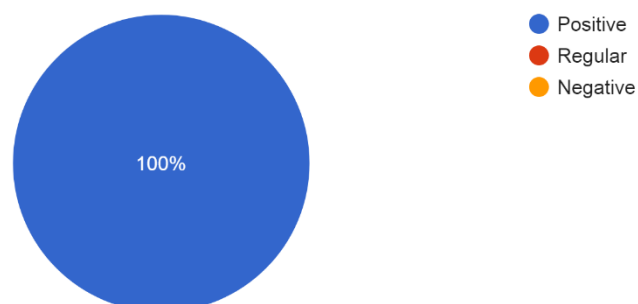
How is the school managing the learning process for those who have not connectivity?

2 respuestas



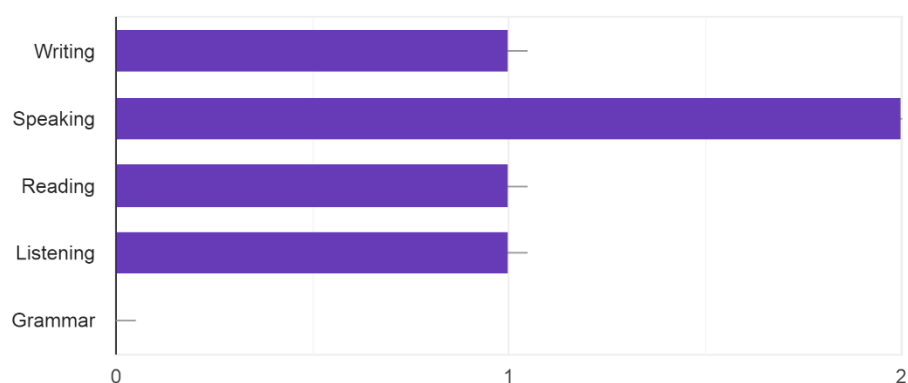
What is the behavior and feelings of the students towards English class?

2 respuestas



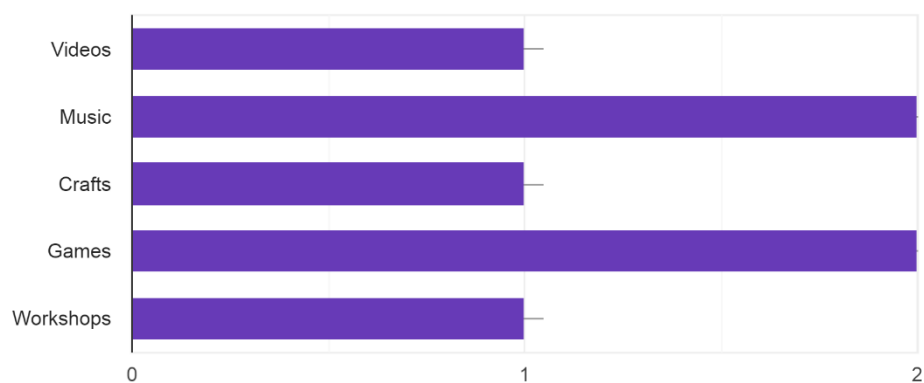
What are the language abilities that you think are the most difficult to students? (You can choose more than one)

2 respuestas



What materials do you think students like the most? (you can choose more than one)

2 respuestas



Comments, suggestions, recommendations:

2 respuestas

Students, specially teenagers, like to practice with apps and digital resources. Teachers must implement tics.

I teach in primary School because of thise interests and

Annex 4 – Diagnosis

 **COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.**
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008389 NIT 860532555-9

 **BOGOTÁ**
 Secretaría de Educación

DIAGNOSIS ACTIVITY

NAME: David Santiago Arevalo Espinosa
 GRADE: 601 DATE: 14-Febrero-2021
 TEACHER: Erika Morales
 OBJECTIVE: to identify your English knowledge.

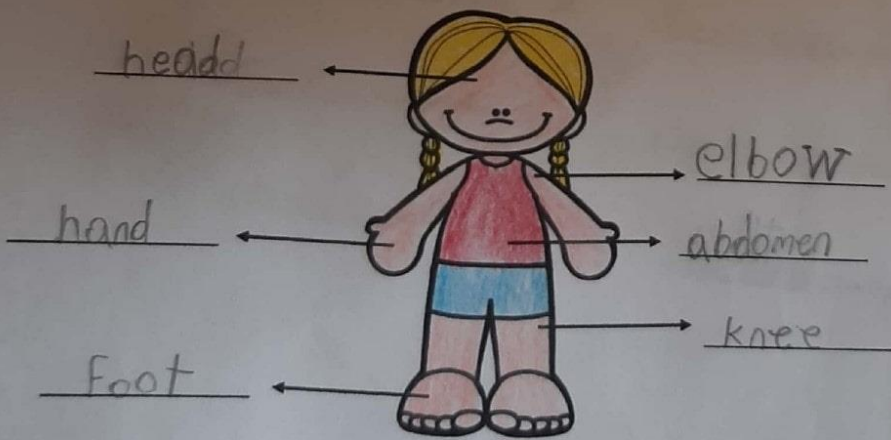
LET'S START!

1. Match the image with the correct word.



Summer Winter Spring Fall

2. Write the parts of the body



head hand elbow abdomen knee foot

Dirección trasversa 60 No 95-51
 Teléfono 2367746-2367748
 Email intdidomingofausti12@educacionbogota.edu.co
 Código Postal 111211
www.educacionbogota.edu.co
 Tel: 3241000 Línea 195

 **ALCALDÍA MAYOR
 DE BOGOTÁ D.C.**



COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO L.E.D.
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008389 NIT 860532555-9



3. Where can you see these signs? Select the correct answer.

DO NOT FEED THE
ANIMALS, PLEASE.

- a. In a restaurant
- b. In a zoo
- c. In a school

Welcome, class 2021!

- a. In a classroom
- b. In a coffee shop
- c. In an airport

Oranges \$5

- a. In a hospital
- b. In a museum
- c. At a supermarket

4. Write "There is" / "There are" according to the sentence.



a. There are four books.



b. There are two kids.



c. There is one pencil.



d. There are seven colors.



e. There is one desk.



f. There are five apples.

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ALCALDÍA MAYOR
DE BOGOTÁ D.C.



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5. Organize the scenes of the comic. Write the number in the circle taking into account the sequence.

Comic strip scenes to be ordered:

- #3**: A boy says, "I'm going to school. Do you want to go together?" A girl replies, "Sure, let's go together. Thank you!"
- #2**: A boy says, "I'm fine, thanks for asking." A girl asks, "What are you doing?"
- #1**: A boy says, "Hello, Jenny. How are you?" A girl replies, "Hello, Matt. I'm good how are you?"

6. Introduce yourself: fill the blank spaces with your information.

My name is <u>David Santiago</u> and I am <u>eleven</u> years old. My favorite movie is <u>Megalodon</u> and my favorite food is <u>Pizza</u> . I like <u>play video games</u> and I don't like <u>play basketball</u> .	Tengo
--	-------

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ALCALDÍA MAYOR
DE BOGOTÁ D.C.

Annex 5 - Diagnosis


COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO L.E.D
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008100 NIT 860537505-9

DIAGNOSIS ACTIVITY
 NAME: Michelle Paola Trespadares Herrera
 GRADE: _____ DATE: 27/02/27
 TEACHER: Ena Morales
 OBJECTIVE: to identify your English knowledge.

LET'S START!

1. Match the image with the correct word.


 Summer


 Winter


 Spring


 Fall

2. Write the parts of the body



Forehead →

Hand →

Foot →

→ ARM

→ STOMACH

→ LEG


COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO L.E.B.
 POR CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LA INNOVACIÓN
 Resolución N° 7527 de 1998 y 2861 de 2007 (Ley de Educación No. 115 de 1994)

BOGOTÁ

3. Where can you see these signs? Select the correct answer.

DO NOT FEED THE ANIMALS, PLEASE.

a. In a restaurant
 b. In a zoo
 c. In a school

Welcome, class 2021!

a. In a classroom
 b. In a coffee shop
 c. In an airport

Oranges \$5

a. In a hospital
 b. In a museum
 c. At a supermarket

4. Write "There is" / "There are" according to the sentence.



a. _____ four books.



b. _____ two kids.



c. _____ one pencil.



d. _____ seven colors.



e. _____ one desk.



f. _____ five apples.

COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.

PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL

Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008389 NIT 860532555-9

BOGOTÁ
 Secretaría de Educación

5. Organize the scenes of the comic. Write the number in the circle taking into account the sequence.

Panel 1: Boy: "I'm going to school. Do you want to go together?" Girl: "Sure, let's go together. Thank you!"

Panel 2: Boy: "I'm fine, thanks for asking." Girl: "What are you doing?"

Panel 3: Boy: "Hello, Jenny. How are you?" Girl: "Hello, Matt. I'm good how are you?"

6. Introduce yourself: fill the blank spaces with your information.

My name is Michell Paola and I am azafata years old. My favorite movie is chessu and my favorite food is pollo arroz chino I like el arroz con pollo and I don't like y el arroz chino.

Annex 6 - Diagnosis

COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL.
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 1110031008389 NIT 860532555-9

BOGOTÁ
 Secretaría de Educación

DIAGNOSIS ACTIVITY

NAME: Nelson Osvaldo Gorda Hernandez
 GRADE: 601 DATE: Tuesday 16 February 2021
 TEACHER: Erika Morales
 OBJECTIVE: to identify your English knowledge.

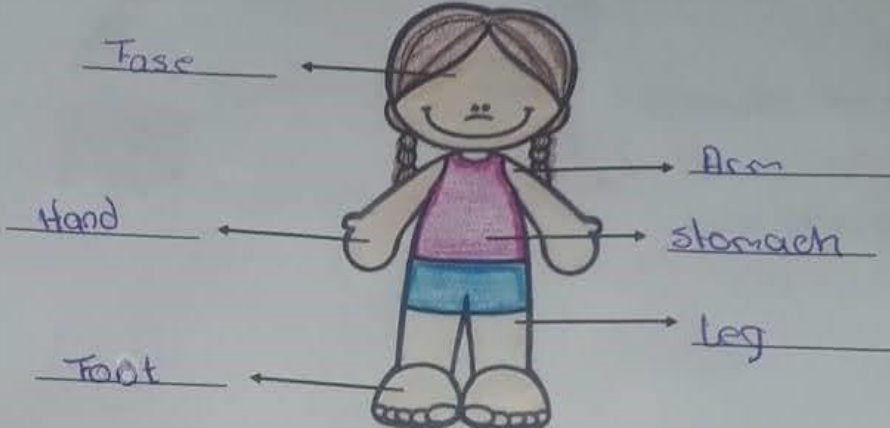
LET'S START!

1. Match the image with the correct word.



Summer Winter Spring Fall

2. Write the parts of the body



Face Arm
 Hand Stomach
 Foot Leg

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 Código Postal 111211
www.educacionbogota.edu.co
 Tel: 3241000 Línea 195

Annex 7 – Diagnosis

COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008189 NIT 860532555-9

BOGOTÁ
 Alcaldía de Bogotá

5. Organize the scenes of the comic. Write the number in the circle taking into account the sequence.

Panel 1: #1
 Hello, Jenny, how are you?
 Hello, Matt, I'm good how are you?

Panel 2: #3
 I'm going to school. Do you want to go together?
 Sure, let's go together. Thank you!

Panel 3: #2
 I'm fine, thanks for asking.
 What are you doing?

6. Introduce yourself: fill the blank spaces with your information.

My name is <u>Leonardo</u> and I am <u>11</u> years old. My favorite movie is <u>godzilla vs Kong</u> and my favorite food is <u>sopa de pescado</u>. I like <u>las películas de terror</u> and I don't like <u>las películas infantiles</u>

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 Tel: 3241000 Línea 195

ALCALDÍA DE BOGOTÁ

Annex 8 – Diagnosis

 **COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO I.E.D.**
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 **BOGOTÁ**
 Secretaría de Educación

5. Organize the scenes of the comic. Write the number in the circle taking into account the sequence.



6. Introduce yourself: fill the blank spaces with your information.

My name is <u>Mariana Pizar</u> and I am <u>Ten</u> years old. My favorite movie is <u>El stand de los besos</u> and my favorite food is <u>hot dog</u>. I like <u>volleyball</u> and I don't like <u>Fish</u>.
--

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Annex 9 - Diagnosis


COLEGIO TÉCNICO DOMINGO FAUSTINO SARMIENTO L.E.D.
 PEI: CALIDAD EDUCATIVA PARA LA FORMACIÓN INTEGRAL Y LABORAL.
 Resolución N° 7527 de 1998 y 380 de 2007 DANE 111001008389 NIT 860532555-9



 Alcaldía Mayor de Bogotá

5. Organize the scenes of the comic. Write the number in the circle taking into account the sequence.

#3

I'm going to school. Do you want to go together?

Sure, let's go together. Thank you!

#2

I'm fine, thanks for asking.

What are you doing?

#1

Hello, Jenny. How are you?

Hello, Matt. I'm good how are you?

6. Introduce yourself: fill the blank spaces with your information.

	My name is <u>Stefania</u> and I am <u>happy</u> years old. My favorite movie is <u>aquaman</u> and my favorite food is <u>pizza</u> . I like <u>leave shopping</u> and I don't like <u>play</u> .	
--	--	--

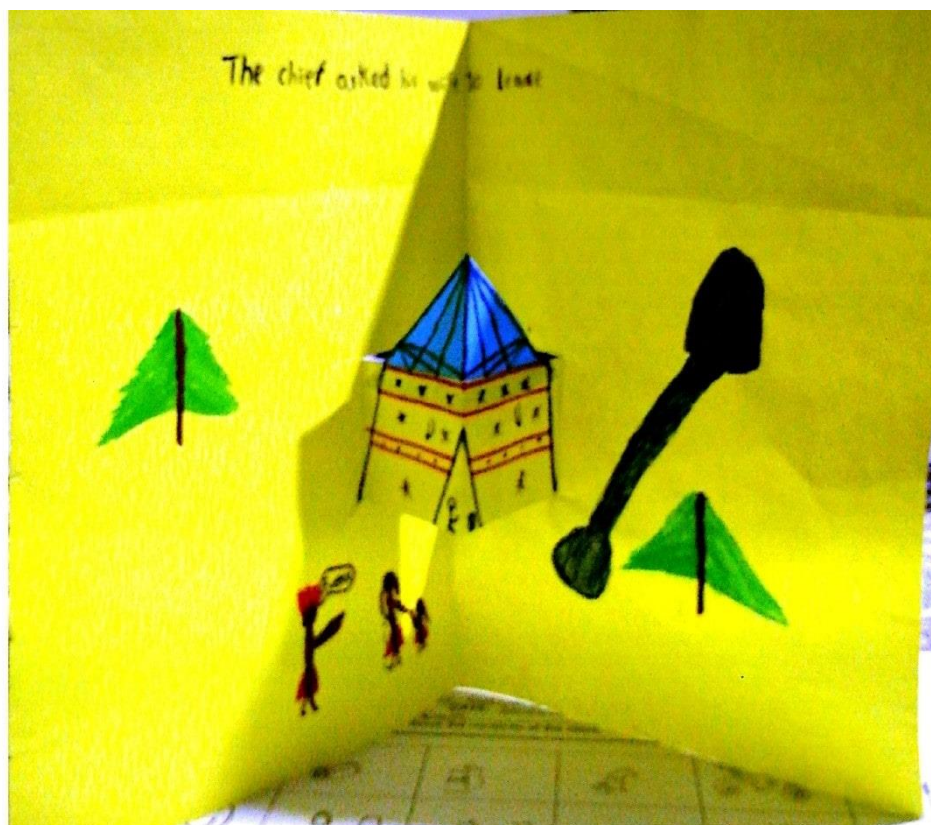
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 ALCALDÍA MAYOR DE BOGOTÁ D.C.

Annex 10 – Diagnosis

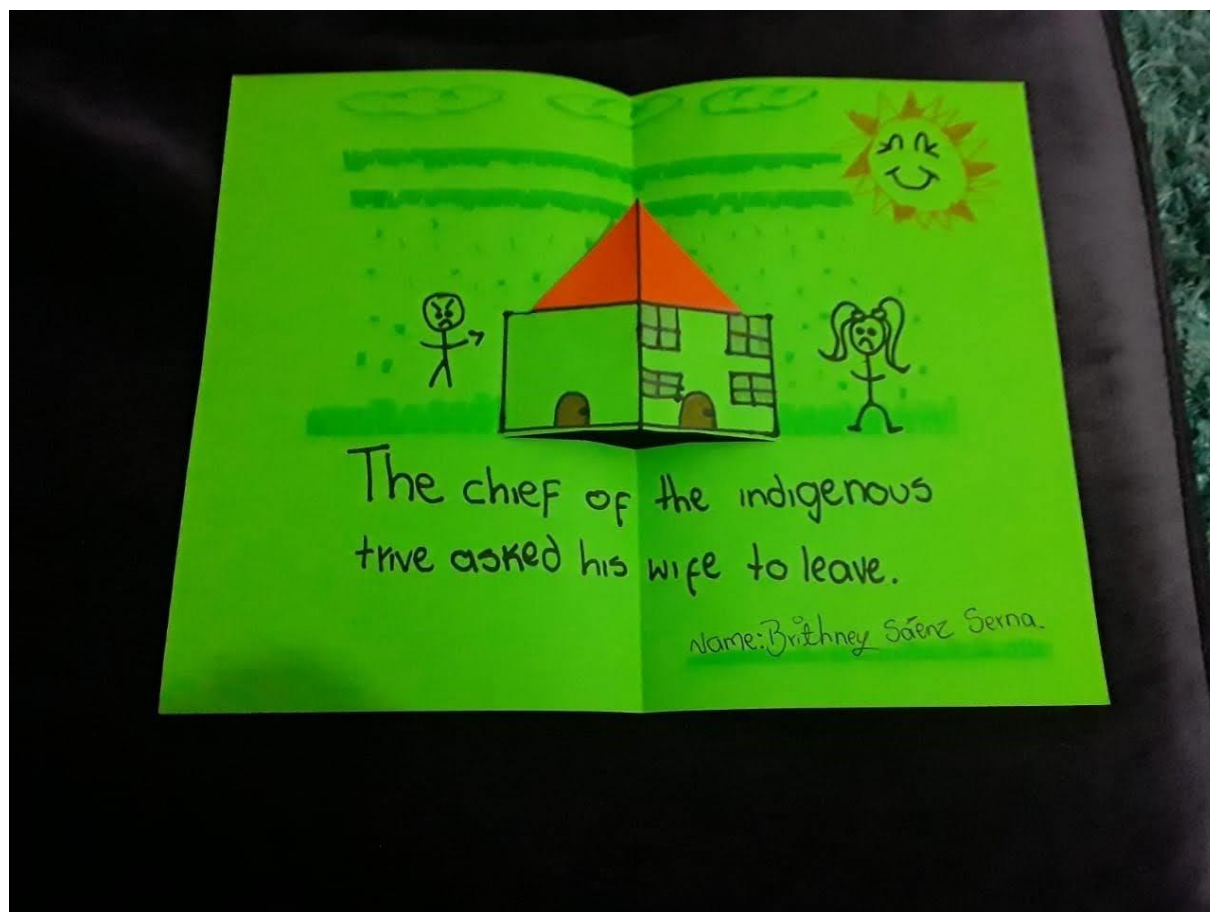


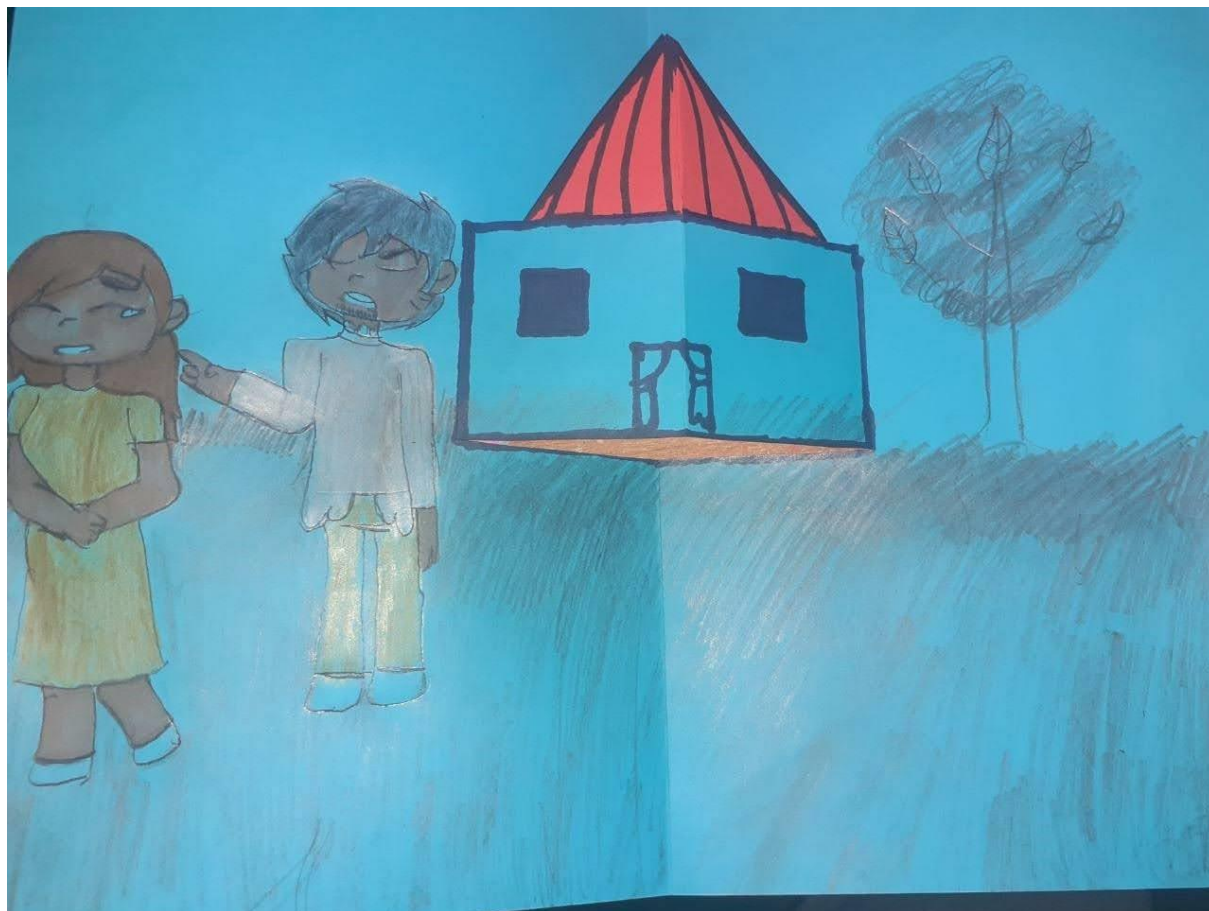
Escaneado con CamScanner



Escaneado con CamScanner

Annex 11 – Diagnosis



Annex 12 – Diagnosis

Annex 13 – Consent form

 UNIVERSIDAD PEDAGÓGICA NACIONAL Formación y transformación	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Creating Pop-up books: a strategy focused on English process writing skills of sixth graders		
Resumen de la investigación	El proyecto está enfocado en diagnosticar a los estudiantes de sexto grado del colegio Domingo Faustino Sarmiento para diseñar materiales educativos para el aprendizaje de la escritura en inglés utilizando como estrategia los libros pop-up.		
Descriptor claves del proyecto de investigación	Participación de los estudiantes en las clases programadas y solución de los talleres, actividades, juegos, etc. que se propongan en la clase.		
Descripción de los posibles beneficios de participar en el estudio	La participación en este estudio permitirá que su hijo/a pueda aprender inglés de una manera lúdica, diferente y cargada de aprendizajes significativos que pueden ayudarle a mejorar sus habilidades en la lengua extranjera.		
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados se socializarán a través de la clase en la cual se les dará a los estudiantes el acceso a todo el material creado a partir de esta propuesta. Dicho material lo pueden utilizar a su beneficio y seguir aprendiendo inglés.		
Explicita la forma en que mantendrá la reserva de la información	Los datos suministrados y las actividades realizadas, serán TOTALMENTE CONFIDENCIALES y se usarán únicamente como objeto de estudio de la practicante.		
Datos generales del investigador principal	Nombre(s) y Apellido(s): Erika Dayana Morales Arias		
	N° de Identificación: 1014306880	Teléfono	3216948915
	Correo electrónico: edmoralesakire@gmail.com		
	Dirección: Carrera 71#67-07		

 UNIVERSIDAD PEDAGÓGICA NACIONAL CONSEJO NACIONAL DE INVESTIGACIÓN	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 2

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____

Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Firma del participante (si aplica),

Nombre: _____

Identificación: _____

Fecha: _____

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 14 – Lesson plan

Lesson plan 1

Lesson plan: 5	Session: 5	Time: 60 min
Grade: 601	Institution: IED Domingo Faustino Sarmiento	
Date: March 22nd, 2021		
English teacher: Erika Morales		
Language Contents: Verb to be, simple present, new vocabulary.		

Objectives:

General: To identify the characteristics and structure of a pop-up book.

Specific:

- To practice English structures.
- To learn how to make a pop-up mechanism.
- To connect the images of the legend with sentences.

Expected learning:

- To identify the structure of the 3D-mechanisms of pop-up books.
- To know what a legend is.
- To write a complete sentence using the correct structures.
- To link images with words.

Time	Stage	Procedures
10 min	Contextualization and Legend	- What is a pop-up book? - Reading and exploring some pop-up books.
30 min	Creating a pop-up card	- Visual instructions of how to make a 3D square mechanism to create a pop-up card. - Follow the steps to create the pop-up square card. - Draw in your pop-up card. - Decorate your pop-up card.
10 min	Image and text	- Write a sentence to describe the pop-up card. - Corrections.
5 min	Socialization	- Show your pop-up cards to your classmates. - Watch your classmates' pop-up cards.
5 min	Extra time	- Greetings, questions, comments, etc.

Annex 15 – Fieldnotes 1

NAME	Erika Dayana Morales Arias		
PLACE	Colegio Domingo Faustino Sarmiento	CLASS	601
DATE / TIME	February 22nd, 2021 - 1:00 PM – 2:00 PM		

FIELD DIARY #1

CONTEXT:

- 27 students between 9 and 12 years old.
- English class.
- Pandemic situation: synchronous class.
- Middle-low class.

GENERAL DESCRIPTION	CONTRIBUTIONS TO THE RESEARCH
I sent a diagnosis activity to the students to do in the asynchronous week of work. The class began and the room teacher introduce myself to the students. Next, I started with my presentation to the group of 601 of the school Domingo Faustino Sarmiento. Then, I started by getting to know each student; I showed to them a PowerPoint presentation in which there were key sentences to introduce themselves and I started with my introduction so they could know how to do it; they had to present themselves by saying their name, their age, and something they like. After the presentations, we continued by sharing the answers of the diagnosis activity to know how was the group English level.	- Students' English level is basic. - Students know some vocabulary but they have a lack on structures and pronunciation. - Students have to be motivated to learn English. - Nice presentations are important when teaching to

The diagnosis test was looking for know how much basic vocabulary the students know, how they use English, their comprehension towards the language, and their writing skills in the L2.

I asked for the questions in the diagnosis activity, and they answered me. I asked a question and they had to raise their hands to share their answers, if the answer was wrong, we clarify them and then continue to the next one, and so on. For the part where there was a dialogue between two people, I asked the students to perform it with a classmate. They were very participative and demonstrated their abilities and that they want to learn English. However, some of them were very shy and didn't participate.

young learners, they feel attracted by them.

- Examples and real context situations are key when participating.
- Speaking in English is one of the things students are more afraid of.

Annex 16 – Fieldnotes 2

NAME	Erika Dayana Morales Arias		
PLACE	Colegio Domingo Faustino Sarmiento	CLASS	601 J.T.
DATE / TIME	March 8th 2021 - 1:00 PM – 2:00 PM		

FIELD DIARY #3

CONTEXT: Students between 9 and 12 years old. Middle-low class.

GENERAL DESCRIPTION	CONTRIBUTIONS TO THE RESEARCH
The class started with the greetings. I choose a monitor to help me during the class. Then, I did a warm-up activity, they had to find 7 differences in an image to know some new vocabulary and to practice colors. After that, we reviewed the workshop developed during the asynchronous week, the students gave some answers, and we corrected it. Then, I introduced the topic: “likes, dislikes, hate, and love” by doing a simple activity about preferences, then I gave some examples and explained the structure to them, at the same time they were asking questions and participating in what was needed.	- In order to have a productive class, reviews are important, so they can have vocabulary and basic structures. - Crafts like making the faces on the color papers are attractive, they like and they participate a lot.

Later, we surveyed some examples that they may like, dislike, hate, or love. I asked how many like, for example, French fries, and they had to raise their hand, and the results were in the survey chart. After that, one or two students had to say if they like it, love it, dislike it or hate it. They participated a lot, and also some of them said some extra examples for the activity.

Finally, we did an activity in which they had to identify the likes, dislikes, hate, and love of an imaginary character called “Marcela”, and they had to describe those things to the class.

In general, the class was very productive, the students asked a lot of questions and participated many times, the topic was likable. However, I had some problems when I asked some students to participate, they didn’t want to speak, but when participating in the chat or by raising the hand they did it.

- Using visual materials can motivate students when participating.

Annex 17 – Fieldnotes 3

NAME	Erika Dayana Morales Arias		
PLACE	Colegio Domingo Faustino Sarmiento	CLASS	601 J.T.
DATE / TIME	March 22nd 2021 - 1:00 PM – 2:00 PM		

FIELD DIARY #5

CONTEXT:

- 27 students between 9 and 12 years old.
- English class.
- Pandemic situation: synchronous class.
- Middle-low class

GENERAL DESCRIPTION	CONTRIBUTIONS TO THE RESEARCH
The class started with some greetings. Firstly, I asked them if they knew what is the legend of El Dorado about, some of them told me important aspects of the legend, then I reproduced a video made by me about a sum up of the Legend of El Dorado in the English version. We shared some ideas, and I explained to them the legend details. It is difficult to recognize the principal ideas of the legend, and it seems that in their Spanish classes some of them haven't studied this legend specifically.	- Listening is an ability that results complicated for them. - The use of visual representations of the legend helps with the comprehension of the legend.

Then, I asked them to bring the materials requested in the previous class. They did it, and we started to work on a pop-up card about the legend. The plan was to represent the first important scene of the legend in a 3D-mechanism. I started a tutorial to make a simple square 3D-mechanism, and they had to follow me. I said the instructions in English, and I showed them by camera so they can have the visual and listening representation of what they have to do. However, it was difficult for them to know some words and instructions, so I had to use Spanish to explain to them. At the end, they could do the exercise, and the following instruction was to decorate and represent the first scene.

As this was the first activity, time was too short, so there were some missing things, but as a first encounter with the project and with the pop-up mechanisms, it worked.

Because of time, I couldn't explain how to make a sentence with the use of simple present and verb to be, so I told them a sentence to put in this first exercise. However, the idea is that in the next intervention this topic will be explained and they can make their own sentences about the story.

Finally, I asked them to send me the final product, and they showed on the camera what they have done during the class.

In terms of attitude, students were very participative, they were engaged with the crafting activity and according to their words, they enjoyed the activity.

- Children like crafting, they enjoyed, and it was a different activity.