

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

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ACCEPTANCE NOTE

The research titled sixth graders' writing production of stories in a foreign language, presented by JESSICA PAOLA ROMAN CALDERON accomplish with the requirements to obtain the title of Bachelor's degree in foreign language teaching, therefore, it was approved by whom evaluated the research.

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DEDICATION

I want to start to dedicate this to God, thanks to him I am now where I should be, also because thanks to him, I was with health during all the research process.

I want to dedicate this specially to my parents, my mother Sandra, my father Horacio and my little brother Kevin for their unconditional support , because they trust on be and also because without their help I could not finish this research in a good way.

To my daughter the one for who I did and I am doing this effort to give her the best future.

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CHAPTER 1

Introduction

Writing is an integral and necessary skill when learning a first and second language as communication. Nowadays the development of the communication skills specially in writing production in a foreign language could be a little bit difficult at school, especially when the students' English competence is not very well developed because of many reasons, such as the lack of time that the curriculum allows the teacher to foster the production of texts using a foreign language as an important mean of communication, not only because it will allow them to achieve the goals of the grade in which they are, but also when they reach upper grades where they will have to face creation of more complicated texts.

The writing production process is essential because through that, children can build knowledge, develop their imagination, discover their abilities and develop specific competences at the moment to write a story, those competences are: On one hand, the coherence that according to De Beaugrande (1981) is 'what makes a text semantically meaningful, achieved through syntactical features such as the use of deictic, anaphoric and cataphoric elements or a logical tense structure, as well as presuppositions and implications connected to general world knowledge' (p.84 – 112) and the cohesion, that is according to Halliday & Ruqayia (1976) 'the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning', those linguistic patterns belong to the writing production. In the coherence, the student should add the character, setting, conflict, plot and theme, in other words the sense of writing. Second, in the cohesion, they have to use the grammar mechanics, such as the punctuation, connectors, sentence structure and the grammar patterns in a specific topic In

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addition, there are essential steps for the development of writing process, such as, brainstorming, outline, rough draft, evaluation and final draft.

Those kinds of examples of writing competences will help the students' writing process to improve their writing production, because, students are not used to “thinking” in English, they are not used to inferring meanings from context and they forget vocabulary and grammar patterns which had supposed to be learned.

During the writing process the teacher has to be very conscious about the student's writing production in a foreign language and should provide them the necessary tools for its production, for this reason the teacher during the teaching process about the production of a narrative text in a foreign language, should make a plan, make a contextualization and a review of the ideas; also, should check if the student accomplished to transmit their ideas through the writing production of a story, using the method that the teacher taught in the class and a good use of the cohesion and the coherence which are vital elements in the correct production of a text inside their writing. Additionally, the teacher also should motivate the student to write and rewrite, to know, to analyze and to evaluate their own process and production of any text but in this case the process and production of a narrative text, specifically a story in a foreign language.

Thus, this proposal constitutes a theoretical referring, as it allows to identify, assess, examine and contrast the students' writing production of a narrative text in a foreign language and apply a writing strategy in the writing production through the use of wordless picture books, in order to support the sixth graders lack of proficiency in the production of narrative texts in a foreign language, problem detected in previous diagnostic tests applied by the English teacher from the Colegio Andres Rosillo.

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From these needs or difficulties, the proposal focused on evaluate the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy to improve the student's proficiency in terms of cohesion and coherence in the production and in the process (brainstorming, rough draft) of narrative stories in a foreign language

This research proposal will be structured the following way:

In the first chapter, the research problem and the research questions will be found. Then, using the main question the objectives that are expected to achieve at the end of this proposal were stated. The chapter is also composed by the relevance of the research.

Next, in the literature review chapter the analysis of three projects will be developed where the authors were focused on some aspects that could be very meaningful for this proposal. On the other hand, the main constructs that will support and allow this research to identify students' writing performance in English classes will be developed.

After this part, the chapter three includes the research paradigm and the research approach that was used during the project, also the setting and the data collection instruments that were used to collect the information in order to support and answer the research question, were included on it.

Finally, the last chapter will show general conclusions from the implementation, analysis and evaluation of the proposal. In this chapter the question proposed at the beginning of the project will show the results of the sixth graders' writing process before, during and after the implementation of writing strategies in the creation of narrative stories in a foreign language.

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Justification

Taking into account the previous paragraphs, during the observations made in the Colegio Andres Rosillo , I could determine that The purpose of this project is based on the required needs of the sixth graders of that school, to whom it applied two different writing tests, one in order to diagnose the students' level of proficiency in the writing process specifically the cohesion of a text in English and the second one in order to diagnose the ability of production of narrative stories in a foreign Language, in this case the English . The diagnostic test was implemented during February 22 and April 18 2016 and based on the results the design of this proposal was done.

Based on the results and the analysis of it, it is evidenced that the sixth graders appear to present a low proficiency in the writing process and production of narrative stories in a foreign Language, because of the ignorance about the content of a narrative story and the lack of coherence and cohesion at the moment to write a story.

Those results allowed someone to identify some mistakes that the sixth graders from Colegio Andres Rosillo had because of the lack of knowledge about the process to be followed in the creation of texts and the omission of some patterns used in the writing production of foreign language texts; and based on that, the creation of an strategy or to implement one that already exists to improve those errors were taught , in order to foster the importance that has the development of the writing production process and all the good things that would bring it to the students, in their school life. First, having good grades and achieving the objectives of the class, developing their writing skills not only in the production of texts using the Spanish language, but also, the production of texts in a foreign language. Second, the writing process allows to the

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students, to improve the orthography, build knowledge, develop their imagination, and discover their writing abilities and they develop specific competences at the moment to write narrative texts.

In addition, an important factor that talks about the writing production process is that, the practice, the continue feedback, the reinforcement, the motivation and the support to the communication skills, especially the writing skill where the process that the teacher should make together with the students in order to achieve and improve their learning process about the production of texts in a foreign language. Being the learning of the writing process a collaborative work between student and teacher, according to Vygotsky (1896 – 1934) , born the concept of ZPD (Zone of Proximal Development) where at the moment to teach writing texts in a native or foreign language to children, the teacher must recognize the complexity of that process; for that reason it is recommended that the teacher helps the students to improve that skill supported by the ZPD, because, as stated the creator of this concept , the Soviet psychologist Vygotsky (1896 – 1934) that "in the zone of proximal development, students cannot complete tasks unaided, but can complete them with guidance".(pag.21)

Vygotsky also investigated about the school instruction on children and noted that children can understand language concepts quite naturally, but that mathematics and writing do not come naturally, in those cases, the students need a process explained through the instruction guided by the teacher at the moment to develop the writing process. for this reason, the teacher's job is to move the child's mind forward step-by-step in order to develop their abilities in writing production in a satisfactory way and then the teacher with the results could determine a strategy to improve their proficiency processes and their weaknesses when creating texts.

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Another important aspect to consider is about writing production in terms of narrative stories, is the power that has the images to help the students in the creation of stories, according to Blam(2014) "majority of students can memorize and create content more effectively if it happens to be image-based" and the images makes the learning process more fluid. Therefore, exist a meaningful writing strategy called Wordless Picture Books that trough a set of images allows the students to create their own version about that book, while they develop their writing production process at the same time.

To sum up, this proposal is based on those terms developed on the previous paragraphs which will be a help to develop this research and to examine the sixth graders' writing production of narrative stories from Colegio Andres Rosillo before, during and after the implementation of wordless picture books as a writing strategy. The ZPD ' Zone of proximal Development' process and the important concepts for the production of narrative texts the cohesion and the coherence , its advantages for students' scholar life , defined previously, and the term of scaffolding such as a structure of "support points" for performing an action, that will be developed in a better way in the next chapter, play an important role in de decision to focus this proposal in evaluate the process of the sixth graders production of narrative texts in a foreign language , identifying the students' strengths and aspects to improve in the production of narrative stories in a foreign language, evaluating the improvement of sixth graders' low proficiency in the writing production during the implementation of wordless picture books as a writing strategy, and finally, in contrast the students' writing production before and after the implementation of wordless Picture Books as a writing strategy in the creation of a narrative story in a foreign language.

Statement of the problem

Being the written communication an important element in the students' educational life is necessary the reinforcement of that skill in order to achieve goals proposed in the school by the teacher. Colorin (2009) but what happen when the students appear to have a low proficiency in the writing production process when creating texts in a foreign Language , especially in the creation of narrative stories in English and the teacher can realize it?. well, it could be the moment to act in the reinforcement of the writing process and in the improvement of the English level changing a little bit the strategies used to teach how to write a text taking into account the cohesion and coherence and how is the process that the students have to follow to create a narrative story with all the element required for the production of it.

In addition, the teacher also can act in the reinforcement of the writing process from the syllabus proposed by the school in order to make that the students achieve the class goals based on the production of narrative texts , in this case of stories in a correct way demonstrating a high knowledge about the cohesion and the coherence in the production of it .But sometimes making changes in the curriculum is not an easy process, as happens with the curriculum of the Colegio Andres Rosillo for the English classes in which the teacher of the sixth graders does not make much emphasis in developing the students' writing production process, and most of the activities planned in the syllabus are focused on teaching lots of vocabulary, such as sports, parts of the house and in the teaching the grammar structures such as the present simple, but there, the students only have to create sentences based on the patterns given by the teacher using the vocabulary learned. Therefore, the students during the whole first and second term did not

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practice enough the writing production and as a result of this, the students started to present a low proficiency in their writing process, as shown in the results of the two diagnostic tests implemented on February 22 and April 18 2016.

The first test had the purpose to create a text explaining the daily routines of one character (Homer Simpson), they had a set of images (daily routines) and each image had a sentence referred to the routine. This test had a rubric where the teacher and I could observe the lack of writing proficiency of the sixth graders, because, from 39 students just had a good quantitative grade 5 of them. They presented lacks in the cohesion, because, some of them did not know how to develop a paragraph and they did not know how to connect their ideas using connectors and in the coherence because, they had a lot of grammar mistakes.

The second test , was a grammar assessment that I created for them in order to check and analyze a little bit more about their lack of their writing cohesion in a foreign language, where the topic was the simple present and the results were not as I expect, because only 10 students answered the majority of the questions correctly. Based on those results, I could conclude thanks to the English teacher comments that if their writing production would have a continuous assessment of their process, the students' writing proficiency would not be low.

To conclude, the sixth graders' writing production from Colegio Andres Rosillo, needs to be examined and evaluated with more detail since the beginning until the end through the implementation of some strategies, in this case, the implementation of wordless picture books in order to improve their low proficiency in the writing production process, and this proposal pretended to support that offering the benefits to the sixth graders from that school.

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Research problem

Sixth graders from Colegio Andres Rosillo located in Bosa; appear to present a low proficiency in the writing production of narrative stories in a foreign Language.

Research Objectives

General Objective

To evaluate the process of the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy.

Specific objectives

1. To identify the sixth graders' strengths and aspects to improve in the production of narrative stories in a foreign language.
2. To compare the process of sixth graders' low proficiency in the writing production of narrative stories in a foreign language during the implementation of wordless picture books as a writing strategy
3. To foster the language skills and stimulate sixth graders' imagination through writing stories.

Research Questions

General Question

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How is the process of the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy?

CHAPTER II

Literature Review

This literature review represents the studies that are focused on the writing process of students in order to support them in the writing production of narrative texts in English, teaching them how to write narrative texts in a foreign language inside the classroom and in order to improve their writing production through strategies such as the use of images or wordless picture books. Those researches also included some activities that the researchers applied to a specific group of students through the implementation of some methods or approaches in teaching how to write narrative texts in a foreign language such as the English in two of the researches and in Spanish in the third one, in order to obtain good results with their research.

The first and the second are national research; the first one was made by Ariza Martinez (2005) from Universidad Nacional de Colombia, and has as its purpose: " to show how teachers of English can guide their students to develop this written communicative competence". (p.1)

In this research, the researcher was focused on the process that the students had to follow at the moment to create a text in a foreign language, she also explained the steps that a person who ties to write something has to follow, such as, the drafting, focusing, structuring, re-viewing, general ideas and evaluating: those steps belong to the process- writing approach (p.38).

The process before mentioned by Ariza Martinez (2005) is going to support this research because, it will give a foundation about the things that are going to be taught to the sixth' graders from the Colegio Andres Rosillo in order to make them understand and analyze the correct process to carry on the production of a text in a foreign language.

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On the other hand, for this research it used an action research study as the methodology in order to involve the use of a series of activities related to the generation of ideas and focusing stages from the process writing approach. It was carried out with a group of 9th graders from República Del Ecuador School in 2004. (Ariza Martinez, 2005, p. 40).

Additionally; the data were gathered from the collection of drafts and final products, where the teacher played the role of observer, guide and facilitator. (p. 40). Some of the instruments used there were activities about generation of ideas based on a set of pictures given by the researcher, were the students started to write their ideas using a brainstorming and they followed the steps of the writing process in order to write from a sentence to write a paragraph based on the set of images.

The differences that were found between these researches with this research were: first of all, the population. She worked with nine graders different to this research that is going to work with a group of sixth graders. Another difference was that she just wanted to apply the writing process approach as her main methodology to improve her students' writing production of texts in a foreign language (English) on the contrary, this research is going to see the students' writing process and the students' writing production, included the cohesion and the coherence during the creation of a story in a foreign language. Finally, the last significant difference is about the main methodology that is going to be used in this research, which is based on the wordless picture books that are quite similar with the instrument that she used to generate ideas using pictures, images and cartoons to create a text in English.

All in all, this research is very meaningful because there are many important things that are going to support this research, such as, the instruments that the researcher used to gather

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information, the different type of test based on follow a set of images in order to create a text in English and one of her instruments was going to be adapted as an example for the design of a tool to evaluate the sixth' graders writing process in a foreign language through images.

Similar with this proposal, the second national research was about the writing production of narrative texts in primary students, in which according to Contreras & Ortiz (2011) in their research called 'Producción escrita de textos narrativos (mini cuentos) en los estudiantes de grado cuarto de educación básica primaria de la institución educativa instituto nacional promoción social de San Vicente del Caguán' stated the importance of the implementation of the educational workshop and teaching strategy for strengthening the processes of narrative writing minicuentos in primary students and how the production of short stories help the students to improve their low level in the production of narrative texts.

The general objective of it is: Implementar una propuesta metodológica que permita mejorar la producción escrita de textos narrativos (mini cuentos) en los estudiantes de Básica primaria en la I.E. Instituto Nacional de Promoción Social del municipio de san Vicente del Caguan (Caquetá), and the research question is ¿Cómo potenciar la producción escrita de textos narrativos (mini cuentos) en los estudiantes de grado cuarto de educación básica primaria de la Institución Educativa Promoción Social? (p. 18).

Although their research was made based on the writing production of narrative texts in Spanish, inside it, many important aspects were found which are going to support this research, it gave a light about how to measure, analyze and observe the students' writing production through the use of rubrics in order to see in a clearer way the students' results in each item, such as the writing process during the development of written activities for create a narrative text and the

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writing production, the cohesion and the coherence that should has a narrative text , in this case a story in a foreign language.

In addition, the population of this research is quite different to this one, they worked with 147 four graders from the Institucion Educativa Promocion Social and this research population is a group of sixth graders. Another difference is the research design , they chose a case study, because it allowed them to explore, describe, explain and evaluate a simple situation or a specific phenomenon, the contrary to this research design that will be an action research, which will be explained with more detail on the third chapter. The third difference is the method that they used to improve their students' writing production of (mini cuentos) in Spanish, which was a methodology based on Rodari writing workshops, different to the strategy or methodology applied in this research , which will be the creation of stories in a foreign language through wordless picture books.

Contreras and Ortiz (2011) research is going to support this research giving it theoretical reference such as what a narrative text is, its types, its importance, the structure that a story has to have and how to write it in a correct way following the steps for writing narrative texts. Also, the rubrics that were founded in Contreras and Ortiz research are going to be an essential part for this research, because inside on each item of the rubric, the information to analyze the data could be enough to examine the sixth' graders results in the creation of narrative text, in this case stories in a foreign language, Therefore, is a very good tool to answer the research questions.

The last but not least, the third is an international research about " Writing Wordless Picture Books to Facilitate English Writing" Huang (2009) ,where the purpose of this study was to examine the effectiveness of the use of wordless books in terms of college students' writing

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skills in ESL classes in Taiwan, to see how wordless picture books serve as a resource for the English writing curriculum and to determine what difficulties and problems students encountered using this approach. Huang(2009) (p,2)

He stated two research questions for his study, 1: How do the students perceive the effectiveness of using wordless picture books? , 2: What challenges and problems do students encounter in this alternative way to improve their English writing by using wordless picture books? (p. 3).

Furthermore, his participants were forty freshmen students at the Department of Applied English in one selected university of science and technology in Taiwan. These participants included eight male students, and thirty-two female students. The range of students' was from nineteen to twenty years old.

During the development of his research article he defined what is a wordless picture book and what are its main purposes in the reinforcement of the people writing skills specially in English as a foreign language, the methodology that he used to diagnose his students writing proficiency was General English Proficiency Test (GEPT), taken before the implementation of the wordless picture books as a writing strategy. This type of test shows students a set of images for each point in which they should write sentences in order to follow the images and tell the story based on their own way to understand the situation of each image and allows the teacher see the students' weaknesses and strengths and apply the strategy proposed in order to improve their lack in the writing production in a FL.

The main differences are the amount of participants, because his participants are at the university, on the contrary to this research where the participants are still at school. On the other

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side, the second difference is that there are some instruments to gather information about the production of a text in a FL, but there are not instruments to gather data about the participants' process during the creation of a narrative text through the implementation of wordless picture books ,and the third difference is that in his research he did not base on the production of narrative text using wordless picture books, he wanted to give his participants one tool to facilitate their English writing in general texts, and that strategy is going to be used to improve the sixth students' writing production of stories in EFL.

This research is going to help in the development of the implementation using wordless picture books in order to facilitate and improve the sixth grader's lack of the proficiency in the English writing production and motivate them to write stories in a foreign language using the images of the writing wordless picture books.

Theoretical Framework

In order to contextualize this research, it is necessary to explain the basis approaches and strategies in which I was going to center my project. Those ones were very useful at the moment to acquire new useful information that will allow me to create another view about teaching and learning how to improve the students' writing production and the implementation of strategies to support it.

Writing process. According to Nordquist(2015); "The writing process is the series of overlapping steps that most writers follow in composing texts. Also called the composing process." where the teachers are the responsible to carry the students' writing process into an environment where that process receives a constantly feedback about the mistakes committed at

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the moment to write the text, also the teacher is the one who provides the tools needed for the creation of texts based on the different kind of elements that composed that process.

Those process according to Pringle (2016); could be defined such as " an approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing", and the uses of the combination of direct instructions given by the teacher, supports the writing process, helps the students to improve their writing process easier, because, they have the opportunity to be assessed in each phase or step with the purpose of produce an effective writing for a variety of purposes for the classes.

This means that, as Pringle (2016) when the teacher supports the students' knowledge about the writing process through the teaching of the writing phases, such as, the pre- writing, where the student may plan their writing through images, diagrams, drawings, brainstorming in order to organize the ideas about what the student wants to write. Second, the drafting stage allows the student translate his or her ideas into a writing organization, without paying more care about the cohesion of the text and in this stage the teacher can provide an immediate feedback , in order to help the student to continue with the third stage that is , the revising step, where the student examines the content of the writing, the cohesion and makes some changes deleting or adding more information after the fourth step, the editing stage, where the student attends to correctness in conventions and takes the time to find errors in grammar, usage, mechanics, and spelling and then make appropriate corrections. Finally , after all this writing process , the publishing stage , is the students' final preparation of the piece of writing that will be hand it for the teacher before the presentation of it.

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Another definition of writing process, was developed by Calderon Luna & Rodriguez Silva, propuesta metodologica para mejorar la produccion escrita del cuento como texto narrativo en el grado tercero (2011), Who said that " el proceso de escritura produce influencias reflexivas sobre la manera de percibir, producir y analizar el lenguaje; sobre las capacidades intelectuales de registrar, planificar, corregir y construir lenguaje" (p 29).

This definition is basically , what the writing process allows to develop in the students' life , all those influences that a good writing process can help the student as a writer to reinforce his or her language performance and to be conscious about the writing process that he or she are following.

Inside this construct the following concepts that are related with this research will be developed and also those concepts will support it in terms of theory.

Written production teaching based in the process. Inside this concept, Cassany (1999) ; proposes four approaches to develop the writing production inside the classroom, in order to achieve that the students create a text with sense and meaning, where they applied the necessary elements to fulfill this process successfully.

Those approaches are focused on the approach based on grammar, in the approach based on functions, the approach based on content and the approach based in the process. The main idea of those processes is make an emphasis in the importance of the writing process, than, only teach or evaluate the final version of one narrative text without a previous explanation about the steps that a writer has to follow in the creation of it.

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That means that the teacher must develop and design each moment of his or her class, step by step in order to follow it and improve the narrative text production through the creation of stories, and this is one of the aspects that this is one of the aspects that has been taken into account when planning the research proposal.

Taking into account the purposes this proposal is necessary to define the second construct in order to complement the first one and in order to contextualize the research a little bit more.

Process for the textual production in Foreign Language. According with the foreign languages' curriculum guidelines, can presents three types of process; process based on the intra-textual level, process based on the inter-textual level and the process based on the extra-textual level. Ministerio de Educacion Nacional.

The first process makes reference to process based on the level intra-textual in which the syntax and the semantics are composed for micro- structure, macro-structure and super-structure and those ones guarantee a correct process of cohesion and coherence; through the use of strategies according the type of text. MEN, Serie lineamientos curriculares Idioma Extranjeros, (p. 27)

The second process is based on the inter-textual level, where the relationships between other texts are in the content of another text such as quotations, references, thoughts of other authors and those things help in the writing process and the reviewing the literature support the ideas. MEN, Serie lineamientos curriculares Idioma Extranjeros (p, 27)

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Finally, the pragmatic component is located in the process based on the level extra-textual, where the communication has an important role, taking into account the participants, their vocabulary and their thoughts.

Narrative texts

According to Bruner (1988 & 1995) “the narrative is an act of speech, it is a text which intention is to guide a search for meaning within a framework of possible worlds.”

That means that, when the reader reads or listen a text, this invites the reader to feel identified with the topic and to create in his or her mind scenery on it and try to create his or her personal vision about the context and the topic that is on the lecture.

This concept is based on the impact that causes the reading about a narrative text in the reader, and (MEN, Serie lineamientos curriculares Idioma Extranjeros) refers that not only the reading process of a narrative texts can cause those kinds of impact in a person, also the creation of a narrative text can help not only the writer to search meanings and create their own meanings about one topic, but also, helps the reader to comprehend those meanings in order to understand the purpose of the narrative text.

On the other hand Contreras & Ortiz (2011) stated that ‘‘Se llama narración a la acción de narrar algo real o ficticio, contado de forma que resulte creíble. Se puede narrar historias o sucesos utilizando distintos medios: forma oral o escrita, mediante gestos, a partir de dibujos, con grafías, fotogramas de películas...’’. They also mentioned some characteristics about the narratives that will be very meaningful for this proposal because at the moment to tell the

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students what they will have to do is important that they also learn about the meaning and the characteristics that have a narrative text.

According with Van Dijk (1798) a narrative text possess some characteristics that make a difference in front of another terms.

An important characteristic is that, a narrative text must have as a referent an event or an action that be the interest of the writer. Another characteristic are the two moments that belong to narrative texts, called (complication and resolution) that constitute the core of a narrative text and that core has a set of events, which ones give the place, the time, the events of a specific situation. The third characteristic is called (setting) in which those situations or events are specific. The events and the setting, work together in order to construct the episode and a series of many episodes it's called (plot) Van Dijk (1798). After this, a struggle between two people or things in a short story is called (conflict) and the final characteristic that has a narrative text is the (Theme) which is the central idea of the story. ELLSA (2004).

There are some sub genres of the narrative; those are the micro story, the short story, the story and the long story. The genre that it will be implemented in this proposal is the story.

The Story. According to Calderon Luna & Rodriguez Silva (2011); the story is "Una narración breve de hechos imaginarios o reales, protagonizada por un grupo reducido de personajes y con un argumento sencillo" (p. 36). They also said that, there are two different types of stories the popular story, being a short traditional narration of imaginary events has three sub types: the first one is the fairy tale, the second one is the fables and the third is about costumes stories. On the other hand, there is the literary story: where the author is usually known and where there is just one version of the text.

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Story's subgenres. There are many stories' subgenres, but there are one called Mini cuento, which is the one who is going to be worked in this research.

Characteristics of the stories, The story is a kind of text that has particular characteristics that catch the reader's attention because of the content, also, the story has a structure, it contains an action and a consequence that will be developed in three steps; beginning, middle and end. It helps the story to function in a single sequence of events. A story is written to read from the beginning until the end, and it allows the writer to play with the characters, with the events and with other elements that will be developing next. Calderon Luna & Rodriguez Silva,(2011).

According to Calderon Luna & Rodriguez Silva,(2011). There are different types of narrative texts, such as:

Literary: novel, short story, fable, legend, epic, romance, etc.

Graphic: comics, comic, joke ... Within the narrative genre highlights the following:

Factual: includes: history, biography, autobiography, fable.

The daily: there is the personal event, anecdotes, rumors and jokes.

Story Elements. The following story elements are created in order to create a story with sense that present a unified impression of temper, tone, colour, and effect. Jagadisan (2010).

1. Setting: The time and location in which a story takes place, in this part the writer must have to describe the following elements:

a) **Place:** Geographical location. Where is the action of the story taking place?

b) **Time:** When is the story taking place? (Historical period, time of day, year, etc)

c) **Weather and social conditions:** Is it rainy, sunny, stormy, etc?

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2. Plot: is how the author arranges events to develop his basic idea, there are five parts of the plot.

a) Introduction/orientation: The beginning of the story where the characters and the setting is revealed.

b) Rising action: This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).

c) Climax: This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

d) Falling action: The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement).

e) Resolution: This is the final outcome or untangling of events in the story.

3. Conflict: it belongs to the plot, without conflict there is no plot. There are two types

a) External: A struggle with a force outside one's self.

b) Internal: A struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc.

4. Characters: are the persons who work in a fiction and the person characteristic. The characters can be:

a) Individual: Round, many sided and complex personalities.

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b) Developing: dynamic, many sided personalities that change, for better or worse, by the end of the story.

c) Static: Stereotype, have one or two characteristics that never change and are emphasized e.g. brilliant detective, drunk, scrooge, cruel stepmother, etc.

d) The Characteristics of a Person – In order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. Characters are convincing if they are: consistent, motivated, and life-like (resemble real people).

a) his/her physical appearance

b) what he/she says, thinks, feels and dreams

c) what he/she does or does not do

d) what others say about him/her and how others react to him/her

5. *Theme:* It is the author's underlying meaning or main idea that he is trying to convey.

The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

Wordless picture books. Huang, (2009 Define it, "as books that have no written text to accompany the pictures and are available in print." (p. 2). The easiest ways where I can find it is online and this is more economic, also this book in some web pages allows print it without a specific permission. Those texts can be a meaningful strategy for this proposal, because, the fostering of writing stories through images allows the students to create their own version about those images showed in the wordless picture books using their imagination and at the same time they are reinforcing their writing production process.

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On the other hand, the use of wordless picture books in students who pretend to write in a foreign language as the English, according to Hsiu-Chih (2008), "The use of a wordless picture book with ESL learners improved their overall language skills and stimulated their imagination to write about the story". So, thanks to those books the students can relate what happens with the illustrations and based on that write a narrative text with all its components and using the foreign vocabulary learned in the English class.

The implementation of those books help the students also in the development of their confidence of creating stories in a foreign language, because they can use the vocabulary that they remember and associate it with the set of the illustrations that show each book. Bishop & Hickman (1992). That is not means that the wordless picture books are going to replace the books with texts, this books are going to support the knowledge and are going to be an important tool in the production of stories in a foreign language.

Being the wordless picture books an important tool inside the classroom in order to promote the writing for all students in young learners and students from 10 years onward; Wilson (2012) State that, "Teachers are often under the belief that wordless picture books are only for younger children but through the data collected there is evidence that older students, struggling students, and ESL students can benefit from wordless picture books because they have less words, and more illustrations"(p. 55). Therefore, if the teachers used more those kinds of books in their English classes, the students will feel more comfortable at the moment to write a story using their words and their writing process in a foreign language.

Scaffolding

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Vernon (2001) State that "Scaffolding is one process that allows teachers to organize a writing activity systematically to meet the needs of all students" (P1). Therefore, the scaffolding allows the teacher to build knowledge upon students' strengths, also the teacher is the only one who can recognize the students' process and then , using steps in a process, modeling the steps, and then giving students the opportunity to try it themselves to improve their mistakes during the writing process.

On the other hand, according to Bliss & Askew (1996), Bodrova & Leong(1998) and Palincsar (1998), Scaffolding allows the teacher to help students transition from assisted tasks to independent performances, it mean that It is a step-by-step process that provides the learner with sufficient guidance until the process is learned, and then gradually removes the supports in order to transfer them responsibility for completing the task to the student, so, the teacher support has to be permanent because his/ her help makes that the scaffolding be a successful process and the students could complete the tasks with the information provided by the teacher.

The concept of Scaffolding according of the ZPD (Zone of Proximal Development) is the concept seen as scaffolding, a structure of "support points" for performing an action. This process help the teacher to be more competent while helps the student in his or her ZPD as a necessary and tapers off this aid as it becomes unnecessary; much as a scaffold is removed from a building after construction is completed. Also (Chaves & Brown) defined the scaffolding of ZPD as "the way the adult guides the child's learning via focused questions and positive interactions." That is mean that the teacher give the students all the support about one process that he or she wants to strengthen in the students' knowledge at the beginning of the process and

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through that process the teacher is going to let the student little by little in order to make that the student being capable of develop the process by itself.

Bradley & Bradley (2004), Reported in their research the types of scaffolding in order to being especially effective for second language learners.

The first one is about the Simplifying the language, where the teacher can simplify the language by shortening selections.

The second one is asking for completion, not generation, where the teacher can have students choose answers from a list or complete a partially finished outline or paragraph.

The third is using visuals, where the teacher can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs.

To conclude all this information collected during the writing of the literature review and the theoretical framework helped me in my research about the relevance that has the writing in the students' life and how as a future English teacher I can evaluate the sixth graders' writing process before, during and after the implementation of writing strategies such as the implementation of wordless picture books, in the production of narrative stories in a foreign language, following the steps to the creation of narrative texts and fostering their interest in the writing production.

CHAPTER III

Methodology

Research paradigm. In order to know the causes that make students have low proficiency in the writing skills at the moment to write texts, I choose mixed method approach to investigate the validity of the research and to determine if the use of wordless picture books can help develop writing for children. The quantitative study could help me to collect specific data that show me the specific causes. And the other component of my research will be a qualitative method designed to gather information for each student writing sample and regarding how the Sixth graders feel about themselves as writers, what their thoughts were about their actual writing, and what they thought they needed help with.

The mix method according to Creswell (2003), 'is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems'. (p. 18). Here, the data collection also involves gathering both numeric and text information, that as I explained in the previous paragraph each method will have a different purpose in order to complement, understand and support my research.

Research approach. The approach for this research will be an action research study that according with Sagor (2000), is defined as a 'disciplined process of inquiry conducted by and for those taking the action. Therefore, this research will be in order to help the sixth graders in their writing production of stories in a foreign language. on the other hand, the Action research has a positive effect for many reasons, such as ,it is always relevant to the participants and helps

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educators be more effective at what they care most about their teaching and the development of their students.

Taking into account what an action research is and all its benefits, is necessary to take in mind what is the process that an action research has in order to see if a research has this approach or not. Sagor (2000)

The first step is called 'selecting focus' where the researchers are going to define, what element(s) of their practice or what aspect of student learning do they wish to investigate?

The second step is 'clarifying theories' which involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus.

The third step is 'Identifying Research Questions' where, once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

The fourth step is 'Collecting Data' where the data is used to justify their actions are valid (meaning the information represents what the researchers say it does) and reliable (meaning the researchers are confident about the accuracy of their data). Lastly, before data are used to make teaching decisions, teachers must be confident that the lessons drawn from the data align with any unique characteristics of their classroom or school.

The fifth step is 'Analyzing Data' which once gather the results, the analysis brings to mind the use of complex statistical calculations; this is rarely the case for the action researcher.

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The sixth step is about 'reporting results' where, The reporting of action research most often occurs in informal settings that are far less intimidating than the venues where scholarly research has traditionally been shared.

The seventh step is 'Taking Informed Action' where the researcher takes each piece of data uncovered (about teaching or student learning) and creates new strategies to support the research and here the educator will feel greater confidence in the wisdom of the next steps.

As a result of reading the action research steps, it was a meaningful way to realize that this research will have as its approach an action research study for many reasons, the first one , is because I already have seen a problem and I had an evidence of it, second, because base on the approach chosen, I formulated research questions, which ,through the collecting of the data will give answers in order to gather information and start to work in some strategies that are going to support the improvement of the results; and the third is because the purposes that has an action research are connected with the purposes of this research, such as, create or implement any strategy in order to analyze, evaluate and try to solve a identified problem inside the context where the problem is. For those reasons this research chose an action research as its study.

Population and Context

Thirty-nine Sixth graders, nineteen boys and twenty girls, were selected for this study. They are between 11 to 13 years old. The social statuses in this group are 1 and 2.

Those sixth graders were authorized to participate in this research by their parents or legal guardians, a letter was designed in order to inform them about the research and ask them to sign

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the permission that they give to their children to participate. The letter can be find in the appendices.

They study at the Colegio Andres Rosillo located in Calle 65C # 78A-23Sur Bosa Estación. This school has a unique schedule, therefore, the students study just in the morning.

It is not a big school, is a tall building and it does not have green zones or park inside of it. The school has 11 grades starting for the 1st grade until 11th grades, they have two English teachers, one of them teaches in primary and the other one in secondary.

Most of the sixth graders of that school had the same characteristics in their proficiency in writing; some of them were really good writing in a second language, but some others had a very low level at the moment to be asked to create a paragraph or a short text in a foreign language, in this case the English.

To summarize this group of students had difficulties with their written expression, since their previous English teachers never had worked with them in the creation of texts, they just created some tenses, but they had never had the opportunity to create a paragraph using those sentences or using their ideas to express something and in the syllabus created by the directives do not make any emphasis in the improvement of the students' writing skills, their emphasis in English is about the oral production (speaking), where the English teacher used to show them images/posters in order to make them describe what they were seeing with their own words without asking them to write about it.

In the observations, I could observe the way that this new teacher test the writing to the students, she applied new activities and exams that involved the students in a writing process and

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she could determine that they had a low proficiency in their writing skills , also they were developing class portfolios where they had to write a paragraph describing their names, their ages , likes and dislikes and most of them only wrote sentences and the others tried to connect the sentences in order to create a text but they do not know the use of connectors or linking words to organize their ideas.

Also they had to write in another paper their daily routine in a short text using the simple present and the hours but the same thing happened, the students again presented trouble in the organization of their ideas in order to create a text and again they demonstrated their low proficiency in their writing skills.

To add, the time for the improvement of students' writing skills was not planned in the curriculum, therefore, the English teacher had to follow the other topics inside the syllabus, skipping the improvement of that skill and as consequence of that the lack of time for writing, the 6th graders from this School started to present a low proficiency in their writing skills.

Instrumentation

The instruments are a mean that the researchers use to get and measure results taken for the ones that were designed, such as surveys, tests, questionnaires', artifacts etc... According with Biddix (2009), it's necessary to know the differences between what is instrumentation and what is instrument, he state that "the instrument is the device and instrumentation is the course of action (the process of developing, testing, and using the device". Therefore, between the instruments designed for the implementation of this research proposal, there are writing tests, Students writing samples, with its own rubric and check lists.

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Those instruments fall into two broad categories, researcher-completed and subject-completed, distinguished by those instruments that researchers administer, versus the ones that are completed by participants. The instruments were chosen in order to give an answer to the research question.

In the following paragraphs the 4 instruments that were used inside this research proposal will be presented, with its function, if it is researcher-completed or subject-completed and the number of session that were taking inside the school to develop them, and how those ones are going to support with their results to answer the research question.

The first instrument was divided in two parts. The first one was a pre- test and the second part was a Students' writing sample of a story in English. This instrument belongs to the subject-completed category, and it pretends to support and answer the specific question number1.

Session number 1: Pre- test about vocabulary where the wordless picture book called 'snowing day' (Appendix 1), was showed to them in order to check how was their previous knowledge about simple words on English. For this instrument a format was designed to make what they had to do and write on the paper clearer. (Appendix 2).

Session number 2: The second part of the Pre-test was taken. This part was about a Students' writing sample in English, when the main topic was their dreams.

The second instrument used was a student's writing sample about one of the wordless picture book that I gave them, where the students had to write their own version of the book 'Terry yes you can' (Appendix 3). This instrument belongs to the subject-completed category, and it pretends to support and answer the specific question number 2. As For the development of

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this instrument, a process of feedback, explanation of how should be a writing process and what should include a writing production made correctly with its coherence and cohesion was done, it was necessary to take 4 sessions .

Session number 3: The wordless picture book was shown, picture by picture where first, each couple had to write a list with all the vocabulary that they observed in each picture in a piece of paper, including the names of the characters that they observed. Then, they started to create the beginning and the middle of that story as a first draft. It was collected and checked.

Session number 4: The first draft was corrected and gave it to each couple in order to make them to write it on a new piece of paper and they had to add the end of the story. The second draft was collected and checked.

Session number 5: The second draft was given it to each couple. They had to re-write the beginning, the middle and the end of their version of the wordless picture book 'Terry yes you can' taking into account the corrections made in the previous 2 drafts, creating a 3rd one.

Session number 6: The final student writing sample was collected

The third instrument used was the students' own version of the one of the following wordless picture books:

- The magic Bean
- Pinky and Jones
- The ugly duckling
- Jackeline and the beanstalk

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This instrument belongs to the subject-completed category, and it pretends to support and answer the specific question number 3. As in the previous instrument, for the development of this instrument, a process of brainstorming and feedback was done, with the difference that this one was individually. It was necessary to take 4 sessions and each session had a writing workshop, where the students were involved in a comfortable environment, with food and decoration based on the topic of the books that they chose. (Appendix 4).

Session number 7: The wordless picture book was given to each student; each book had a colorful cover and was printed in color. The students had to write a list with all the vocabulary that they observed in each picture in a piece of paper, including the names of the characters that they observed. Then, they had to start creating the beginning and the middle of that story as a first draft. It was collected and checked.

Session number 8: The first draft was corrected and given it to each student in order to make that them write it on a new piece of paper and they had to add the end of the story. The second draft was collected and checked.

Session number 9: The second draft was gave it to the students. They had to re write in a piece of paper the beginning, the middle and the end of their version in of the wordless picture book taking into account the corrections made in the previous drafts.

Session number 10: The students had to write on the book, behind each page the short story that they wrote according with each image.

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Data Collection

The first data was divided in two parts, the first part was a Pre-test about vocabulary in which the wordless picture book called 'snowing day' was used, and it was taken on August 8th 2016. The second part was a Students' writing sample of a story in English, taken on August 15th 2016, where they used their own dreams to create a character and, based on that, they created a short story. This data was collected at the beginning of the research, without previous explanations about how should be a writing process or what should include a writing production made correctly with its coherence and cohesion.

This activity will be evaluated in a qualitative and quantitative way with a rubric.

- The Qualitative way is going to evaluate each student performance in the development of the coherence at the moment to create a story if they take into account the topic, the characters, how they developed the situation which means that each student will have different comments in each item of the rubric. Such as; points of view, reactions etc...
- The Quantitative way is going to be evaluate with two rubrics, one of them to evaluate the student performance in the development of the writing process taking into account the brainstorming and the drafting process; and the second one to evaluate the cohesion and give a general score to student's writing, taking into account the following grammar errors: present simple tense, present continuous, verb to be, repetition of words, grammar spelling mistakes and punctuation.

The second data was a student's writing sample about one of the wordless picture book that I gave them, in which the students had to write their own version of the book " Terry yes you can" developing it step by step after the explanation of how should be a writing process and what should include a writing production made correctly with its coherence and cohesion. Therefore, taking into account each image that the book has, they wrote the beginning in the first session on September 5th, in the second and third session 12th and 26th they did the middle and the end, finally, they handed the final product on October 3rd 2016.

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- This data will be evaluated in a quantitative way with the process and production rubric in order to see what are the student's weaknesses and strengths in their writing production of a short story in a foreign language and classify each mistake into different categories in order to analyze the results and according to that, improve the implementation and making that them can achieve a good writing production of stories using the wordless picture books.

The third data was their own version of the one of the wordless picture books, which ones, were selected by them. This one was divided in 4 sessions during the following dates: October 21th and 28th, November 7th and 14th 2016.

- This data will be evaluated in a qualitative and in a quantitative way with the same rubrics used for the previous data's. In one hand, it is going to see how is the students' attitude while they are creating their own version of the wordless picture book that they chose, and on the other hand, How is the improvement of sixth graders' low proficiency in the writing production of narrative stories in a foreign language during the implementation of wordless picture books as a writing strategy.

Ethics

In order to have an approval in the development of this research with the sixth grader's students, the researcher designed letter to the Colegio Andres Rosillo asking for the permission to work with this kind of population one or two days per week in the schedule of the English class, this letter described what was going to be about the project, its goals, the implementation, the strategy that was going to be used and the time that was expected to carry out this project. Additionally, another letter was given to the sixth graders parents during a parents meeting. (Appendix 5).

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As the population that were going to be part of this research were children, the approval of work with them inside of the school and to use some information about them was asked to their parents through a letter when they could observe the reasons why this research was going to be developed with their children, the objectives, the type of skill that they were going to improve, the number of sessions and some strategies that were going to be applied to achieve the goals. This letter, had a consent that the parents should sign before the implementation was going to start, this part of the letter informed the parents that their children's identity was going to be protected, their names were going to be replaced by numbers from 1 to 40, as well as their tests or activities results were going to be given to each participant in a separated way. Also, they were asked to take pictures during the implementation and this part included a section in which the participants had to fill some information and mention if they were going to allow their child to participate on the research or to not participate on it.

CHAPTER IV

In this chapter, the strategies used to improve the sixth graders writing production of stories in a foreign language is going to be find as well as some visions who contributed that this research was going to be carry out in good and meaningful way.

Visions of language

The vision of language that was adopted for this research was based on the needs that the sixth graders were showing about the acquisition of enough bases to develop narrative texts using a foreign language, in this case the English, language that allowed them to express what they were thinking before, during and after to write their stories based on what they were watching on the images.

The space created for them in terms of language wanted to show and offer to them enough language tools, from vocabulary and structures to complex language needs that contain writing a story with all the components and elements that a story has, for that reason the vision was about, the understanding which process they should follow to write in English, taking into account that it is not their mother tongue, therefore, based on that, provide to them of all the necessary information for the development of a story using as strategy the wordless picture books to achieve with it that they could improve their writing skills writing stories now and in their future writing different kind of narrative texts

Visions of learning

The vision of learning taken for this research was based on the thoughts and characteristics that the author Ian Tudor describe in his book 'The dynamics of the language

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classroom' about how the students interaction with the language and the activities created in order to make them improve some necessary skills that they are going to keep developing around their life. Therefore, according with Tudor (2001) " the students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological and experiential factors, and these factors give rise to certain affective interaction with the learning process" (p. 95).which means that as much language learning the students can be exposed, their improvement in different educational life factors is going to improve.

What is more, this syllabus was designed to give tools to make the students communicate and express their imagination though the writing production of stories where they could improve their writing skills as well as improve the way how their see the importance of learning how to write using a L2.

Visions of the classroom

As everyone knows the classroom is an environment where the students can share their thoughts communicating their ideas in an oral or writing way Tudor (2001), and that is the reason why they just apply some of those kind of communication patterns using a L2 as the English inside of the classroom, starting because in the English classes is supposed that the students should speak always in English and write in English too, but when they are not expose to this language outside of the classroom, they just forget or omit what they learnt during one lesson, because they outside do not have a person who can share and practice the English speaking or writing in order to communicate their ideas.

In the classroom the English environment in which the sixth graders are exposed is not always reinforcing their writing skills, because the syllabus of the school is focused more in

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grammar patterns and in the improvement of oral skills, but they omit the improvement of the writing skills because is one of the skills that consume a lot of time while is being evaluated, but the thing is that there was not a real class where the students could have the opportunity to communicate make them understand what they wanted to say in English through writing , or where if they were asked to use their imagination and create a story, they did not have enough motivation to do that. For that reason, the vision of the classroom was created an environment where each one of the sixth graders would have to adopt a writer role, and take all what was taught, the feedbacks, the classroom decoration and their imagination watching the images that the wordless picture books provided to them in order to make them improve their writing skill creating those type of texts.

Instructional Design

The syllabus is described by sessions, in total there were 10 sessions, each one obtained a goal, described in a specific way it contained the activities, the resources and the way how the instruments and the activities were going to be assessed, the information of these sessions were organized in charts that are going to be showed during this chapter.

During the research and the implementation were taking into account the pre-tests developed by them, one used to check their vocabulary level in L2 and the second one in how they were creating stories about their dreams and based on a picture that they drew, also the students artifacts were supported by the materials that were provided for them in order to make them improve their writing skills of short stories in English as the foreign language that was used to assess the students writing production.

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The main materials that were used during the implementation were the wordless picture books, the ones that were defined before in the constructs for this research and the ones that are going to be showed during the following chapters. Those kind of books were used as a writing strategy to make these students improve their writing production of stories, provided them images that fostered their imagination to make them create their own version of those stories based on the images that they were looking and also taking all what was explained to them about how is the correct writing process to create in a proper way a narrative text and all about the writing production, the 5 elements that a short story should has and the development of the beginning, the middle and the end of itself.

The idea was to provide the sixth graders enough information about all what a story has, to make them improve their lack of the proficiency in the creation of those kind of texts, so base on the information provided they took it and started to improve their writing skills, developing their own versions of the wordless picture books that are going to be showed in the following chapters by themselves and taking the feedback that was one of the principal characters in this research because it was provided during the implementation, and allowed them to understood their mistakes in a clearer way and through the use of some rubrics the students process and production was assessed in order to know how had been the improvement of this population in terms of their writing skills writing stories and through rubrics that assessed their behavior during and after the implementation, because in this research the personal impact that was caused to the sixth graders during the research was as important as the academically impact using a foreign language.

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As the research is based on the action research what was looked was giving enough information to the participants to make them develop the activities by themselves, then analyses their results, provided them the feedback, make them correct it , get a final product, analyses that product and then start to plan another strategies to improve the mistakes that could not being solved during the previous strategy, and repeat the same process in order to improve each mistake that is being shown during the research.

Lesson plans

In the following charts the sequence of the sessions that were planned for the research is going to be shown in order to understand in a clearer way the order of the activities developed during the implementation.

Chart 1.session 1

SESSION 1	
Pre test	
OBJECTIVE	To evaluate the sixth graders previous knowledge about vocabulary in English.
ACTIVITIES	The wordless picture book called 'snowing day' was showed to them, picture by picture, then, based on that, the students should write the brainstorming process in a chart inside of the format that was handed to them.
RESOURCES	Photocopy of the wordless picture book (snowing day) Formats

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ASSESSMENT	Qualitative and quantitative way with rubrics
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SOURCE: Author

Chart 2.session 2

SESSION 2	
Pretest	
OBJECTIVE	To foster the sixth graders interest in the writing process of stories
ACTIVITIES	Ask the students to bring a small pillow , ask them to draw their dream profession Ask them of create a short story based the draw
RESOURCES	Classroom Pillow
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

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Chart 3.session 3

SESSION 3	
OBJECTIVE	<p>To explain the process that should be follow before to write a story in a foreign language.</p> <p>To provide the sixth graders the knowledge about the 5 elements that a short story should has</p>
ACTIVITIES	<p>40 minutes of explanation about what is the brainstorming process, how to do it. What is the rough draft process, how to do it based on the feedback provided.</p> <p>Explanation about each story element and how to develop the beginning, middle and the end of a story.</p> <p>They have to make in pairs</p> <p>The wordless picture book is going to be show picture by picture to each couple had, they will have to write a list with all the vocabulary that they observe in each picture</p> <p>They should include the names of the characters that they observe. Then, they have to start to create the beginning and the middle of that story as a first draft.</p>
RESOURCES	<p>Markers</p> <p>Photocopies with the information that is going to provide the new knowledge about the</p>

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	<p>writing process and production to the sixth graders.</p> <p>Wordless picture book ‘‘Terry, yes you can’’ printed</p>
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

Chart 4.session 4

SESSION 4	
OBJECTIVE	To provide the feedback to each couple about the first draft of their own version of the wordless picture book ‘ Terry, yes you can’’
ACTIVITIES	<p>The first draft that was corrected is going to be given to each couple with its own feedback, after that the students should make the correction and write it on a new piece of paper adding the end of the story.</p> <p>They will have to hand the second draft</p>
RESOURCES	Wordless picture book ‘‘Terry, yes you can’’ printed
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

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Chart 5. Session 5

SESSION 5	
OBJECTIVE	To provide the feedback to each couple about the second draft of their own version of the wordless picture book ' Terry, yes you can''
ACTIVITIES	The second draft was corrected and given to each couple. Taking into account the feedback, the students will have to re write in a piece of paper their own version of the book including the corrections. They will have to hand it
RESOURCES	Wordless picture book ''Terry, yes you can'' printed
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

Chart 6.session 6

SESSION 6	
OBJECTIVE	To collect the sixth graders writing sample of their own version of the wordless picture book 'Terry, yes you can'
ACTIVITIES	Every couple should hand the final paper of their short story with the corrections already done, about their own version of the wordless picture book 'Terry, yes you can'.

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

ASSESSMENT	Qualitative and quantitative way with rubrics
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SOURCE: Authors

Chart 7.session 7

SESSION 7	
OBJECTIVE	To create an environment where the students could adopt a writer role while they are writing their own version of the wordless picture book that they will choose.
ACTIVITIES	<p>The classroom will be decorated according with each book topic.</p> <p>The students will have to choose between the following books</p> <ul style="list-style-type: none"> - The magic Bean -Pinky and Jones -The ugly duckling -Jackeline and the beanstalk <p>After the students chose the wordless picture book, they will have to watch each image that the book has and start to create a list of the vocabulary that they are seeing in English in order to take those words and create</p>

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	<p>sentences, which are going to be in the beginning and the middle of the story.</p> <p>The students should hand it.</p>
RESOURCES	<p>Posters with the names of the wordless picture books</p> <p>Food according with the topic of the book</p> <p>Big images of each wordless picture book</p> <p>Tape</p> <p>Markers</p> <p>Music</p>
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

Chart 8.session 8

SESSION 8	
OBJECTIVE	To provide the feedback to each couple about the first draft of their own version of the wordless picture book that they chose
ACTIVITIES	The first draft that was corrected was given to each student with its own feedback. They will have to correct them in another piece of paper and they will have to create the end of the story and hand it.

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RESOURCES	Posters with the names of the wordless picture books Candies Big images of each wordless picture book Tape Markers Music
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

Chart 9.session 9

SESSION 9	
OBJECTIVE	To provide the feedback to each couple about the second draft of their own version of the wordless picture book that they chose
ACTIVITIES	The second draft that has the beginning, middle and the end with the new corrections and feedback is going to be given to the students. They will have to re write in a piece of paper the beginning, the middle and the end of their version in of the wordless picture book taking into account the corrections made in the previous drafts.
RESOURCES	Posters with the names of the wordless picture books

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	Big images of each wordless picture book Tape Markers Music
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

Chart 10. Session 10

SESSION 10	
OBJECTIVE	To collect the sixth graders writing sample of their own version of the wordless picture book that they chose
ACTIVITIES	The small version of the wordless picture books are going to be given to each student, then , they will have to write in the back part of each image the part of the story that belongs to each image until they write the end of the book.
RESOURCES	Wordless picture books printed in small papers and pasted with a colorful cover
ASSESSMENT	Qualitative and quantitative way with rubrics

SOURCE: Authors

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DATA ANALYSIS

Considering the objective of this research, which is: To evaluate the process of the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy; some tests and writing workshops were applied inside the school, in specific moments in order to achieve it.

During this chapter, how, when and why these types of tests and activities were applied are going to be shown, with the purpose to answer each question formulated in the previous chapters and demonstrate how was the process that the participants had during the implementation of the Wordless picture books strategy for the improvement of the writing skills in the development of narrative texts, in this case, short stories.

As is a mixed research, the data collected were analyzed in a quantitative and qualitative way based on the rubrics created to assess the sixth graders writing production of stories in a foreign language.

The first qualitative analysis is about the writing process and it was divided into 3 categories, those ones were analyzed in a quantitative and qualitative way, (Brainstorming, drafts, final product).

Brainstorming

Qualitative. According to Baldwin-Worley(2015) in his article 'why brainstorming is important', he stated that this writing process should be the first step that a good writer should do before to start to create a text, because it allows the writer to meet and correctively share thoughts, allows a room for new and unexpected ideas, encourages creative exploration, organizes in a clearer

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way the ideas gather of a text or image. Therefore, if before the creation of a text, this process is omitted, during the writing production the writer could omit relevant information that could give more sense to the text.

Thanking into account the previous paragraph, at the moment to analyze the first student's brainstorming it could be observed that most of them when they saw the images showed write the vocabulary in English and in Spanish, while others wrote just a few but all in English, others wrote words invented by them because they did not have the whole vocabulary.

As an example, the results of the student number 9 were taken in order to analyze the process that this student has during the creation of the brainstorming per each activity where the brainstorming process was necessary.

During the brainstorming developed in the pre- test, about the wordless picture book 'snowing day' the student wrote on the format:

- | | |
|-------------------|-----------------|
| - Merry Christmas | - Forever alone |
| - Snow | - 'patines' |
| - Girl | - 'fenomeno' |
| - Play | - Blue |
| - Window | - Ball |
| - 'aburrimiento' | - Snowman |
| - 'cielo' | - 'bufanda' |

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- Carrot
- Eyes
- 'rama'
- Pants

As was observed, this student mixed both languages because of the lack of knowledge about those kind of vocabulary, as well as, it was not enough vocabulary to develop a short paragraph, for that reason the first draft does not have good results.

In the second brainstorming process developed by the same student about the book Terry, yes you can, the student wrote more words in English than in Spanish, and created a new word based on how it sounds but not based on the real meaning that is totally opposite. A big improvement was observed, the student was more committed in the use of the L2.

- Dreams
- Teacher
- Sadness
- Bulling
- smile
- 'llorar'
- 'patio'
- 'terrorifico' and the student defined it as ' Terrific'
- Opinion
- House
- Friends

Finally, in the third moment, in the creation of this student own version of the wordless picture book that every student chose, the student just wrote a word in Spanish, and that word was according to the images, for that reason, the text improved as well as the brainstorming process.

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-

' Frijol Magico'

-Magic

- Spoon

- Witch

-Song

- Walk

-Happy

-Grow up

-Worry

-Heaven

-Windows

Rough draft

Inside this category, according to Valley(2015), the drafting proces allows to the writer to organice the words and thouths into sentences for then create paragraphs. The drafting also provides the writer the oportunity to correct mistakes after a revision, which is good, because thanks to the feedback in every revision, the writer could realice the mistakes and improve them in order to create a good final product.

In the drafting process of the student number 9 handed the 3 drafts of the wordless picture book Terry, yes youu can and the 3 of the wordlesspicture book chosen by them, therefore, it could obserb the following aspects:

- The lack of knowledge about connectors, before the implementation, and the explanation
- The lack of coherence and cohecion during the text

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- spelling mistakes
- Use a mix of T1 with L2

Quantitative

The data gathered in first instrument was divided in two sessions of 2 hours each one a pre-test divided in two parts was applied.

- ✓ The first part was focused on assess the vocabulary that the sixth graders had before to start the implementation. To evaluate it, a format was designed to make them analyze and write in an order way the vocabulary that they observed while the first wordless picture book named ' snowing day' was shown.

The images of the book were pasted on the board, while the format was being sharing with each participant, they were asking too looked at each image and write what they saw, but they were not asking to write in English or in Spanish, they just had to write what they saw and write it on the given format. Most of them were excited developing and writing what they were looking, but others were confused about the vocabulary because they didn't know if they should write the words in Spanish or English.

At the end the format was collected, but from 39 participants, just 29 handed it, for that reason the analysis started with those participants.

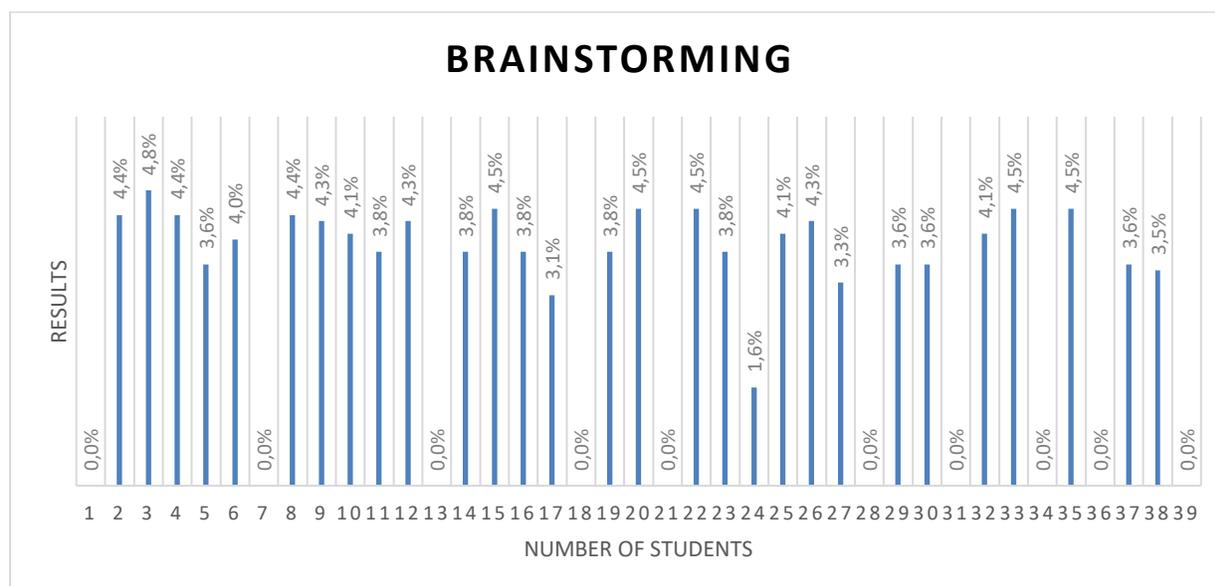
During the analysis, the participants were assigned with one number from 1 to 39 (student 1, student 2) and so one. This data was evaluated in a quantitative and qualitative way. In one hand, through one quantitative rubric (Appendix 6) was measured the student's process in the development of the brainstorming based on the images that they were looking. Inside the

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brainstorming process were measured; if the student wrote enough vocabulary per image, if wrote all the words in English, if wrote all the words in Spanish, if combined both languages L2 and TL, if the vocabulary was according with the topic that each image had and if the vocabulary was written in their own chart in an organized way.

The results are presented in one chart and could be observed in the (Appendix 7) as well as in the following graphic, where the data was divided according the results that each student has during the development of the brainstorming process. The results were taken in a general way, which means that, the score of the 39 students including the 10 participants who did not develop the activity or did not go to the school were measured per each item inside the brainstorming process, adding the results and that gave a general score about how was each student performance in terms of vocabulary.

Graphic 1. Pre-test Vocabulary



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As it is shown in the graphic 1, the number of student who doesn't have any bar was because they didn't hand the activity, Therefore, the brainstorming process of 29 sixth graders were from a rank of 1% to 5%. 28 students were mostly between the 3% to 4%, giving results between 3,1 to 4,8, which means that the students complete in a good way the chart that was given to them, although some of them wrote enough vocabulary per each image, they did it writing words using their TL more than the L2, hence, they could been thinking on the correct vocabulary, but their lack of knowledge about it in English did not allow them to give an excellent performance during the brainstorming process. After all, there was just 1 student who get a low score of 1%, the student 24, get 1,6 in the development of the brainstorming, that student did not write enough vocabulary per each image, also the few vocabularies who wrote in the chart was in her/his TL, demonstrating the low vocabulary acquired in the previous years. Then, they started with good bases talking about vocabulary and how identify and write each one per each image.

- ✓ The second pre- test was about a Students' writing sample of a story in English based on their dreams, where they had to design a poster drawing and write a short story about that draw taking into account what they wanted to be in the future.

First, through one qualitative rubric (Appendix 8) was measured the student's performance during the second pre-test, it has 4 categories where the Attendance, attitude, creativity and team work were measure from 5 to 2, being 5 superior, 4 high, 3 basic and low performance the categories which helped the analysis.

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The results are presented in one chart and could be observed in the (Appendix 9) as well as in the following graphic, where the data per category had some items inside of some of them, therefore, the analysis was made taken the 39 students, including the 10 who did not complete the activity or were absent and each item were assessed individually and with the categories that had items inside; those results were joined given just one result per category.

Graphic 2. Pre-test Vocabulary and Student's story qualitative



As shown in the graphic 2, just 19 students of 39 got the high performance 5,0 of assistance, 9 of them got high performance 4,0 because attended between 9 to 7 of 10 sessions, it gives a result of 29 students who attended and 10 who did not.

In addition in the attitude category just 13 students got a superior performance, which means that they were interested in learning, had a positive attitude, received in a positive way the feedback, were focused on their desk allowing their classmates develop their activity and respecting the researcher as well as their classmates, in contrast with this, the rest of the participants sometimes asked if they had any question or never asked, receive in a good way the

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feedback but they did not apply it, also, sometimes they prefer stand up from their desk bothering their classmates and they could respect the researcher ' teacher' but sometimes did not respect their classmates or their work. It gave a result of 65,0% in terms of how was the sixth graders attitude during this implementation.

In the creativity category, was assessed in one hand, the poster that they did and the score was based on if they drew, decorated or print the image related of what they wanted to be when they grow up and in the order hand, their ability to write a short story based on that image, 15 students got an Superior performance (5) in their posters and in their short stories, in contrast with 3 students who got low performance (2) in the development on their short stories, they had grammar mistakes or just wrote a few part that was understandable for the reader because of the mix of the L2 and the TL , Obtained a 63,59% as a result of creativity during the implementation.

Finally, in team work category, was assessed the paper that each student had inside of the classroom while the pre-test was applied, how some students were a support for the others in terms of explain the unknown things and make them understand in a clear way what and how they had to develop each required aspect during the implementation, and it gives a 65,64% in team work.

In other words, the qualitative way showed how they started the implementation, how was their attitude since the beginning, and how was the coherence that they had developing the first short story based on the image that they drew, giving results from Superior 95 to Low 64 in their performance.

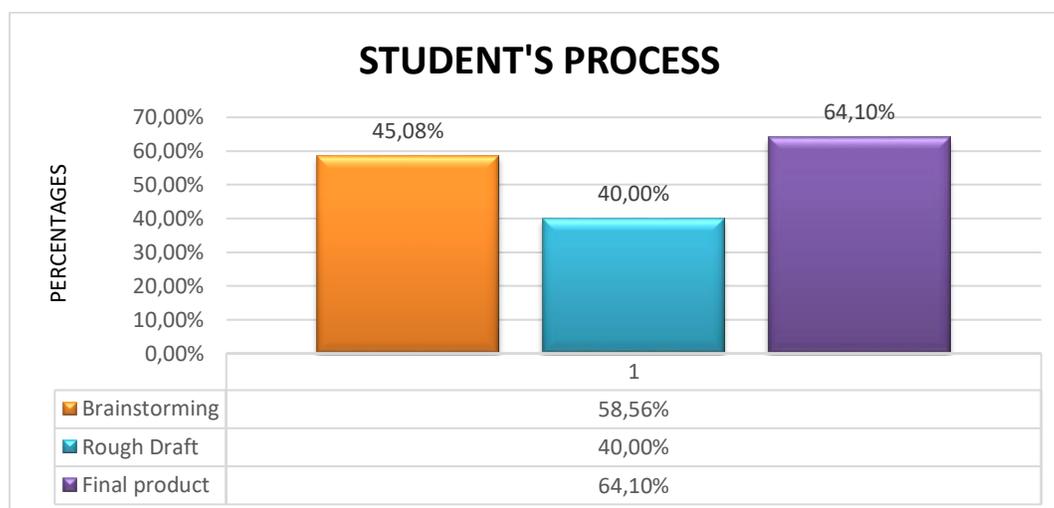
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Second, through two quantitative rubrics, the first one (Appendix 10) measured the student's process and the second one (Appendix 11) measured the student's production of the short story based on their dreams. In one hand the results of the student's process could be observed in the chart (Appendix 12) in a more detailed way as well as in the following graphic.

The results in this part were garter based on the brainstorming process that they did before the creation of the short story based on their dreams, another category is the rough draft, who has two items; if the students developed a draft before handed the text and if the students drew/ printed the image to describe their dreams, and the last category is about the final product, if the student wrote a story based on the paint about their dreams.

The analysis was made taken the 39 students, including the 10 who did not complete the activity or were absent and each item were assessed individually and with the categories that had each item inside.

Graphic 3. Pre-test Vocabulary and Student's story quantitative process



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As is shown in the graphic 3, during the brainstorming process the percentage decrease compared with the first brainstorming that they did, with 45, 08% the participants showed that they did not develop in a correct way this process, they used more words in Spanish that is their TL than in a L2 English, taking into account that 10 of 39 students did not hand the activity. 5 of 29 students got 4,0 on the items inside this category, one of them got 3,0 and the rest 23 students got from 1,0 to 3,0 during this process.

During the rough draft process, the scores were between 1% to 3%. 4 students got the lowest percentage (1) because they did not present a draft before handed the paper with the story, and this made that their writing process would be affected, because there was not any opportunity to give feedback using a draft before the final paper. In addition, 2 students got 2% in their results since they handed the draft but developed that process in an improperly way, they did not correct the final paper with the feedback or mixed the TL with L2 structures and vocabulary, for that reason the score for this category is 40% above 100% to a correct rough draft process.

In the final product category, with a 64, 10% the participant wrote their short story based on the draw that they painted or printed about their dream career, and 16 of them developed a very structured paragraph telling what their poster was about and based on that they created the story.

One the other hand the results of the student's production could be observed in the chart (Appendix 13) in a more detailed way as well as in the graphic 4, where the sixth grader's production of their short history about their dreams were assessed. The results were gathered to

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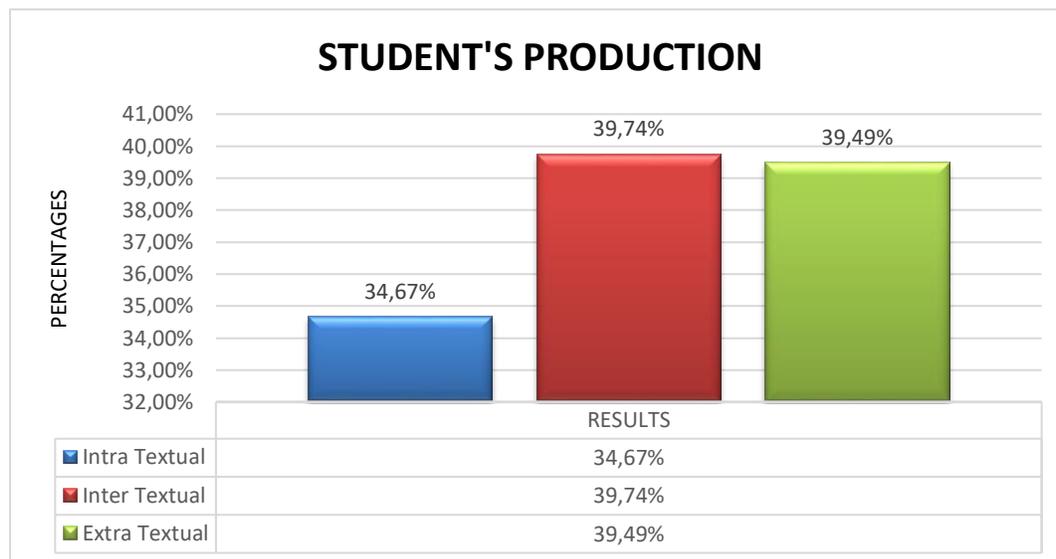
29 students, because 10 of the 39 did not complete the activity or were absent during those sessions.

The rubric was divided into three categories, the first one was the Intra textual where the microstructure of the text was assessed, the second one was the Inter textual where the macrostructure was assessed and finally the extra textual category assessed the superstructure. In the graphic 4 and the description below, the three categories are going to be explained in a more detailed way, with all the items that had each one of them, in order to observe and assess the students writing production of a short story taking into account their dreams and based on the draws that they created.

As is shown in the intra textual category, the 29 sixth graders who hand their story got a 34,67% during the development of the Microstructure item inside their short stories some semantic and syntactic aspects were taking into account in the assessment, such as: if the student used few words in English or in Spanish to express in a clear way the intention of the text, if the sentences showed a correct grammar pattern of present simple or present continuous, if the student used appropriate punctuation marks, English connectors and articles. The results showed that just 6 students got from 3.0 to 3.6 which means a basic performance in the development of their short story.

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Graphic 4. Pre-test Vocabulary and Student's story quantitative production



On the other hand, in the Inter textual category, in the macrostructure relate aspects were assessed such as: if the story showed creativity and magic, if existed logical sequence between the sentences and if the story followed a central theme throughout the story. The 29 students got a basic performance in this stage too, with a 39,74%, which means that just 1 student got a superior performance (5), just 4 students got from 4 to 4,3 which means a high performance ,and the rest of 24 students got basic and low performance.

Finally, the third category was Extra textual, in which the pragmatics took place and were assessed the superstructure, the lexicon and the context inside of it. Therefore, the item that were assessed were: If the student assigned a new tittle for the text related to the context, if the student presented in a fast way the characters of the story, if the story had beginning, middle and end, if the story was interesting, if the story contained the five components that a story should have, if the story had a narrative purpose, if the student used a language according with his/ her age and English level, if the student used descriptive adjectives, if the reader could understand easily the intention of the text and the writing. The percentage in this category was 39,49%, which means

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that from 29 students anyone had a superior or high performance, just 8 students got from 3,0 to 3,8 a basic performance. The rest 21 students got a low performance in this category.

In conclusion with the first data collected analysis, it can conclude that what the results showed were that effectively the sixth graders were having difficulties in the writing process of short stories, not just in the grammatical way, but also in the structural way, they were not creative or they just wrote what they knew because of the low knowledge about the vocabulary in English and the bad management of the present simple and present continuous structures, in addition they demonstrated that they did not have enough knowledge about the steps that the development of the story should has, during the process and its components and during the production and all what a short story should has, its 5 components and the creativity to connect one sentence with another one in order to give sense to the text.

In this point, the students were ready to get the introduction of what are the process that the students should follow in the creation of a story and how to develop that short story taking into account the production steps that were taught for the researcher to the sixth graders of the Colegio Andres Rosillo.

The data analysis of the second instrument that were collected was made based on the development of the students own version of one of the wordless picture books selected for this research, the book's name is 'Terry, yes you can' and was about a little black boy who suffered of bulling in the school, but he had a big dream, and one day in one class the teacher asked him and his classmates to say what they wanted to be when they grow up and Terry wanted to be the president of the US, his friends supported him until he became the president. This data was collected in 4 sessions, each one of them of 2 hours. During these sessions, the explanation of

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how should be a writing process and what should include a writing production made correctly with its coherence and cohesion was taught in the first session of the four for this instrument and the third session in the whole research, also in this session, the participants were asked to be in couples, then, the wordless picture book was shown, picture by picture while they were writing in a paper a list of all the vocabulary that they observed in each picture, including the names of the characters, the characteristics or adjectives. After that, some small copies of that book were handed to each couple they started to create the beginning and the middle of that story as a first draft. At this point, just 29 students from 39 participated in the first 2 sessions developing the pre-test, different with the second instrument that was developed during the 3rd, 4th, 5th and sixth sessions, just 17 from 39 students handed the first draft, that means that during the research the mortality level of the participants were 22 students. For the ones who handed the draft, they had the opportunity to get feedback, and knew the mistakes that they committed in the beginning of the story.

In the second session of the four for this instrument and the fourth session in the whole research, the students corrected their mistakes and kept writing the end of the story below, they handed it and again the feedback was provided.

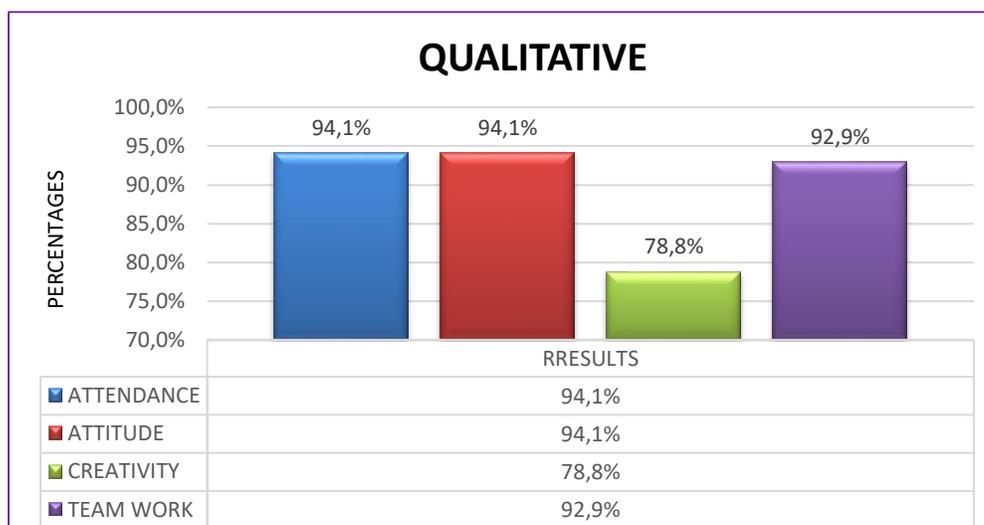
In the third session the beginning, middle and end corrections were given to the couples, they had to correct them taking into account the corrections and the feedback provided in the 2 previous drafts and passed it into a clean and organized paper in order to hand the final product, their writing sample of their own version of the book ‘‘ Terry, yes you can’’ in the fourth session of the instrument and the sixth in the research.

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To start the analysis of the second instrument, the first rubric that was used in this step was a qualitative one, is the same as the one who was used to evaluate the qualitative performance of the sixth graders during the pre-test, with the same categories, attendance, attitude, creativity and team work. The results of this analysis can be observed in the (Appendix 14) as well as in the following graphic.

As shown in the graphic 5, the percentages increasing in this instrument, after the explanation of the process and the production step in the creation of a short story, the participants were more engaged during the development of their own version of the wordless picture book 'Terry, yes you can' and their improvement was increasing little by little observed in all the analysis.

Graphic 5. Student's writing sample "Terry yes you can" qualitative



Talking about the attendance, the 17 sixth graders who participated during the four sessions got a 94,1%, 12 of them got 5.0 which means superior performance and the rest 5.0 got

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4.0 score which means high performance, therefore, the majority of the participants who handed the drafts of their book version attended from three to four sessions.

To add, in the attitude category the majority of the participants got a superior performance, 1 of the 17 students got 4,0 in their performance and 2 of them got 3,0, which means that they improve considerably the way that they behaved during the lessons and they attitude when they received the feedback provided for the researcher.

In the creativity category, was assessed their ability to write their own version of the wordless picture book before named in order to make them create a short story based on each image that the book has, also was assessed the way that the student using their creativity giving light and a new sense to the book, 6 students got 5.0 a superior performance, 4 students got 4,0 high performance and finally 7 got 3,0 basic performance. The biggest improvement in this category was of in the student number 22, he got in the pre-test 2,8 in the creativity assessment, the story that he created did not accomplish the requirements asked in the different items inside of the rubric, but, after the explanation, the student number 22 got 5,0 a superior performance which indicate that the implementation helped the student to turn on the imagination and develop in an excellent way the different steps that a short story should have. In this category the result was of 78,8%

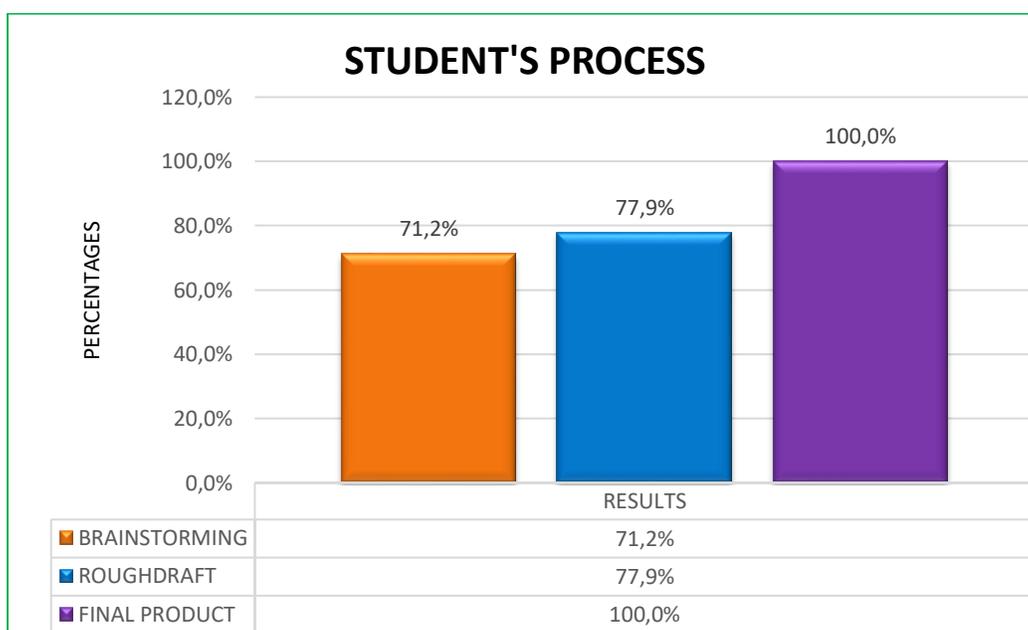
Finally, in team work category, was assessed the students cooperation during the creation of their own version of the book previously named, how was their behavior in groups and the support that each one of them give to their partner in the writing process of their own book version. The result was of 92,9%. 15 students got a superior performance 5,0 while just 2 got 2,0 a low level in their behavior and cooperation during this process.

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This instrument was also measured with two quantitative rubrics.

The first rubric (Appendix 15) assessed the students writing process during the creation of their own version of the wordless picture book 'Terry, yes you can' in English, this rubric has the same categories that the quantitative process who evaluated the pre- test but it has more charts where the results of the analysis could be located based on the number of drafts that the couple handed, therefore, the results that every couple had in each draft were added and that threw just one result between 1.0 to 5.0 per each item inside of the categories. The results could be observed with more detail on one chart (Appendix 16) as well as in the graphic 6..

Graphic 6. Student's writing sample "Terry yes you can" Quantitative Process



As is shown in the graphic 6, there is a notable improvement after the implementation of the research, since the explanation about the process that they should follow in the creation of a short story was given to the sixth graders in order to give them some bases of the correct steps to

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be able to create a short story based on the images, also, a list with the common connectors used to write stories with its meaning was giving to the sixth graders. After that, the draft process was explained and the 5 components that a story should have, the characters, plot, setting, the theme and the conflict were presented. All of the previous explanations allowed that the 17 sixth graders achieved the creation of their own version of the wordless picture book "Terry, yes you can" using a L2 'English'. Consequently with that, the analysis started in the following way.

The brainstorming process got a 71,2%, the percentage increase compared with the first brainstorming assessed, the participants started to look beyond in each image of the book "Terry, yes you can", they started to write all the words that they knew the meaning in English and also the unknown words about the characteristics of the characters, the context, and some of them wrote words about the background of the images. Nevertheless, some of them keep writing more in a TL 'Spanish' more than in a L2 in this case the English, also they omitted some important vocabulary that could be very useful at the moment of the writing of their story and that is the reason why their performance in this step needed more implementation in order to make their writing process of short story improve. In one hand, 5 students got a high performance of 4,2 , but on the other hand, 11 got basic performance from 3,2 to 3,5, finally, just the student number 25 got 2,5 a low performance in the development of the brainstorming process.

Talking about the rough draft process, the couples who handed the three drafts got 5,0 in that item because it meant that they took the feedback in order to improve what they did and wrote a new story with the corrections giving a better result in the final product. In this process 9 students got a high performance from 4,0 to 4,2 but 8 students got basic performance from 3,5 to 3,7. Those results mean that maybe the students handed the 3 drafts but they still have some

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difficulties at the moment to analyzed the images and get enough vocabulary to create a good narrative text.

Finally, as the graphic shows in the final product category the students as well as the previous category got a notable improvement, since the 17 students in their pre-test had some difficulties in the structure of the short story that they created, their texts had poor content and was almost impossible understand what they meant. On the contrary with the previous result in the students writing process in the pre-test, in this process they got 100,0%, which means that the students after the implementation understood in a better way the structure that a short story should has, taking into account the 5 main story elements, the coherence during all the text and the adequate vocabulary to make their story understandable, although the use of the English was being a notable difficulty while they were writing.

The second rubric (Appendix 17) assessed the students writing production during the creation of their own version of the wordless picture book 'Terry, yes you can' using a second language 'English', this rubric contain the same categories as the rubric of the writing production of the students story in the pre-test, with some different and proper items inside each category to assess the writing production of the students writing sample based on the books previous named. As well as in the rubric of the writing process, in this rubric the results that every couple had in each draft were added and that threw just one result between 1.0 to 5.0 per each item inside of the categories. The results could be observed with more detail on one chart (Appendix 18) as well as in the chart number 7.

In the intra textual category the students got 64,4%, which shows a few improvement compared with the pre-test, but they still had some difficulties in the cohesion, they did not know where they should add the correct punctuation mark, also, they present difficulties in the use of

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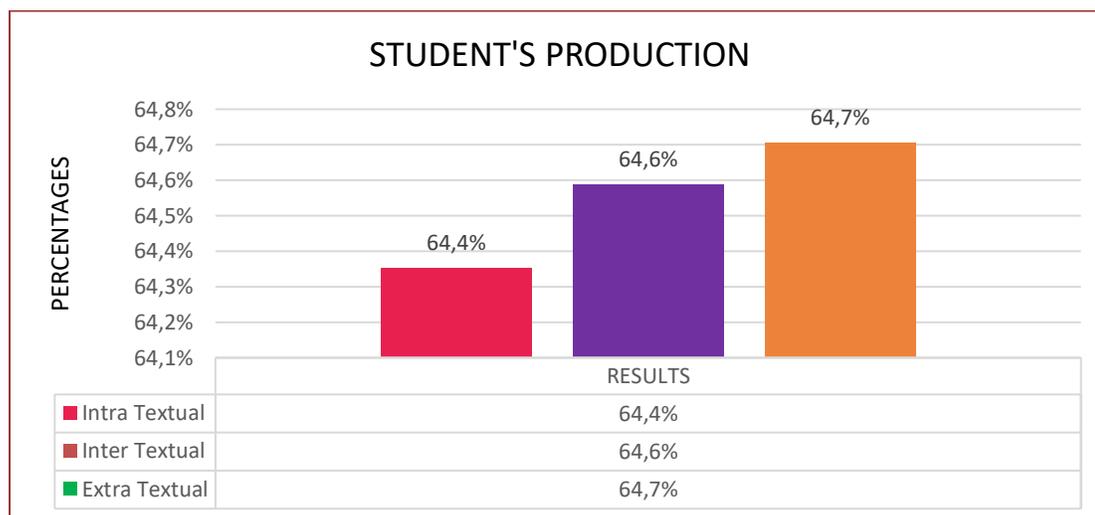
the appropriate English connectors during the whole text. In this part, 6 students got a high performance from 4,0 to 4,1, 2 students got 3,0 which means a basic performance and the majority of the 17 participants 9 students got a low level from 2,3 to 2,8.

In the inter textual category the percentage was of 64,6%, this result shows an improvement too, after the implementation and the explanation about how after a word, the student could create sentences using the grammar patterns asked during the research (simple present and present continuous), then using English connectors they could connect the sentences and created a short paragraph until they created their version of the wordless picture book. Inside this category was also measured the creativity that the couple had at the moment to create their own version of the book based on the images that were shown. 5 students got 4,0 a high performance, 6 got a basic performance 3,6 and the rest 6 students got low performance between 2,6 to 1,6.

Finally in the Extra textual category, according with the results, the implementation helped them to have clearer the components that a story should have, most of them started to write more in a L2 English than in a TL Spanish , in addition they were learning how they could start a beginning, how they could create an interesting middle and an inexplicable end, and also how they started to use their imagination to create the personalities of the characters that they saw on the images in order to catch the reader attention and make of simple descriptive sentences a creative narrative text, their short story. The percentage was of 64,7%, and as it can be observed with the previous results of the production in the pre-test, the students were improving a little bit in their writing skills at the moment to create a short story during the implementation until this moment. 15 students got from a low level in the previous pre-test a basic level from 3,0 to 3,7, but just 2 students were still in a low level with 2,7.

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Graphic 7. Student's writing sample "Terry yes you can" Quantitative Production



In conclusion with the second data collection analysis and all the results that were gathered during the implementation, a writing improvement was clearly observed at the moment to create their own version of the book Terry, yes you can, following the process and production steps that should be followed in the creation of a short story in a foreign language 'English' that were provided during the first session of the second instrument. When the research was in this point, and the improvement was clearly proved, it was considered to work with another wordless picture book, but in this case, the students should be work individually and they would be exposed to another kind of environment who could help them to adopt a writer role and feel more engaged with a L2 though writing workshops divided in different sessions.

The third instrument was another student writing sample, but this time was individually, also the students had the opportunity to select between 4 options of different wordless pictures books:

- ✓ The magic bean

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- ✓ Jackeline and the beanstalk
- ✓ Pinky and Jones
- ✓ The ugly Duckling

This implementation allowed them to keep practicing all what they learnt while they were writing the previous book, because they already had the bases to create a good short story following the process taught and the steps for a good production of a narrative text, now in this point they needed to practice the language, the writing in English and to improve their vocabulary and their writing skills in a L2.

As well as the previous instrument this was divided in 4 sessions, each one of them of 2 hours once a week. In the first session of the instrument the seventh in the research a writing workshop was planned and here the sixth grader's classroom was decorated based on the topic that each book has, there was music, food, images of each book and the chairs were located in order down of each poster who indicated the respective book. To see the pictures of the writing workshop, go to (Appendix 19).

During the first session the students were asking to choose one of the books and sit down in the right place where their book was. In this data collection the same 17 students who were participating in the research since the beginning, then during the creation of their own version of the wordless picture book 'Terry, yes you can' participated in the whole 4 sessions of this instrument. After the 17 sixth graders chose the book that they wanted to work with, they were asked to do the brainstorming process as they did in the previous sessions, when they finished, they had to start to write the beginning of the story based on the images that the book had and

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taking into account the list of the vocabulary that they wrote. When they finish the list and the beginning, they handed the paper and it was checked by the researcher.

In the second session of this instrument, the eight during the research, the first draft was handed to each student in order to make them correct it and start to write the middle and the end of the story, this draft was handed too.

In the third session of this instrument, the nine during the research, the second draft was returned to the students, they correct them based on the feedback provided and started to re write the story in a with paper, the third draft was handed with the correction of the beginning, middle and the end and was ready to be checked and approved to returned it to the participants.

During the fourth session, the tenth during the research, the books were adapted in a small and colorful way with a cover (Appendix 20) in order to give it to them, then, they had to write in the back part of each image one part of the short story in a foreign language 'English' that they created based on the images.

When the data were collected, each student draft and the final artifact (their own book) were put into small packages, in order to have in an order way each student drafts with his/her final artifact, this make easier and more meaningful the analysis.

As well as the previous data collected, this one was assessed and analyzed though rubrics. A qualitative and 2 quantitative, that assessed the students writing process and the students writing production.

To start the analysis of the third instrument, the first rubric that was used was a qualitative one, is the same as the one who was used to evaluate the qualitative performance of

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the sixth graders during the pre-test, and the students own version of the wordless picture book 'Terry, yes you can' with the same categories, attendance, attitude, creativity and team work. The results of this analysis can be observed in the (Appendix 21) as well as in the following graphic 8.

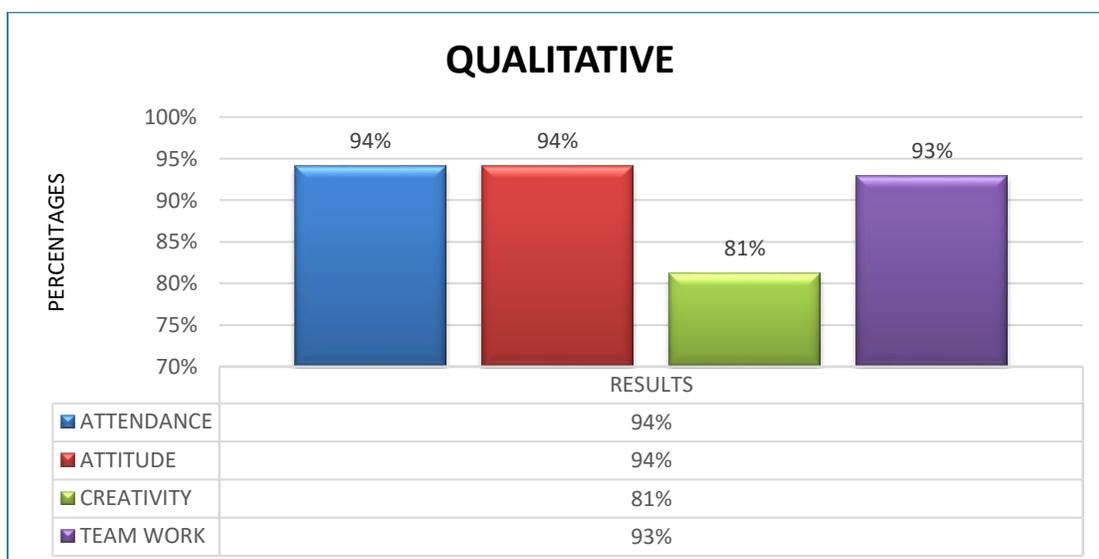
As shown in the graphic 8, the 17 participants kept being engaged during the research, they were committed with their new role that each one of them decided to adopt as writers, when the participants saw that their classroom was with decoration, was with music, they immediately changed their attitude and they just wanted the paper and a pencil to start to do their own book based on the images that the wordless picture book that they chose had.

For that reason in the attendance, the percentage was of 94% ,where 12 students got 5,0 a superior performance because they attended all the four sessions planned for this instrument and just 5 sixth graders got 4,0 a high performance because they missed one or two sessions.

In the attitude category they got 94%, they were interested in knowing how to properly develop the drafts, they received in a positive way the feedback provided, most of them were almost all the time concentrated on their desks writing on their own book and they managed a respectful profile with the researcher as well as with some of their classmates. 14 students got 5,0 a superior performance, their attitude was excellent, 1 student got high performance 4,0 and 2 got 3,0 a basic performance, inasmuch as, sometimes the treat that they had to their classmates were not the adequate or they were distracted instead of keep working sitting on their desks.

Graphic 8. Student's writing sample 'Book that they chose' qualitative.

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In the creativity category, the results increased but not enough as it was waited, the students were more focused on the creation of long paragraphs instead on wrote short ones but with a content who helped the reader to be engaged and to enter in a fantasy world. 6 students got a superior performance 5,0 , 6 more got 4,0 a high performance and 5 got 3,0 a basic performance, which means that if the implementation had least more, those sixth graders had got between 5,0 to 4,0 in their creativity development.

Finally, in the team work they got 93%, 1% of increase compared with their team work in the development of their own version of the wordless picture book ‘ Terry, yes you can’. The sixth graders of this school, were always able to help their classmates, to solve their doubts and they demonstrated that when some of them work better being in couples and the others demonstrated that they work better individually. 15 students got superior performance with 5,0 and 2 got 2,0 low performance because of some attitudes that they presented during those four sessions between each other.

This instrument was also measured with two quantitative rubrics.

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The first rubric (Appendix 22) assessed the students writing process during the creation of their own version of the wordless picture book that they chose in English, this rubric has the same categories that the quantitative process who evaluated the pre- test but it has more charts as well as the one who assessed their own version of the wordless picture book ' Terry, yes you can' where the results of the analysis could be located based on the number of drafts that the couple handed, The results could be observed with more detail on one chart (Appendix 23) as well as in the graphic 9.

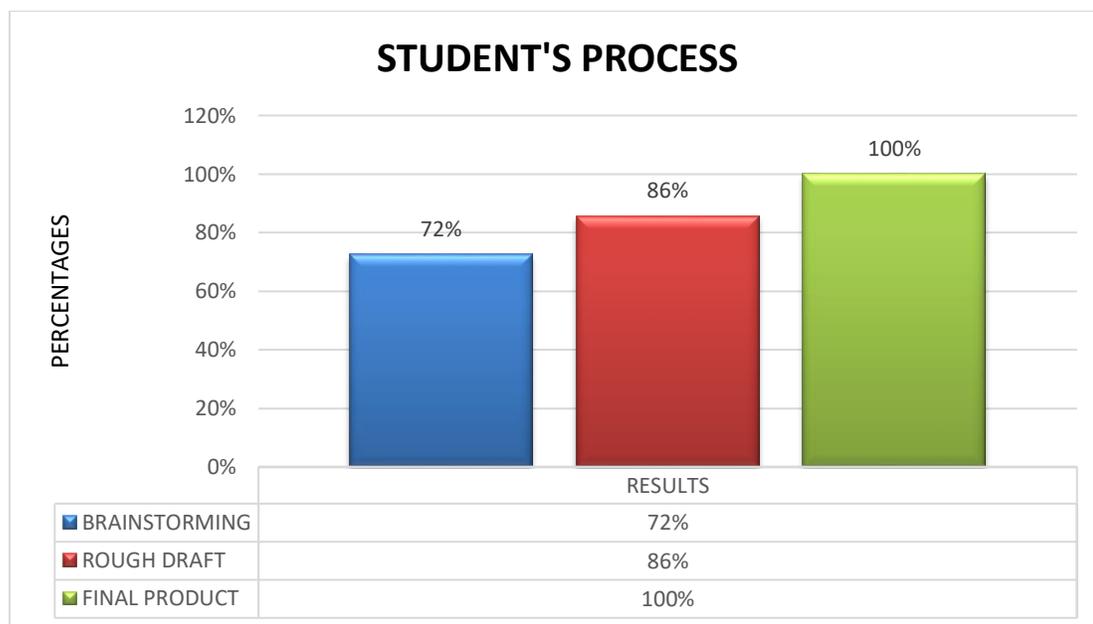
As is shown in the graphic 9 the improvement is bigger after the implementation of the research and with the practice that the participants had to made in order to improve their writing skills in the development of short stories in a foreign language. In this process what was being necessary, was to achieve that the students during the development of the brainstorming, forget at all the vocabulary in Spanish and started to think about the words in English, what they were watching they should wrote it but using L2 more than the TL ,then, based on those words they could easily start to write sentences based on the images and giving a coherent sense if those sentences were going to belong to the beginning , middle or end of the short story that they were creating in English and all of that following the grammar patterns that were named before.

8 students got high performance between 4,0 to 4,8 , those sixth graders had enough vocabulary in their charts per each image, but some of them were still writing just words in Spanish, or they created new 'meanings' in English for the unknown words because they did not have dictionary or they did not want to search. 6 students got basic performance between 3,1 to 3,7, those participants did not write enough vocabulary per image, then they had troubles at the moment to start to create the sentences or the paragraphs of their story and 3 students got 2,8 a

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low performance, since they did not write enough vocabulary per each image and the few words that they wrote were in Spanish or with a ' new English meaning' .

Graphic 9. Student's writing sample 'Book that they chose' Quantitative Process



The rough draft process, the participants who handed the three drafts got 5,0 in that item because it meant that they took the feedback in order to improve what they did and wrote a new story with the corrections giving a better result in the final product. The ones who got high or basic performance was because they did not attend to one session or they did not hand one of the drafts. Therefore, 13 students got a high performance from 4,1 to 4,8 and just 4 students got 3,6 basic performance.

Finally, in the final product process, all the participants handed their package of drafts with 3 or 2 , then they used them to write with the corrections and following the feedback the short story in a foreign language in their own book handed by the researcher, for that reason, the 17 students got a superior performance 5,0 in this category.

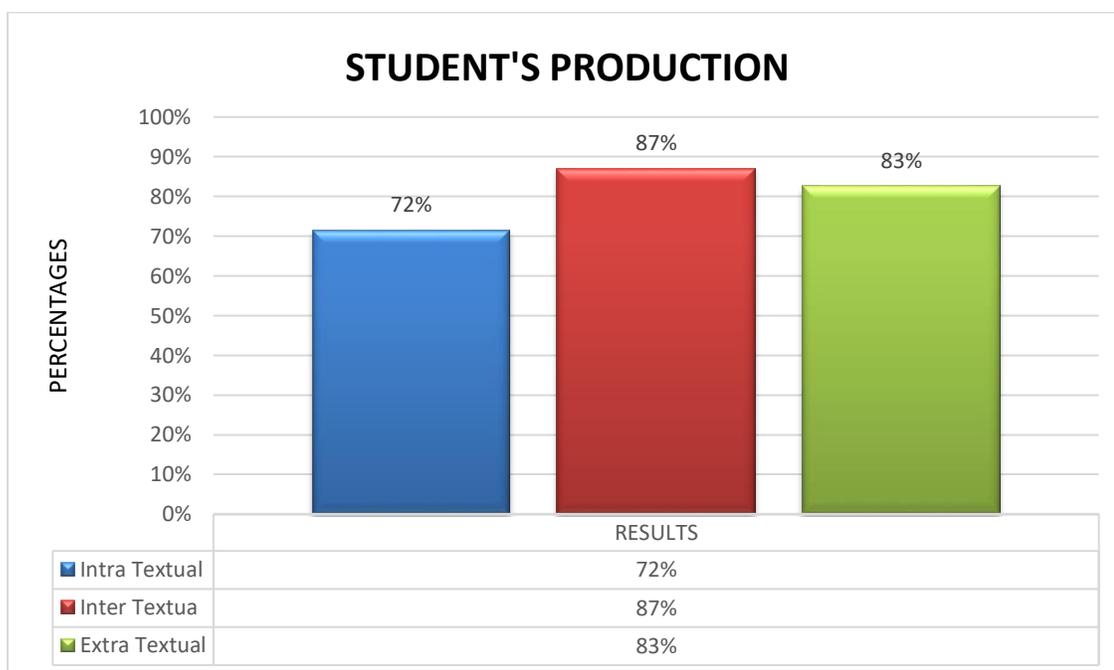
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The second rubric (Appendix 24) assessed the students writing production during the creation of their own book based on the wordless picture book that they chose using a second language 'English', this rubric contain the same categories as the rubric of the writing production of the students own version of the wordless picture book ' Terry, yes you can', with some different and proper items inside each category to assess the writing production of the students writing sample of their own book . The results of this rubric could be observed with more detail on one chart (Appendix 25) as well as in the graphic 10.

In the intra textual category the students got 72%, which shows improvement compared with the students writing sample of the book 'Terry, yes you can', they still had some difficulties in the cohesion, they need more time to practice more about the punctuation marks, the connectors, also some of the articles. But their improvement was notable in each draft and the students tried to receive in a good way they feedback provided by the researcher. Just 4 of the 17 students got a high performance in their writing production of short stories in a foreign language, they got between 4,0 to 4,8, 9 students got a basic performance of 3,6, they had not only problems with the punctuation or connectors, they also had more time to practice the grammar structures that were asked during the development of the research (simple present and present continuous) that was supposed that they already had been working in their English classes, finally 4 sixth graders got low performance of 2,9 in their writing production.

Graphic 10. Student's writing sample 'Book that they chose' Quantitative Production

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In the inter textual category the sixth graders got 87%, this result shows a big improvement too, they improve some aspects about the logical sequence between the sentences, incorporating new ideas with the previous information but in some stories the creativity and magic were not notable during the whole story. They still needed more practice to achieve that item too. 13 students got a high performance between 4,0 to 4,8 and the rest 4 participants got a basic performance with 3,8 as result.

Finally in the Extra textual category, the result was of 83%, in this part the 17 sixth graders demonstrated that with the previous practice that they had and the experience lived doing their version of the wordless picture book ' Terry, yes you can' helped them to achieve some challenges that at the beginning of the research were presented, such as, carry them to the correct development of a short story, including inside their narrative text the 5 main components that a short story should has, also, how they could take words and sentences and based on that create the beginning, middle and the end of their stories in a foreign language. This population need

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more practice to get in a future 5,0 a superior performance, for now, in the results gathered during this implementation 13 students got a high performance between 4,1 to 4,8 and 4 students got basic performance of 3,7 .

To conclude the analysis of the third instrument and data gathered, as in every graphic showed since the beginning an improvement on the students production with big or small differences but it was notable the improvement that the sixth graders got during the research, The students understood when they should add some connectors in order to give sense to a paragraph, also they could manage the 5 components that a story should has, developing in a good way their narrative text adding the characters, the setting, the theme, the plot and the conflict and some of them used their creativity to express what they were watching in each image. The practice make the master and those sixth graders showed in this analysis that they could improve their writing skills writing short stories in a foreign language, in this case 'English'

Comparative Analysis of the Result . Taking into account the results gathered after the analysis of the instruments, the students artifacts, a chart was elaborate with the purpose of show in a clear and detailed way how was the improvement of the sixth graders from the Colegio Andres Rosillo in their writing process in the creation of the short stories in a foreign language during and after the implementation of the wordless picture books as a writing strategy. In this chart, the comparison between the results that were gathered in the different three moments, at the beginning of the research with the Pre-test, in the second moment of the research during the implementation where the sixth graders wrote their own version of the wordless picture book 'Terry, yes you can' based on what were taught about the writing process and writing production of a short story and at the end of the implementation in the third moment when the students had the opportunity to be in a writing workshop while they were writing their own version of the

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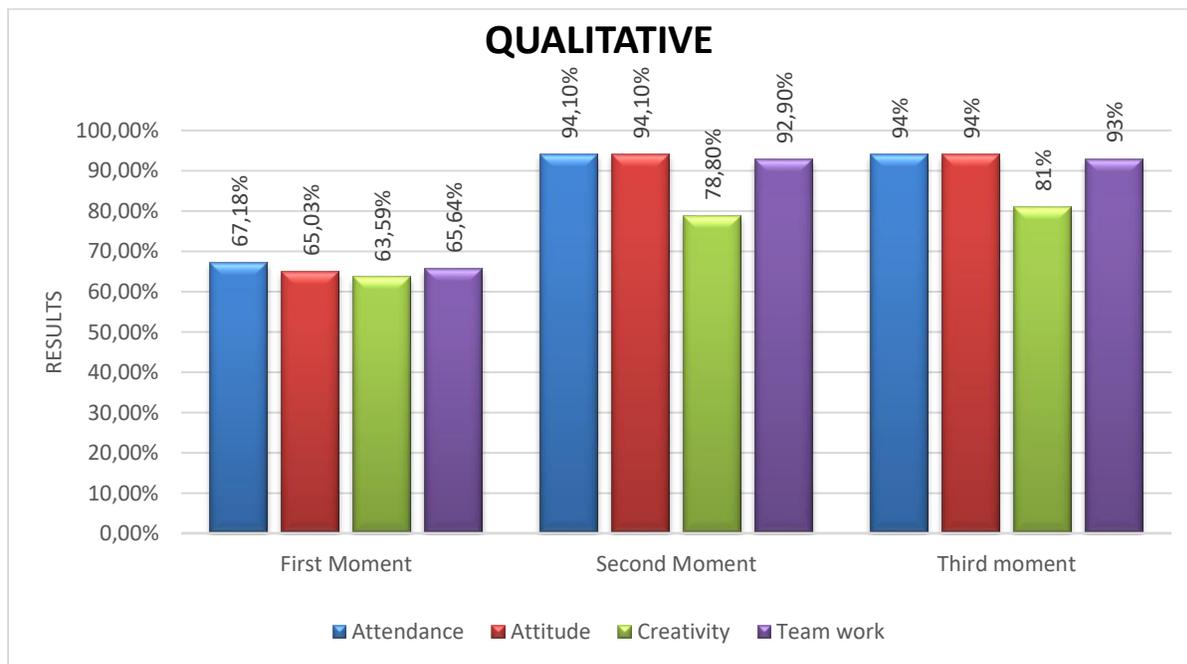
book that they chose and after all the feedback they could get their own small book and pass their short story in a Foreign language.

Chart.1. Comparative Analysis of the Result

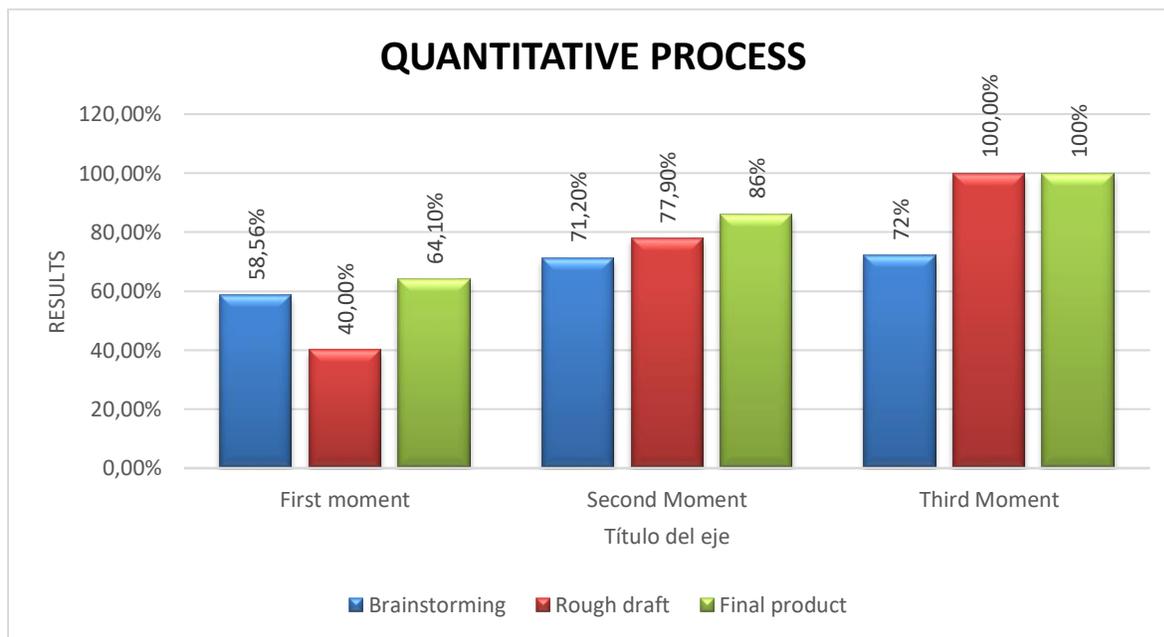
CATEGORIES	ITEMNS	FIRST MOMENT		SECOND MOMENT	THIRD MOMENT
		Pre- test		Ss writing sample 'Terry, yes you can'	Ss writing sample 'Book they chose'
Qualitative	Attendance	67,18%		94,1%	94%
	Attitude	65,03%		94,1%	94%
	Creative	63,59%		78,8%	81%
	Team work	65,64%		92,9%	93%
Quantitative Process	Brainstorming	Snow day	Their dreams	71,2%	72%
		114,6%	58,56%		
	Draft	40,00%		77,9%	86%
	Final Product	64,10%		100,0%	100%
Quantitative Production	Intra textual	34,67%		64,4%	72%
	Inter textual	39,74%		64,6%	87%
	Extra textual	39,49%		64,7%	83%

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Graphic 11. Qualitative Comparative Analysis of the Result

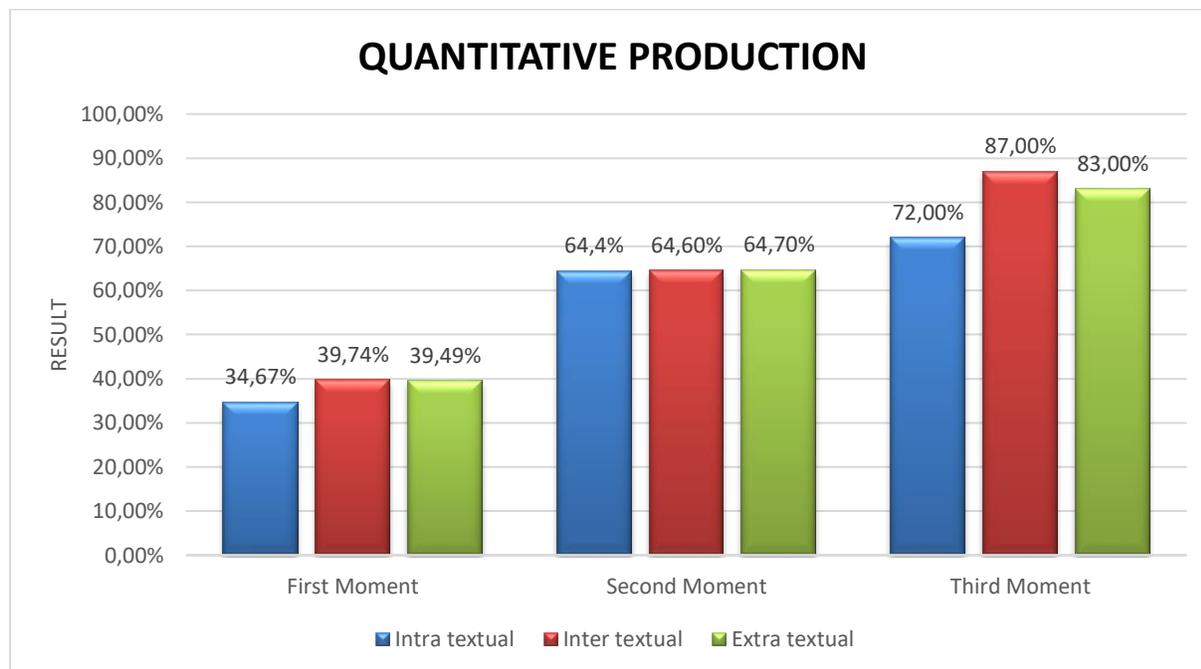


Graphic 12. Quantitative process Comparative Analysis of The Result



Graphic 13. Quantitative production Comparative Analysis of The Result

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As shown the 3 previous graphics, the difference on the bars is notable, the increasing is bigger through the implementation, which means that at the beginning the students did not have any idea about how they could do a brainstorming process, and also they had to acquire new vocabulary in English in order to started to create sentences and then put them together and create the paragraphs of a story, and after the implementation they knew how to do the process of brainstorming and the importance that it has to have clear ideas who are going to support the development of a text .In addition the students started using more the TL than the L2 or they used to mix both of them, but during the research and the implementation, they started to think more in the L2 at the moment to write. On the other hand, the sixth graders, learnt how to develop a rough draft and how though the continue feedback they could acquire more experience in the writing process of short stories correcting their mistakes and learning of them. Talking about the writing production, the sixth graders improvement was reflected in the way how they started to create the story taking into account the 5 main elements that a short story should has,

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also the students learnt how to write the beginning, the middle (conflict) and the end of a short story using a foreign language. But the big improvement was shown during all the process that was how thanks to the wordless picture books the students were more engaged and for them were easier to start to write a short story based on images and using L2.

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CHAPTER V

Conclusions

The implementation of this research named Sixth grader's writing production of stories in a foreign language, and who its writing strategy was based on the use of wordless picture books, allowed to the sixth graders of the Colegio Andres Rosillo to look beyond into the writing process, also with the strategy proposed was easier for them take those images that the wordless picture books have as a base for the creation of a narrative text, therefore, although at the beginning of the research 22 students decided to leave the research for different reasons, the 17 students who were participating during the all research had the opportunity to improve their writing skills with the practice and taking what was taught about how they could do the process of the creation of a short story based on images, how they could acquire more vocabulary in English thanks to the brainstorming process, also, how the drafting process helped them to correct all the mistakes and gave them 2 more opportunities to improve their writing following the feedback provided by the researcher, In addition the 17 sixth graders improved their writing production following some steps given about what kind of elements a story should include, they learnt how to describe a character, how to set a plot, how to select the theme, how to create and establish the setting of their story and how to create the conflict of the story in order to make it interesting and magical, finally, they were able to create their own version of the story that they selected with a beginning , with the middle and the end.

In other words, when the 17 sixth graders were exposed to the implementation for this research the scaffolding process helped them to achieve the main goal that was improve their low proficiency in the creation of a short story in a foreign language though the wordless picture books as a writing strategy and though the teaching process about how they should develop in a

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correct way a story. Through the scaffolding process, which means when the information about how has to be a writing process and the writing production of a story was given, and some elements that they needed to create their story were presented, the participants with those things could start to write their books according what they learnt and thanks to the feedback they could improve their mistakes and learn about them.

After to observe the results of the pre- test that shown that the sixth graders were presenting difficulties at the moment to write a story in a foreign language , the necessity to give them the enough knowledge about what a story should need to have a narrative purpose was immediately. Then, after the first implementation, that was during the third session before the students starting to create their own version of the wordless picture book 'Terry, yes you can', the students got better results in that moment when they were already with the necessary knowledge, then, they needed more practice to improve some aspects where they were still having difficulties in their writing production. Therefore, with the last implementation that was when they were exposed to the writing workshop creating their own version of the book that they chose, they practice more and most of the students took the previous feedback to improve in all the aspects that were evaluated in the 3 rubrics.

Finally, evaluating all the results gathered after the implementation of the research, it can conclude that was meaningful for the sixth graders life, inasmuch as, with the participants was achieved a big challenge that was proposed at the beginning of the research that was achieve that the students create a short text in a foreign language based on the images of the wordless picture books provided, a story with a good coherence level and cohesion level that was understandable and meaningful for the reader, who was able to keep him/her engaged, also, a story who allowed

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them to express their feelings, emotions, to make fly their imagination and show their creativity in each paragraph that they wrote.

Although the research conclude these group of students still being with a good attitude in front of keep improving their writing skills in a foreign language, the process does not end here, they still have long way to walk around the acquisition of more strategies that are going to help them to keep improving their writing skills not just in the development of narrative texts in a foreign language, but also in other kind of texts.

Research questions answers

General Question .How is the process of the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy?

The process of the sixth graders in their writing production of narrative stories during the implementation showed a notorious improvement, thanks to the use of wordless picture books as writing strategy, because this tool plus the explanation of the process and the production of a story allowed them to discover and complement the knowledge that they had about writing stories and also they acquired more vocabulary during the brainstorming process, which, after the implementation using those books as strategy to made them keep focusing on the images that each book had and made them explore them to get all the vocabulary that was need to write a short story using a foreign language. In other words, the improvement of sixth graders in their writing production of stories using as a writing strategy the wordless picture books showed since the beginning of the implementation a meaningful improvement, made that the students learnt how to write their own version of those stories, taking into account the images that those books

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had and using their imagination to create as result a understandable, creative and amazing writing artifact.

Implications

The main objective in this study was to improve the sixth graders' writing production of narrative stories from Colegio Andres Rosillo during and after the implementation of wordless picture books as a writing strategy and as was a research around and that who was going to evaluate one of the hardest skill to assess even with rubrics and it was the writing skill in a foreign language. The research needed of 10 sessions to complete in a satisfactory way everything that were planned since the beginning, and to get that time was a big challenge because when the day was selected to go and do the implementation, the school had cultural or institutional things to develop in that day, that means that sometimes the dates , and the sessions were changed, for that reason at the end of the research the amount of days that the implementation took for its development was 2 days per week. That was a big implication, because not only the researcher had to change everything at the last minute, but also the participants had to work hard while they were writing their own version of the books, there were weeks were it was not any implementation to do because of school activities as on the contrary there were some weeks where the implementation were developed during 2 days a week.

Another implication was the feedback, as the research offered a process of continue feedback, and read 17 different stories, then analyses their mistakes and had taken time to provide the feedback opportunely, carried off a lot of patience and consumed a lot of time, therefore the implication was not just the skill that was selected, neither the feedback process, the

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

implication was the short time to develop all the implementations and the conditions to do every implementation.

Limitations

There were three limitations during this research: The first limitation and the bigger one was the time that was taken to develop the research, to make the implementation and the analysis. The short time taken, could be one of the causes that some of the results in the last instrument were not perfects or that impeded that some students did not develop in a conscious way their writing and for that reason they got high, basic or low performance instead of got superior one.

The second limitation was the participants English level, most of them did not remember some grammar structures that according the English teacher were seen before the implementation of the research , for that reason, for them not just the lack of proficiency in the creation of stories or their lack of knowledge about how to make a correct writing process to produce in a correct way a narrative text but also their lack of vocabulary in English, plus the improper use of the grammar patterns, make that the research took more time explaining those aspects instead of had taken more time to make them practice more in the writing production of short stories based on the images that were shown that belongs to the wordless picture books.

The final limitation is about how to get the wordless picture books, because the majority of them are in the book stores but are expensive or they are on amazon. Therefore, as for this research some of they were downloaded in PDF and others were obtained thank to write to the author for the permission to take a screenshot, cut them and paste them in a word document,

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

process that took long time. The importance to get those books before the implementation could not be a limitation for this research.

Further research

For a further research based on the implementation of wordless picture books as a writing strategy used in order to improve the performance in the writing process of short stories in a foreign language, is necessary that the future researchers take into account the following suggestions in order to make their research a better tool for the students improvement of their writing production of stories in a foreign language, in this case the English.

First, while the pre- test take time also to plan writing workshops to collect this data, inasmuch as, those kind of activities catch the student's attention and make them feel more engaged with their role as writers.

Second, try to take more time, more sessions for the explanation of the process that a person should follow in order to create a story in a correct way, also to teach how the beginning, the middle and the end of a story should be created, then teach in a deepest way the components one by one that a story should has, finally, take another session or as for the collaboration to the school English teacher to share with the students some common connectors used for write stories with its uses.

Third, think on change the cover of the books, since the materials that was used for this research as is shown in the appendixes was weak and that was the reason why some of the books are in not perfect conditions.

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Fourth, take into account the amount of time that design rubrics carried out, or find a way where the rubrics could be joined to make the analysis process a little bit easier.

Fifth, be focused also in what participant wrote, because sometimes this kind of activities allow them to express why they are feeling and what they are living, so, it could be a good opportunity to create a research where thanks to the writing production of stories in a foreign language the students could write freely and contribute meaningful things to the society.

Sixth, acquire the wordless picture books before the implementation of the research has already started.

Finally, a further research could create a special day where the participants could show what they did, their books and do an oral presentation about them and giving them the opportunity to share how was their experience being writers of original stories based on images, which kind of difficulties their presented during their writing process, if they learnt more vocabulary in English and what was their improvement based on that, so, the writing production is going to be more meaningful.

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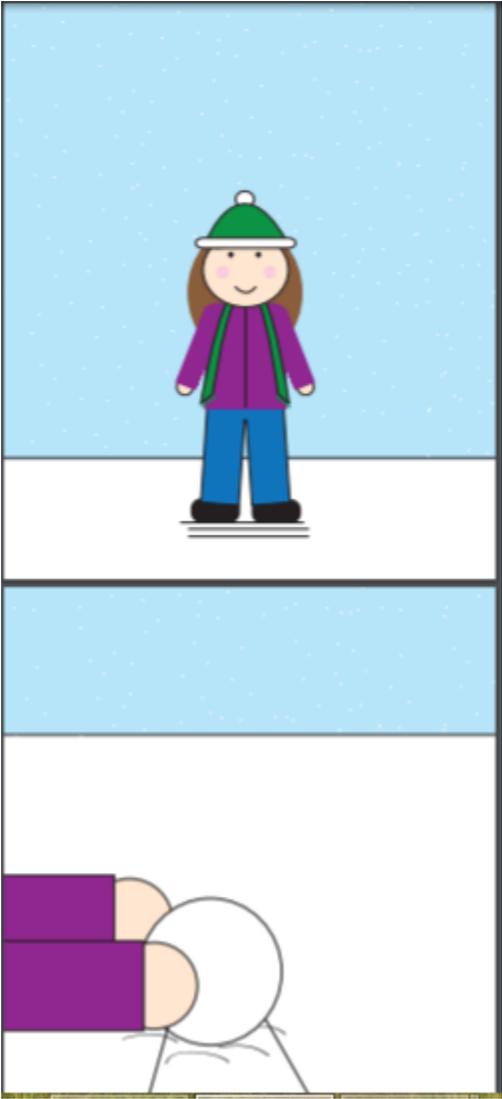
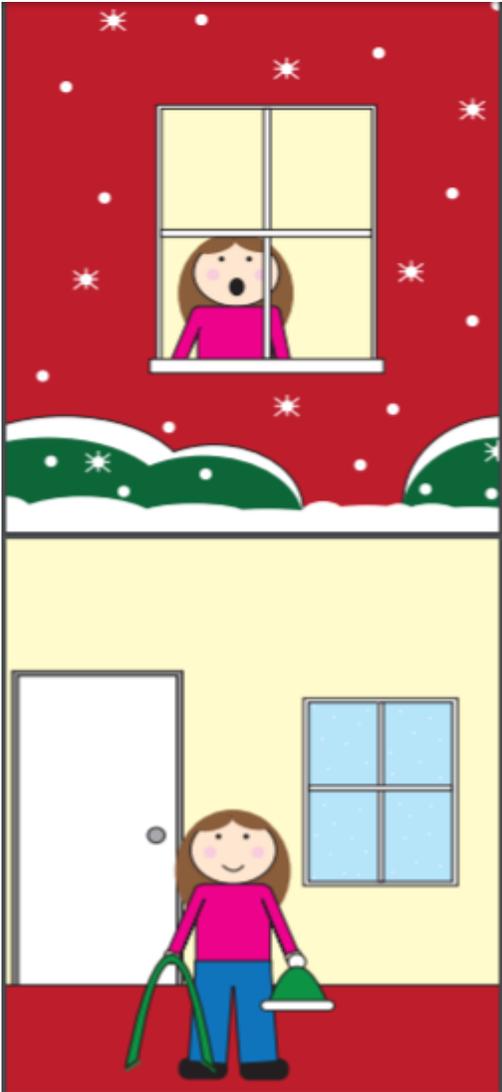
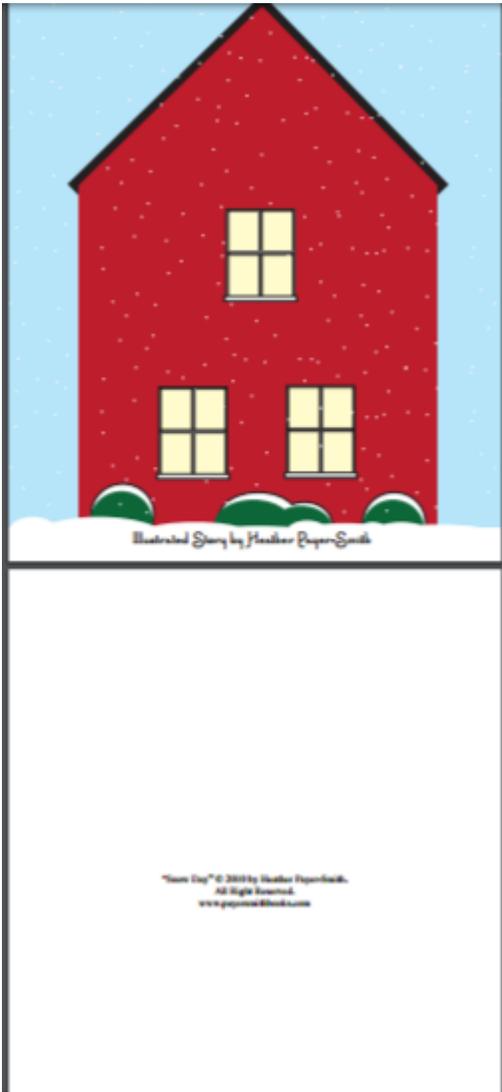
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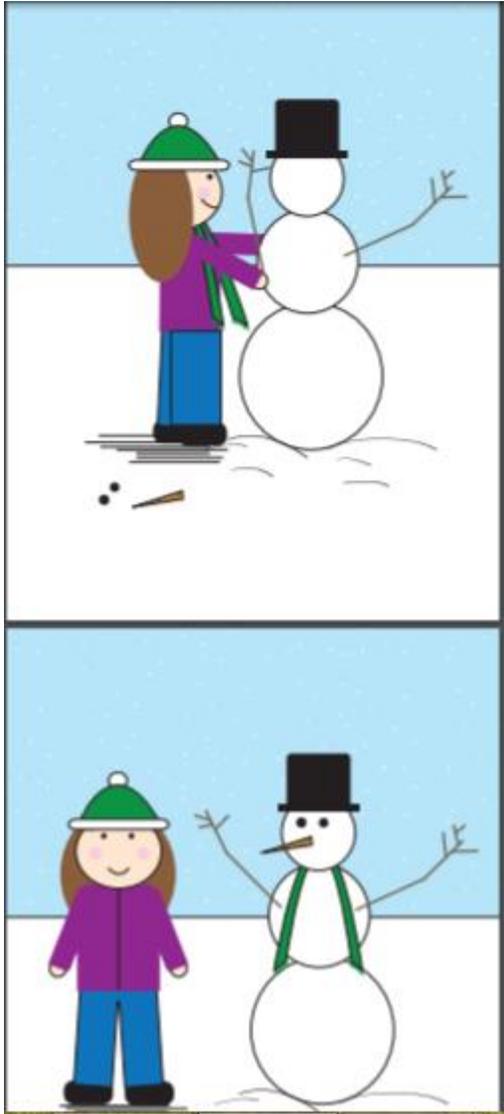
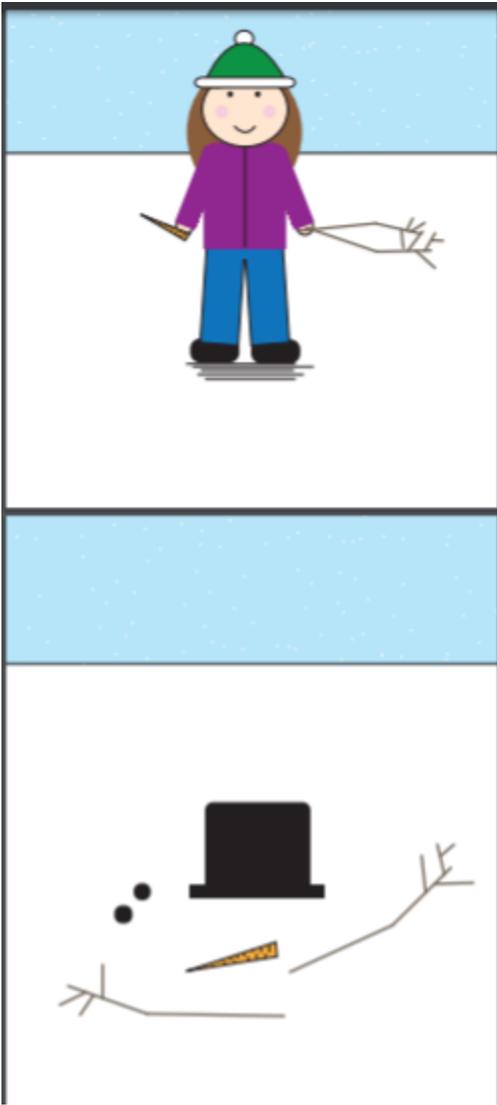
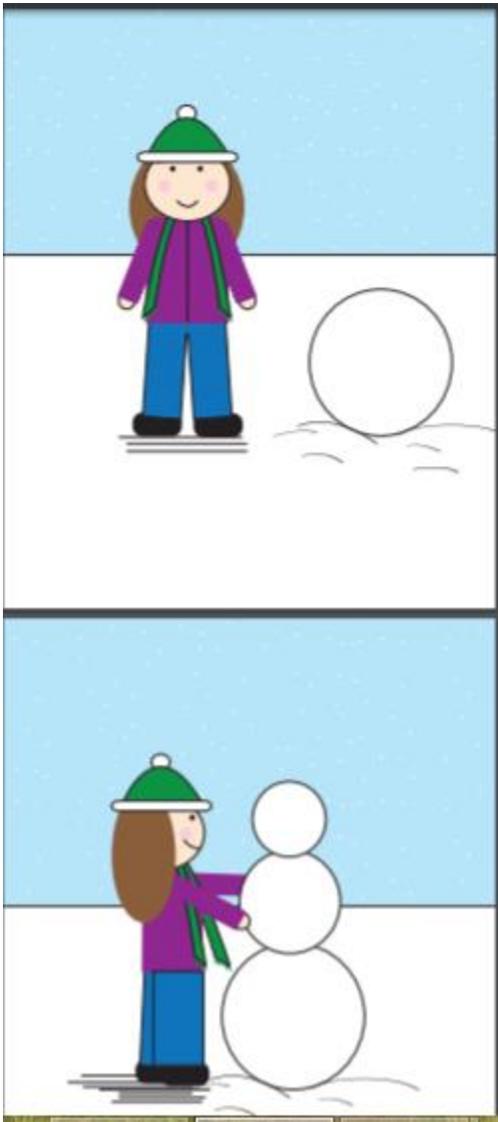
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APPENDICES

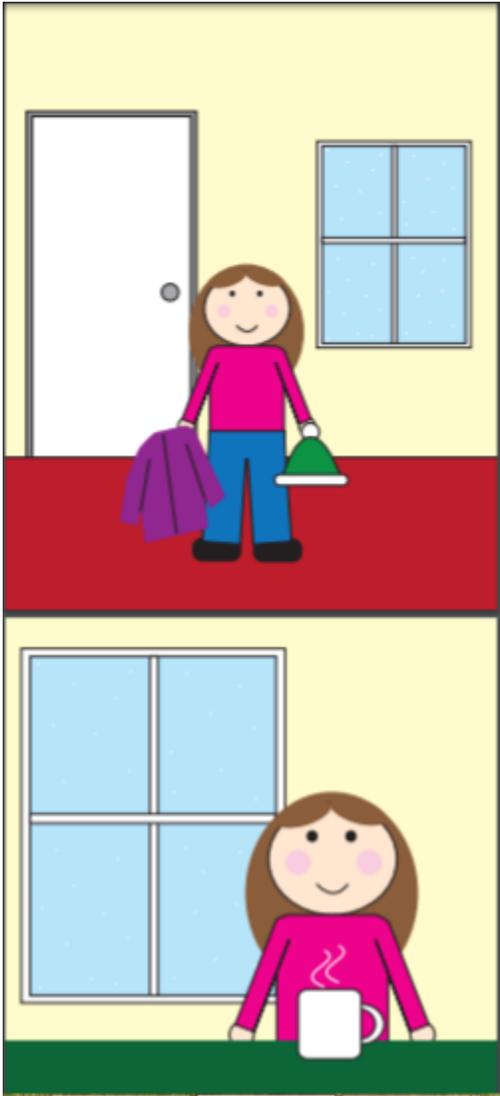
Appendix 1



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The End

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Appendix 2

COLEGIO ANDRES ROSILLO
APPENDIX 1

STUDENT NAME: _____ Date: _____

	WORDS	SENTENCES
Image 1		
Image 2		
Image 3		
Image 4		
Image 5		
Image 6		

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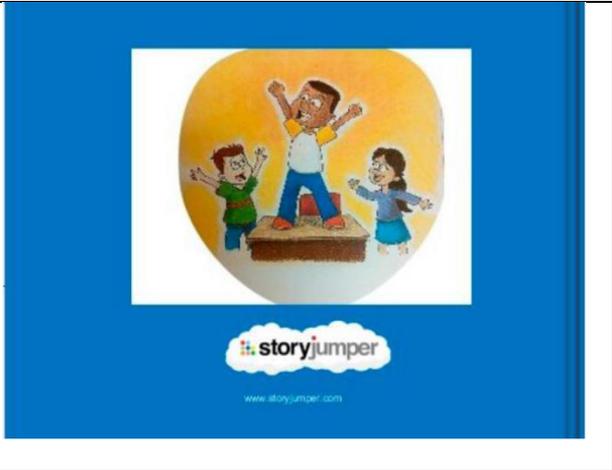
Image 7		
Image 8		
Image 9		
Image 10		
Image 11		
Image 12		

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Appendix 3



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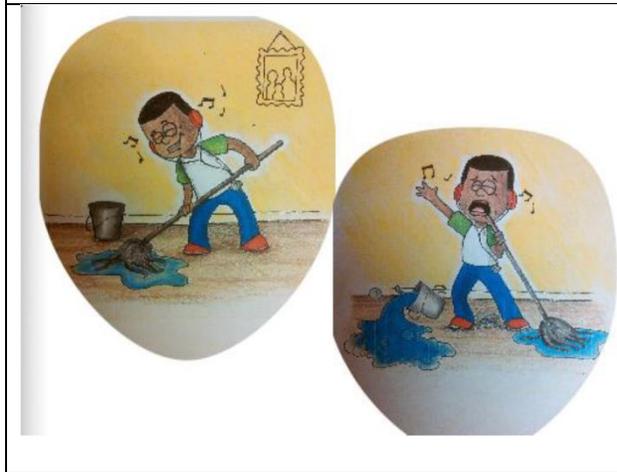
Ages 7-12

I dedicate this book to, Tay'la, Shyia, and Shirley Foster.
Also to, Johnette Brown.

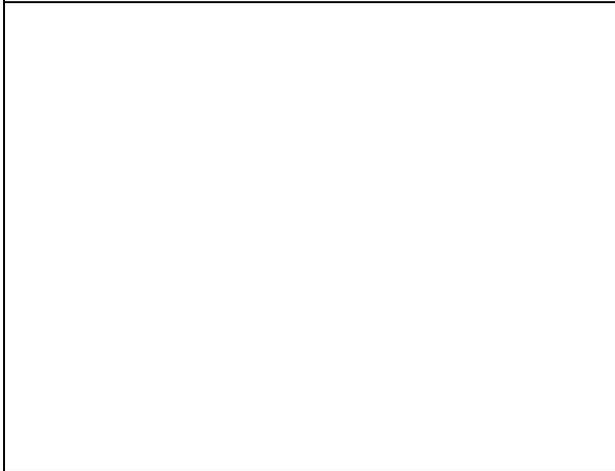
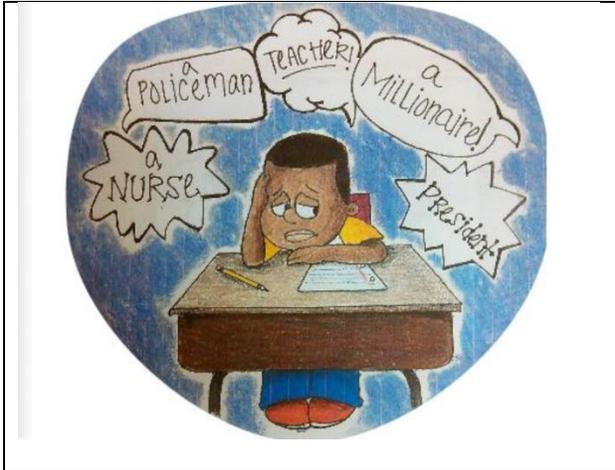
Special thanks to Illustrator, Alison Durbin.
aldurbin14@gmail.com, or alisonkay.net

To contact Terry W. Foster
hiddenissues07@yahoo.com

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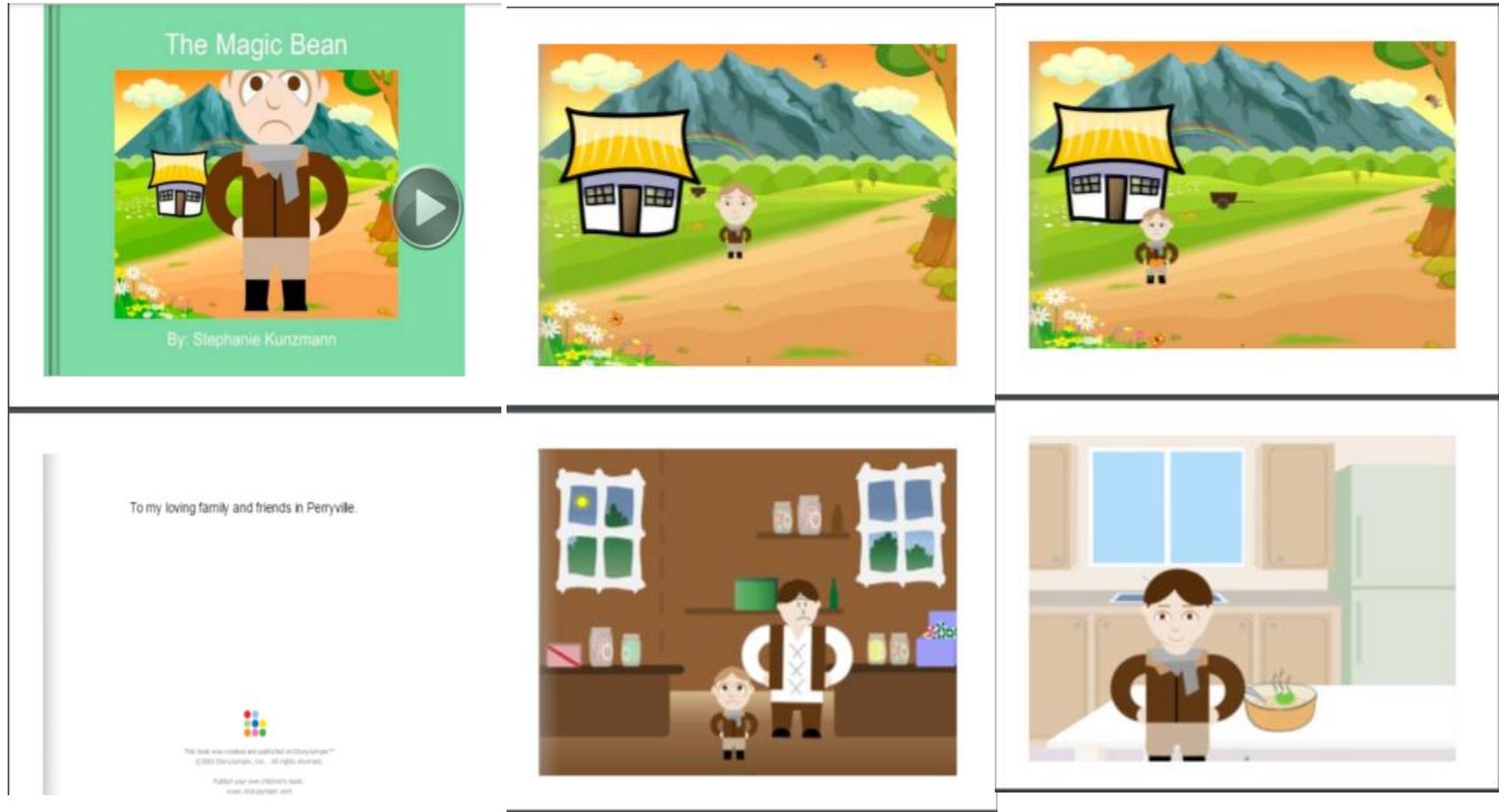


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Appendix 4



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SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE



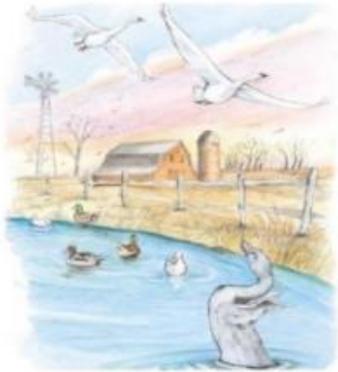
SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE



SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

<p>The Ugly Duckling</p>  		
<p>Graphic Novel created by: Lauren Wark Adapted from the original story by Hans Christian Anderson</p>  <p><small>The book was created & published on StoryJumper™ © 2018 StoryJumper, Inc. All rights reserved. www.storyjumper.com</small></p>		

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Appendix 5

BOGOTÁ D.C, Junio 19 de 2016

Cordial saludo,

Mi nombre es Jessica Paola Román, ex alumna de la Institución Colegio Andres Rosillo promoción 2011 y estudiante de octavo semestre de Licenciatura en idioma extranjero ingles de la Universidad Minuto de Dios (sede principal), identificada con CC 1024558519.

La presente es para pedir su valiosa colaboración acerca de otorgarle el permiso a su hijo de grado sexto de la institución colegio Andrés rosillo, para la participación de mi proyecto investigativo de grado llamado " sixth graders writing production of stories en a Foreign language" (producción escrita de historias en un idioma extranjero en sexto grado) , en donde su hijo sera participe de 10 momentos de intervención dentro de la institución en horarios acordados con la docente de inglés con la ayuda de coordinación académica y previamente consultados con la rectora de la institución Luz Stella Echeverry.

Este proyecto le permitirá a su hijo reforzar sus habilidades de escritura en un idioma extranjero (ingles) al mismo tiempo que adquieren nuevo vocabulario y mejoran su gramática, mientras realiza un cuento en ingles usando " wordless picture books" como una estrategia metodológica y didáctica de escritura.

Por lo tanto yo _____padre de familia identificado con CC_____ otorgo mi expreso consentimiento para que el menor _____de grado sexto participe bajo su propia aprobación en el proyecto investigativo de grado " sixth graders writing production of stories in a FL". A realizar desde el mes de agosto hasta mediados de octubre dentro de la institución Colegio Andrés Rosillo en las clases de inglés.

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Cordialmente,

Jessica Paola Román Calderón

Firma padre de familia

Cc: 1024558519

Email: jromanca@uniminuto.edu.co

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 6

Quantitative					
STUDENT'S PROCESS					
Student name:					
CHARACTERISTICS	1%	2%	3%	4%	5%
Evaluation criteria for the writing process of a story in a foreign language					
BRAINSTORMING	Writes enough vocabulary per image				
	Writes all the words in English				
	Writes all the words in Spanish				
	Combines both languages (Spanish and English)				
	The vocabulary is according with the topic that each image has				
	The vocabulary is written in their own chart in an organized way				

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Appendix 7

PRETEST SNOW DAY			
QUANTITATIVE	PROSESS		
STUDENT NUMBER	BRAINSTORMING		
1	0,0%		
2	4,4%		
3	4,8%		
4	4,4%		
5	3,6%		
6	4,0%		
7	0,0%		
8	4,4%		
9	4,3%		
10	4,1%		
11	3,8%		
12	4,3%		
13	0,0%		
14	3,8%		
15	4,5%		
16	3,8%		
17	3,1%		
18	0,0%		
19	3,8%		
20	4,5%		
21	0,0%		
23	3,8%		
24	1,6%		
25	4,1%		
26	4,3%		
27	3,3%		
28	0,0%		
29	3,6%		
30	3,6%		
31	0,0%		
33	4,5%	37	3,6%
34	0,0%	38	3,5%
35	4,5%	39	0,0%
36	0,0%	RESULTS	114,6%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 8

Qualitative				
Student Name:				
CATEGORY	Superior Performance 5	High Performance 4	Basic Performance 3	Low Performance 2
ATTENDANCE	The student attended the 10 sessions programed during the research	the student Attended between 9 to 7 of 10 sessions programed during the research	the student Attended between 6 to 2 of 10 sessions programed during the research	The student attended 1 class or never to the 10 sessions programed during the research
ATTITUDE	<ul style="list-style-type: none"> Interested in knowing how to properly develop the activities. 	<ul style="list-style-type: none"> Almost all the time asked the teacher about how he/she can develop the activities. 	<ul style="list-style-type: none"> Sometimes or never ask about how he/she can develop the activities. 	<ul style="list-style-type: none"> Never ask about how he/she can develop the activities
	<ul style="list-style-type: none"> Had a positive attitude and adopted a writing role in each writing workshop. 	<ul style="list-style-type: none"> Had a good attitude and tried to adopt a writing role in each writing workshop. 	<ul style="list-style-type: none"> In some workshops had a good attitude but never adopt a writer role. 	<ul style="list-style-type: none"> Never had a good attitude but never adopt a writer role

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

<ul style="list-style-type: none"> • Received in a positive way the feedback provided 	<ul style="list-style-type: none"> • Received in a good way the feedback provided 	<ul style="list-style-type: none"> • sometimes paid attention to the feedback provided 	<ul style="list-style-type: none"> • never paid attention to the feedback provided
<ul style="list-style-type: none"> • Concentrated in his/her desk while he/she was writing. The student let his/her classmates do their work. 	<ul style="list-style-type: none"> • Almost all the time was concentrated in his/her desk while he/she was writing but , sometimes stood up to bother his/her classmates while they were doing their work. 	<ul style="list-style-type: none"> • Sometimes was on his /her desk writing, but always stood up to bother his/her classmates while they were doing their work. 	<ul style="list-style-type: none"> • Sometimes was on his /her desk writing, but always stood up to bother his/her classmates while they were doing their work.
<ul style="list-style-type: none"> • The student respect the teacher, his/her classmates actions, opinions, works, He respect him or herself. 	<ul style="list-style-type: none"> • The student respect the teacher, but didn't respect his/ her classmates opinions, works, He respect him or herself 	<ul style="list-style-type: none"> • The student sometimes respects the teacher, he /he didn't respect his/her classmate's actions, opinions, works, and He respects him or herself. 	<ul style="list-style-type: none"> • The student never respects the teacher, when she is talking, he /he didn't respect his/her classmate's actions, opinions, works, and He

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				respects him or herself.
CREATIVITY	The poster was creative, has colorful draws, The student is reflected in the drawing and It was according with the requirements.	The poster has draws; it was colorful, it was according with the requirements.	The poster has printed color or black and white images; it was according with the requirements.	The student didn't present the poster or handed a photocopy in a piece of paper.
TEAM WORK	The student helped his/ her partner in the development of the activity.	The student almost helped his/ her partner in the development of the activity.	The student let his/ her partner do all the activity by his /her without any support.	The student Never presented the activity or never helped his/ her partner in the development of the activities.

SUPERIOR	ALTO	MEDIO	BAJO
5	4	3	2
100 - 95	94-75	74-65	64-0

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 9

STUDENT NUMBER	QUALITATIVE PROCESS			
	ATTENDANCE	ATTITUDE	CREATIVITY	TEAM WORK
1				
2	5	3,8	5	5
3	5	5	5	4
4	5	2,8	2	4
5		4,4	3	4
6	4	4	4	5
7				
8	5	5	4	5
9	4	5	5	5
10	4	5	5	5
11	5	3,4	2	3
12	5	4,2	5	4
13				
14	5	3,4	5	3
15	5	5	5	5
16	5	4,8	5	5
17	4	4	5	4
18				
19	4	3,8	5	5
20	4	3,6	5	4
21				
22	5	5	2	5
23	4	3,4	3	3
24	5	3	3	3
25	5	5	5	5
26	5	5	5	5
27	5	4,2	4	5
28				
29	5	4,4	3	4
30	5	5	4	4
31				
32	5	5	5	5
33	5	5	5	5
34				
35	5	4,6	5	5
36				
37	4	5	5	4

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

38	4	5	5	5
39				
RESULTS	131	126,8	124	128
	67,18%	65,0%	63,59%	65,64%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 10

Quantitative					
STUDENT'S PROCESS DREAMS STORY					
Student name:					
CHARACTERISTICS	1%	2%	3%	4%	5%
Evaluation criteria for the writing process of a story in a foreign language					
BRAINSTORMING	Writes enough vocabulary per image				
	Writes all the words in English				
	Writes all the words in Spanish				
	Combines both languages (Spanish and English)				
	The vocabulary is according with the topic that each image has				
	The vocabulary is written in their own chart in an organized way				
ROUGH DRAFT	The student develop a draft before handed their dream story				
	The student draws/ prints a paint that describe his/her dreams				
FINAL PRODUCT	The student writes a story based on the paint that they drew about his/her dreams.				

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 11

STUDENT'S PRODUCTION									
Student Name: <i>student 31</i>									
LEVEL		CHARACTERISTICS			1	2	3	4	5
		Evaluation criteria for the writing production of a story in a foreign language			%	%	%	%	%
Intra Textual	Semantic	Microstructure	Uses few words to express in a clear way and accurate what the student wants to convey in his/her text						
			The sentences show a correct sequence between Sub +verb in present simple+complement (present simple)						
			The sentences show a correct sequence between sub+ verb to be+ verb with ing+ complement (present continuous)						
	Syntactic		uses the appropriate punctuation marks						
			uses the appropriate connectors						
			uses the appropriate articles						
Inter Textual	Relate	Macrostructure	The story shows inventiveness creativity and magic						
			Exists a logical sequence between the sentences, incorporating new ideas with the previous information						
			follows a central theme throughout the story (Global coherence)						
Extra Textual	Pragmatics	superstructure	Assigns a new title for the text and it has a relation with the content						
			presents in a fast way the character or the characters of the story						
			the story has beginning, middle (conflict) and end						
			the story is striking and interesting						

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

			The story contains the whole components that a story should have: 1. Characters 2. Plot 3. Setting 4. Conflict 5. the theme						
			The story has a narrative purpose (is a story)						
			The characters, the climate and the time, help to answer the narrative purpose of a story						
		Lexicon	Uses a proper language according their age and English level, in order to express what he or she wants to say.						
			Uses adjectives to describe the characters, places, animals etc.						
		Context	The reader can understand easily the intention of the text						
The reader can understand the writing.									
Final Score : _____									
Teacher's Comments:									

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 12

STUDENT'S DREAMS			
QUANTITATIVE	PROSESS		
STUDENT NUMBER	BRAINSTORMING	ROUGH DRAFT	FINAL PRODUCT
1			
2	4,4	3	5
3	4,8	3	5
4	4,4	1	1
5	3,6	1,5	4
6	4	3	5
7			
8	4	2	5
9	4,3	3	4
10	4,1	3	5
11	3,8	1	2
12	4,3	3	4
13			
14	3,8	3	4
15	4,5	3	5
16	3,8	3	4
17	3,1	3	5
18			
19	3,8	3	4
20	4,5	3	5
21			
22	4,5	1	2
23	3,8	3	4
24	1,6	2,5	4
25	4,1	3	5
26	4,3	3	5
27	3,3	3	5
28			
29	3,6	3	4
30	3,6	3	4
31			
32	4,1	3	5
33	4,5	3	5
34			
35	4,5	3	5
36			

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

37	3,6	3	5
38	3,5	3	5
39			
RESULTS	114,2	78	125
	58,56%	40,00%	64,10%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 13

STUDENT NUMBER	QUANTITATIVE PRODUCTION		
	INTRA TEXTUAL	INTER TEXTUAL	EXTRA TEXTUAL
1			
2	1,6	1,6	2,4
3	2	2,3	2,8
4	1,6	1	1,7
5	2,6	2,6	3,2
6	3,3	4,3	3,4
7			
8	2,8	3,3	3,1
9	3,3	4,3	3,8
10	2,6	4,3	3
11	2	2,6	2,2
12	2,3	2,3	2,3
13			
14	2,1	2	2
15	3,6	5	3,9
16	1,5	2	2
17	1	1,6	2
18			
19	1,8	2	2
20	2,3	3	2,9
21			
22	3,1	3,3	3
23	1,5	1	2,1
24	1,5	2	2
25	2,1	3	2,8
26	2,5	2	2,1
27	1,8	3,6	2,3
28			
29	2,5	2,6	2,9
30	2,6	1,6	2,5
31			
32	3,3	4	3,2
33	2,6	2,3	3
34			
35	2,1	2,3	2,8
36			
37	2,5	2	2,8

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

38	3,1	3,6	2,8
39			
RESULTS	67,6	77,5	77
	34,67%	39,74%	39,49%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 14

TERRY YES YOU CAN				
	QUALITATIVE			
STUDENT NUMBER	ATTENDANCE	ATTITUDE	CREATIVITY	TEAM WORK
2	5	3	3	2
3	5	5	5	5
8	4	5	3	5
9	4	5	3	5
10	5	5	4	5
15	4	5	3	5
20	5	3	3	2
22	5	5	5	5
25	5	4	4	5
27	5	5	4	5
29	4	5	3	5
30	5	5	5	5
32	5	5	5	5
33	4	5	3	5
35	5	5	5	5
37	5	5	5	5
38	5	5	4	5
TOTAL	80	80	67	79
	94,1%	94,1%	78,8%	92,9%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 15

Quantitative							
STUDENT'S PROCESS							
Student name:		Book : Terry yes, you can					
CHARACTERISTICS		Drafts	1%	2%	3%	4%	5%
Evaluation criteria for the writing process of a story in a foreign language							
BRAINSTORMING	Writes enough vocabulary per image	#1					
		#2					
		#3					
	Use more L2 than L1	#1					
		#2					
		#3					
	The vocabulary is according with the topic that each image has	#1					
		#2					
		#3					
	The vocabulary is written in their own chart in an organized way, based on the following items: ✓ <i>Component:</i> Characters Setting Conflict Solution ✓ <i>Words:</i> Spanish-English	#1					
		#2					
		#3					

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

ROUGH DRAFT	The student develops and hands the 3 drafts in the piece of paper given by the teacher: <ol style="list-style-type: none"> 1. The beginning and the middle 2. The end of the story 3. All the story with the corrections 	#1						
		#2						
		#3						
	The student develops the writing mixing Spanish with English because he/she still thinks in Spanish	#1						
		#2						
		#3						
	The proficiency in the writing productions of short stories in a foreign language improves per each rough draft.	#1						
		#2						
		#3						
	The student follow the process during the development of the narrative text: <ol style="list-style-type: none"> 1. Vocabulary 2. Sentences 3. Paragraphs 4. Story 	#1						
		#2						
		#3						
FINAL PRODUCT	The student takes all the drafts developed in each session and based on the feedback. <ol style="list-style-type: none"> 1. He/ she creates the last version of the wordless picture book "Terry, yes you can." 							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 16

TERRY YES YOU CAN			
QUANTITATIVE	PROCESS		
STUDENT NUMBER	BRAINSTORMING	ROUGH DRAFT	FINAL PRODUCT
2	3,2	3,5	5
3	3,5	3,7	5
8	4,2	4,2	5
9	4,2	4,2	5
10	3,2	4	5
15	4,2	4,2	5
20	3,2	3,5	5
22	3,5	3,7	5
25	2,5	4	5
27	3,2	4	5
29	4,2	4,2	5
30	3,5	3,7	5
32	3,5	3,7	5
33	4,2	4,2	5
35	3,5	3,7	5
37	3,5	3,7	5
38	3,2	4	5
TOTAL	60,5	66,2	85
	71,2%	77,9%	100,0%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 17

Quantitative STUDENT'S PRODUCTION							R E S U L T S			
Student Name:			Book : Terry yes, you can							
LEVEL	CHARACTERISTICS Evaluation criteria for the writing production of a story in a foreign language		Drafts	1%	2%	3%		4%	5%	
Intra Textual	Semantic	Microstructure	Uses few words to express in a clear way and accurate what the student wants to convey in his/her text	#1						
				#2						
				#3						
		Syntactic	Microstructure	The sentences show a correct sequence between Sub +verb in present <u>simple</u> + <u>complement</u> (present simple)	#1					
					#2					
					#3					
	Syntactic	Microstructure	The sentences show a correct sequence between sub+ verb to be+ verb with <u>ing</u> + complement (present continuous)	#1						
				#2						
				#3						
		Microstructure	uses the appropriate punctuation marks	#1						
				#2						
				#3						
Microstructure	uses the appropriate connectors	#1								
		#2								
		#3								
Microstructure	uses the appropriate articles	#1								
		#2								
		#3								

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Inter Textual	Relate	Macrostructure	The story shows inventiveness creativity and magic	#1							
				#2							
				#3							
			Exists a logical sequence between the sentences, incorporating new ideas with the previous information	#1							
				#2							
				#3							
			follows a central theme throughout the story (Global coherence)	#1							
				#2							
				#3							
Extra Textual	Pragmatics	superstructure	Assigns a new title for the text and it has a relation with the content	#1							
				#2							
				#3							
			presents in a fast way the character or the characters of the story	#1							
				#2							
				#3							
			the story has beginning, middle (conflict) and end	#1							
				#2							
				#3							
			the story is striking and interesting	#1							
				#2							
				#3							
			The story contains the whole components that a story should have: 1. Characters 2.Plot 3. Setting 4. Conflict 2. the theme	#1							
				#2							
				#3							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

		The story has a narrative purpose (is a story)	#1						
			#2						
			#3						
		The characters, the climate and the time, help to answer the narrative purpose of a story	#1						
			#2						
			#3						
	Lexicon	Uses a proper language according their age and English level, in order to express what he or she wants to say.	#1						
			#2						
	#3								
		Uses adjectives to describe the characters, places, animals etc.	#1						
			#2						
			#3						
Context	The reader can understand easily the intention of the text	#1							
		#2							
		#3							
	The reader can understand the writing.	#1							
		#2							
		#3							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 18

TERRY YES YOU CAN			
	QUANTITATIVE PRODUCTION		
STUDENT NUMBER	INTRA TEXTUAL	INTER TEXTUAL	EXTRA TEXTUAL
2	3	1,6	2,7
3	4,1	3,6	3,7
8	2,8	4	3
9	2,8	4	3
10	2,6	2,6	3
15	2,8	4	3
20	3	1,6	2,7
22	4,1	3,6	3,7
25	2,3	2,3	3,4
27	2,6	2,6	3
29	2,8	4	3
30	4,1	3,6	3,7
32	4,1	3,6	3,7
33	2,8	4	3
35	4,1	3,6	3,7
37	4,1	3,6	3,7
38	2,6	2,6	3
TOTAL	54,7	54,9	55

64,4%

64,6%

64,7%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 19

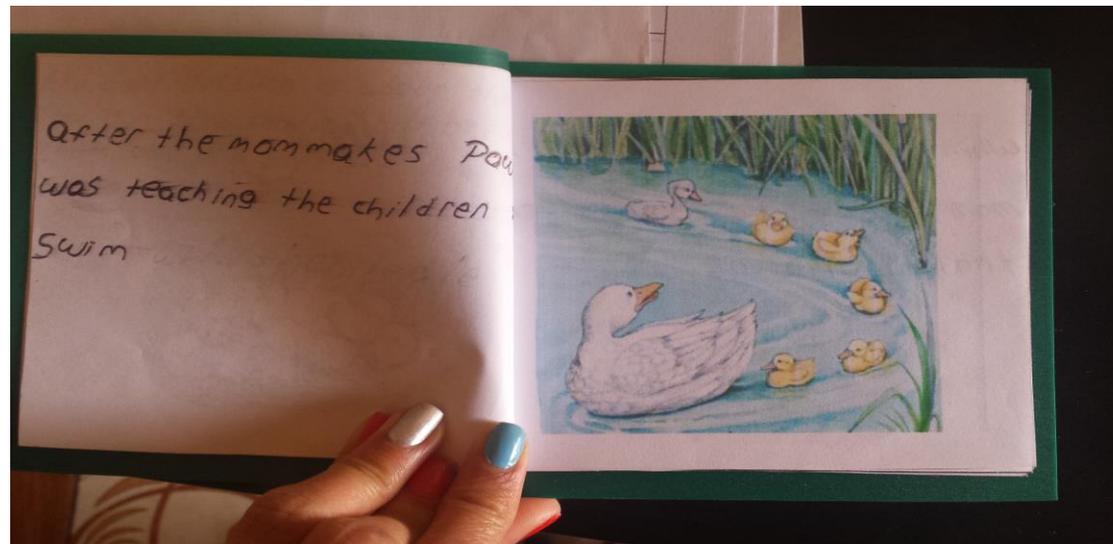
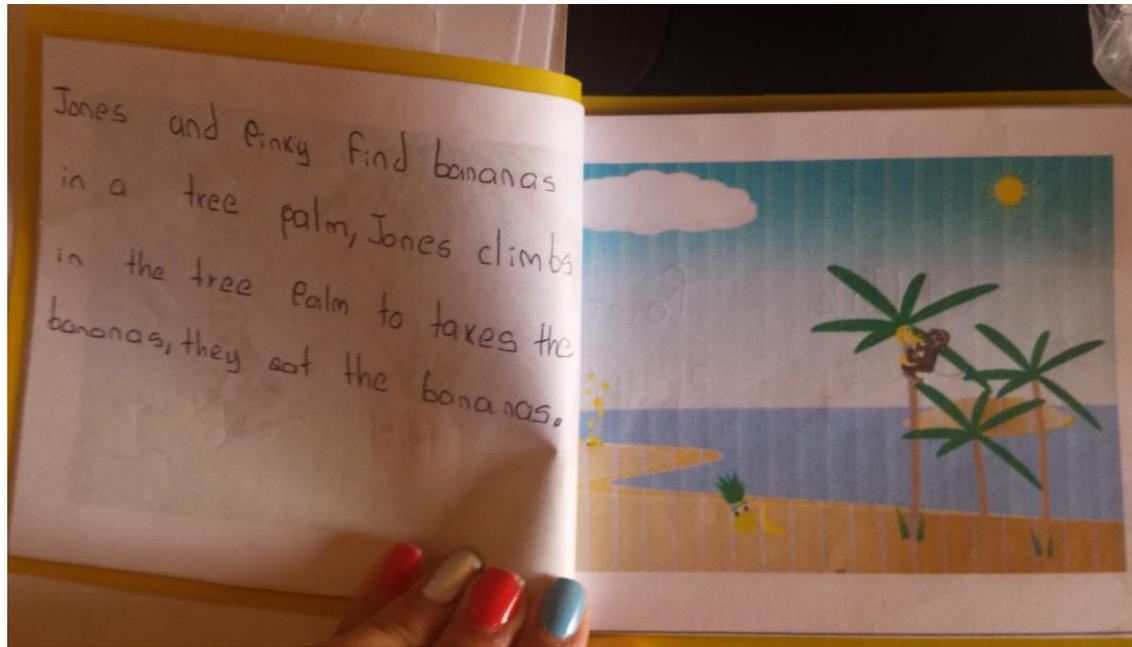


SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

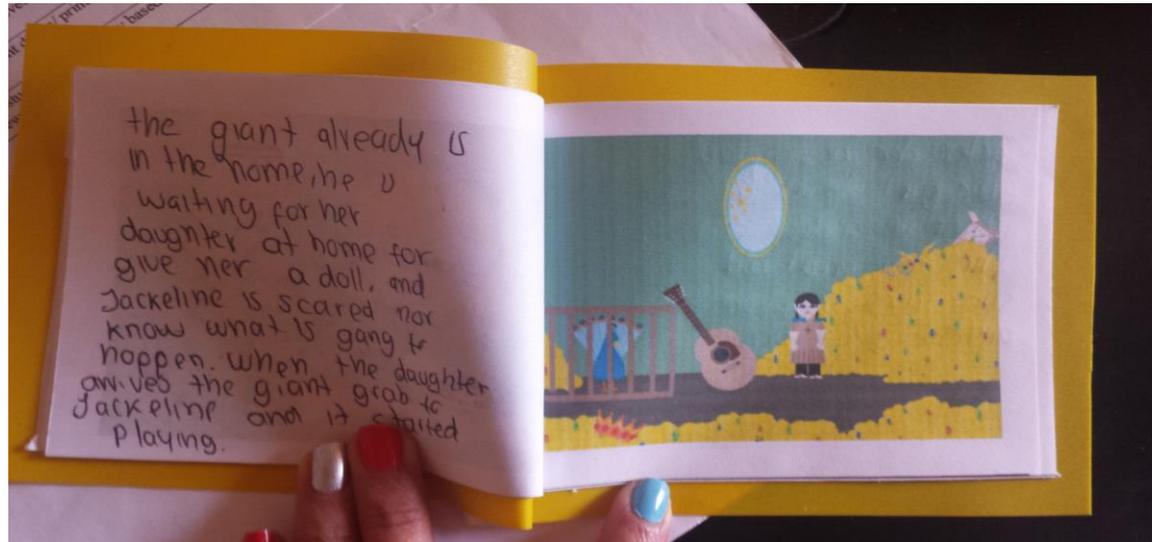
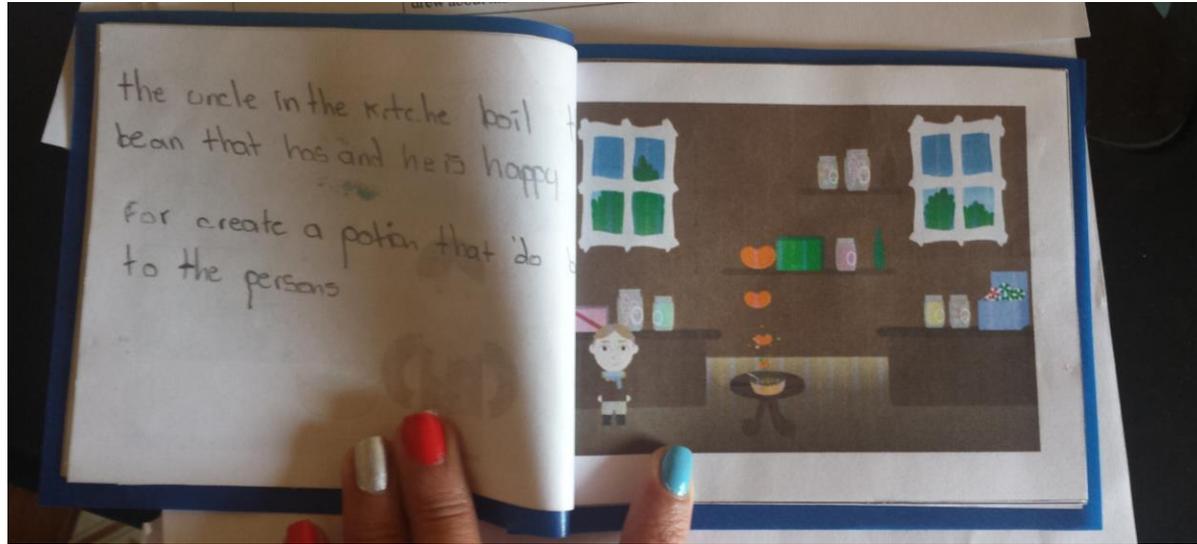
Appendix 20



SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE



SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE



SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 21

BOOK THAT THEY CHOSE				
	QUALITATIVE			
STUDENT NUMBER	ATTENDANCE	ATTITUDE	CREATIVITY	TEAM WORK
2	5	3	4	2
3	5	5	5	5
8	4	5	3	5
9	4	5	4	5
10	5	5	4	5
15	4	5	3	5
20	5	3	3	2
22	5	5	5	5
25	5	4	4	5
27	5	5	4	5
29	4	5	3	5
30	5	5	5	5
32	5	5	5	5
33	4	5	3	5
35	5	5	5	5
37	5	5	5	5
38	5	5	4	5
TOTAL	80	80	69	79

94%

94%

81%

93%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 22

Quantitative							
STUDENT'S PROCESS							
Student name:		Book : Pinky And Jones The Ugly Ducking The Magic Bean Jacqueline and the Beanstalk					
CHARACTERISTICS		Drafts	1%	2%	3%	4%	5%
Evaluation criteria for the writing process of a story in a foreign language							
BRAINSTORMING	Writes enough vocabulary per image	#1					
		#2					
		#3					
	Use more L2 than L1	#1					
		#2					
		#3					
	The vocabulary is according with the topic that each image has	#1					
		#2					
		#3					

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

<p>The vocabulary is written in their own chart in an organized way, based on the following items:</p> <ul style="list-style-type: none"> ✓ <i>Component:</i> Characters Setting Conflict Solution ✓ <i>Words:</i> Spanish-English 	#1						
	#2						
	#3						
<p>The student develops and hands the 3 drafts in the piece of paper given by the teacher:</p> <ol style="list-style-type: none"> 4. The beginning and the middle 5. The end of the story 6. All the story with the corrections 	#1						
	#2						
	#3						
<p>The student develops the writing mixing Spanish with English because he/she still thinks in Spanish</p>	#1						
	#2						
	#3						
<p>The proficiency in the writing productions of short stories in a foreign language improves per each rough draft.</p>	#1						
	#2						
	#3						

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

	<p>The student follow the process during the development of the narrative text:</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Sentences 3. Paragraphs 4. Story 	#1						
		#2						
		#3						
<p>FINAL PRODUCT</p>	<p>Takes the developed drafts during the creation of the wordless picture book that was chosen by the student and writes the final version in the small book provided by the teacher.</p>							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 23

BOOK THAT THEY CHOSE			
QUANTITATIVE PROCES			
STUDENT NUMBER	BRAINSTORMING	ROUGH DRAFT	FINAL PRODUCT
2	3,1	4,6	5
3	4,1	4,5	5
8	4,1	4,5	5
9	3,7	4,1	5
10	2,8	3,6	5
15	4,8	4,8	5
20	3,1	4,6	5
22	2,8	3,6	5
25	3,1	4,6	5
27	2,8	3,6	5
29	3,1	4,6	5
30	4,1	4,5	5
32	4,1	4,5	5
33	4,1	4,5	5
35	3,7	4,1	5
37	4,1	4,5	5
38	4	3,6	5
TOTAL	61,6	72,8	85
85	72%	86%	100%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 24

LEVEL		CHARACTERISTICS		Drafts	1%	2%	3%	4%	5%	R E S U L T S	
		Evaluation criteria for the writing production of a story in a foreign language									
		Quantitative STUDENT'S PRODUCTION									
Student Name:		Book : Pinky And Jones The Ugly Ducking The Magic Bean Jacqueline and the Beanstalk									
Intra Textual	Semantic	Microstructure	Uses few words to express in a clear way and accurate what the student wants to convey in his/her text	#1							
				#2							
				Final Book							
				The sentences show a correct sequence between Sub +verb in present <u>simple+complement</u> (present simple)	#1						
					#2						
					Final Book						
	Syntactic			The sentences show a correct sequence between sub+ verb to be+ verb with <u>ing+</u> complement (present continuous)	#1						
					#2						
					Final Book						
				uses the appropriate punctuation marks	#1						
					#2						
					Final Book						
			uses the appropriate connectors	#1							
				#2							
				Final Book							
			uses the appropriate articles	#1							
				#2							
				Final Book							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Inter Textual	Relate	Macrostructure	The story shows inventiveness creativity and magic	#1						
			#2							
			Final Book							
			Exists a logical sequence between the sentences, incorporating new ideas with the previous information	#1						
			#2							
			Final Book							
			follows a central theme throughout the story (Global coherence)	#1						
			#2							
			Final Book							
Extra Textual	Pragmatics	superstructure	Assigns a new title for the text and it has a relation with the content	#1						
			#2							
			Final Book							
			presents in a fast way the character or the characters of the story	#1						
			#2							
			Final Book							
			the story has beginning, middle (conflict) and end	#1						
			#2							
			Final Book							
			the story is striking and interesting	#1						
			#2							
			Final Book							
			The story contains the whole components that a story should have: 1. Characters 2.Plot 3. Setting 4. Conflict 2. the theme	#1						
			#2							
			Final Book							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

		The story has a narrative purpose (is a story)	#1						
			#2						
			Final Book						
		The characters, the climate and the time, help to answer the narrative purpose of a story	#1						
			#2						
			Final Book						
	Lexicon	Uses a proper language according their age and English level, in order to express what he or she wants to say.	#1						
			#2						
			Final Book						
		Uses adjectives to describe the characters, places, animals etc.	#1						
			#2						
			Final Book						
Context	The reader can understand easily the intention of the text	#1							
		#2							
		Final Book							
	The reader can understand the writing.	#1							
		#2							
		Final Book							

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

Appendix 25

BOOK THAT THEY CHOSE			
STUDENT NUMBER	QUANTITATIVE	PRODUCTION	EXTRA TEXTUAL
	INTRA TEXTUAL	INTER TEXTUAL	
2	2,9	3,8	3,7
3	3,6	4,8	4,2
8	3,6	4,8	4,2
9	4	4,6	4,5
10	3,6	4	4,1
15	4,8	4,8	4,8
20	2,9	3,8	3,7
22	3,6	4	4,1
25	2,9	3,8	3,7
27	3,6	4	4,1
29	2,9	3,8	3,7
30	3,6	4,8	4,2
32	3,6	4,8	4,2
33	3,6	4,8	4,2
35	4	4,6	4,5
37	3,6	4,8	4,2
38	4	4	4,1
TOTAL	60,8	74	70,2
	72%	87%	83%

SIXTH GRADERS' WRITING PRODUCTION OF STORIES IN A FOREIGN LANGUAGE

POSTERS

