

THE SCHOOL CORRESPONDENCE IN THE LEARNING PROCESS OF ENGLISH AS
A FOREIGN LANGUAGE IN CHILDREN OF ELEMENTARY SCHOOL



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ABSTRACT

This study has found important information about the implementation of inter-school correspondence technique in the process of learning English as a foreign language. Participating students were fifth grader of primary school, based on Célestin Freinet pedagogy. This technique contributes to the improvement of free expression, interaction, and communication among children. This procedure was carried out in two public elementary schools in Popayán, Carlos M. Simmonds, and San Camilo, between September 8 and November 24, 2016

Keywords: Free text, school correspondence, learning, letters, interschool, knowledge, ability and English.

RESUMEN

En este estudio se exponen los resultados obtenidos sobre la implementación de la técnica La correspondencia inter escolar en el proceso de aprendizaje del inglés como lengua extranjera llevada a cabo con los estudiantes de 5°. grado de básica primaria, basados en la pedagogía de Célestin Freinet. Esta técnica contribuyó al mejoramiento de la libre expresión, interacción y comunicación entre los niños. Este procedimiento se llevó a cabo en dos instituciones públicas de básica primaria en Popayán, Carlos M. Simmonds y San Camilo, entre el 8 de septiembre y el 24 de noviembre del 2016.

Palabras clave: Texto libre, correspondencia interescolar, aprendizaje, cartas, aprendizaje, habilidad, inglés.

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1 INTRODUCTION

Writing is an important skill in the learning process of a foreign language; it requires time and practice to achieve a good performance. That is why the school correspondence technique is a suitable strategy to apply when reinforcing the writing process, which not only encourages a meaningful learning, but also the free expression and thinking. The project “THE SCHOOL CORRESPONDENCE IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN CHILDREN OF ELEMENTARY SCHOOL” carried out in Carlos M. Simmonds¹ School and San Camilo School², aimed at motivating, communicating and encouraging students between 10 and 15 years old to talk about themselves, talk about their experiences, expressing their feelings, and ask questions in writing, allowing their interaction with others. The project was carried out on students of fifth grade of elementary school, who had previous knowledge of English. It was implemented in order to make progress in students’ communication skills and achieve their motivation for learning a foreign language, English in this case. Likewise, this experience made other learning ways feasible, making them more motivating, innovative and significant in the school context.

The school correspondence is a technique used to create and write letters in order to establish internal and external communication. It allows students to discover the importance of written language by recreating stories in the past, present and future. In this sense, the school correspondence technique links students and their knowledge, customs, feelings, thoughts, interests, events and sociocultural contexts.

French pedagogue and educational reformer Celestin Freinet, created and developed the school correspondence technique based on the need to reinforce and improve the mother tongue through correspondence. He proposes fundamental principles such as: expression, communication and creation. According to him, this gives prominence and freedom to the student to express their thoughts, feelings and ideas through curiosity, questions and their own life, what triggers important pedagogical consequences in the learning process, such as

¹Carlos M Simmonds School is located at 9th Avenue, in the northern area of Popayán, Cauca, Colombia.

²San Camilo School is located at 10th Street No. 9-82, Popayán, Cauca, Colombia

autonomy, creativity, responsibility, and socialization, among others. Although the school correspondence was first used to improve the writing process in the mother tongue, this technique generated and created new ideas to reinforce the learning of a foreign language.

These can be strengthened with the psychogenetic theory by Piaget in Aguayo (2012) who regarded cognitive development as a process which occurs due to the interaction with the environment, is necessary to create a warm environment where tranquility, respect, cordiality, and harmony must prevail, allowing the learners' creativity to flourish and encouraging their curiosity for discovery (p. 22).

The project was based on some theoretical aspects regarding the writing process, the free text, the school correspondence, the English learning process in kids, and the concept of children according to Celestin Freinet. Freinet "gave the word to the children" and broke with teaching traditional schemes or "banking education", in terms of Freire. "The teacher as a dictator has interrupted the core of the educational process". In this respect, the school correspondence helped children live moments of expression and creativity, finding in the process of reading and writing letters an experience of feeling, communicating and interacting in a foreign language. Likewise, this project allowed the identification of some disadvantages in the children's learning process: inert and repetitive schemes that reveal difficulties or barriers faced by students in their daily learning process. The opportunity to present relevant methodologies motivates the learning of the foreign language, creating a state of sensitivity and awareness in the children regarding this process.

The project was based on the qualitative approach and the Action - Research design. As for the experience registry, the "Tell the story" form (Annex 2) was used as the basis to start writing two chronicles. Besides, two surveys were applied to students, one at the beginning and the other one at the end of the process (Annex 3 and 4). Moreover, the two class directors participating in the project were interviewed at the end of the project. In addition, from this process arose the Article: "The School Correspondence as a Source of Knowledge and Creativity" (Annex 1.). The process began with the 5th graders from Carlos M. Simmonds School writing letters to the 5th graders from San Camilo School, who, in turn, replied to the former ones. This way, they exchanged letters for ten weeks. The OPE students recorded the process in the Tell the story form.

As for the legal support, this project considered the amendments to Law 115: General Law of education (Act 115: On Education), and those to Law 1651: National program of Bilingualism- PNB³, (Act 1651), and The Basic Standards of Competences in Foreign Language: English. All these programs helped to identify the advantages of the school correspondence among children of fifth grade of elementary school, and define the most interesting topics for them. School correspondence strengthens the children's learning process and retrieves their creative essence, transforming their real selves. This technique contributes to their expression, communication and interaction.

Several emotions (happiness, fear, uncertainty, among others), as well as different questions emerged during the process. They were reiterative and constituted the main ingredient for the letter writing. Kids of fifth grade were the stars in this research. They lived the experience of writing a letter to an unknown person, a different teaching method from the mere knowledge transmission. In this sense, the project offered the students the opportunity to enjoy the experience without restriction and provides significant learning process in the foreign language.

The next pages contain the final report of the project: Justification, problem statement, objectives, educational legal framework, theoretical framework, conceptual framework, background, contextual framework, methodology, procedure, Analysis of the chronicles, and Conclusions.

2 JUSTIFICATION

Considering the variety of strategies available for the teaching and learning of a foreign language, nowadays makes suppose that the school environment would be a rich one, one where children would embrace it happily. However, it is common to find students who claim lacking the abilities or enough motivation to achieve a good performance in English,

³National Bilingualism Program (2004-2019) is a strategy of the Ministry of Education, within the framework of educational relevance and competitiveness, for the formation of more competitive citizens who are capable of interacting in society at a global level.

regarding their written expression and their understanding, communication and interaction. Hence, a rethinking of the strategies is necessary to demonstrate that it is possible to make significant progress in students when techniques that have already been developed come on stage.

Besides, it is necessary to remember that in our environment, writing is one of the most feasible skills to develop due to the limitation of the oral presence of the foreign language, given that the context does not require its practice strongly; even more, because the geographic positioning does not allow the direct contact of our country with one of English language. This does not mean that it is not possible to achieve significant advances in the foreign language, in the field of communication and expression. An example of this is the effort that comes made by the Ministry of National Education (MEN) with its National English Program 2015-2025: "Colombia very well!", Which has the challenge to contribute to the preparation of more competent citizens in front to the demands of the foreign language in a globalized world.

For this reason, the project: *SCHOOL CORRESPONDENCE IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN CHILDREN OF ELEMENTARY SCHOOL* seeks, from the patient and objective look of Celestin Freinet, and supported by the amendments to Law 115, General Act of Education, and its adjustments contemplated in Law 1651, the National Program of Bilingualism - PNB, the implementation of the school correspondence, oriented under specific objectives.

3 PROBLEM STATEMENT

In spite of the important efforts by the Colombian Ministry of National Education (MEN) - reflected on hundreds of plans, projects, programs, guidelines, materials, etcetera - to reach international foreign language standards demanded by a globalised world, the results are far from the goal. There are still administrative, formative and methodological issues that hinder the achievement of the goals. As for the formative aspect, it is widely observed that there are still teachers who continue to use traditional teaching method, such as transmission, that is not in accordance with the guidelines established by the MEN.

Concerned about this scenario and in search of an alternative way to find strategies which can be used to improve the performance of the students of fifth grade of elementary school, this research project proposes the implementation of the School Correspondence technique. The School Correspondence technique can be a useful methodological strategy in the fulfillment of the expected level of the standards of the 2015-2018 National English Program "Colombia very well!" especially those regarding the writing skill.

In this sense, the research group stated the question: What are the contributions of the school correspondence technique in the learning process of English as a foreign language, in children of fifth grade in Carlos M Simmonds and San Camilo schools?

4 OBJECTIVES

4.1 GENERAL OBJECTIVE

To identify the contributions of the school correspondence technique in the learning process

of English as a foreign language, in children of fifth grade in Carlos M. Simmonds and San Camilo schools.

4.2 SPECIFIC OBJECTIVES

To introduce the school correspondence technique in the learning process of English as a foreign language.

To define the topics that are more appealing to the children of elementary school in the learning process of English as a foreign language.

To contribute to the expression, communication and interaction, in children of elementary school, through the school correspondence technique.

5 EDUCATIONAL LEGAL FRAMEWORK

5.1 GENERAL LAW OF EDUCATION

Through Law 115 or General of Education, the government sets the general standards to rule the public service of education, based on the principles considered in the Political Constitution, about the citizens' rights to education. This way, the article 67 of the Constitution raises levels in formal education in pre-school, primary and secondary, both at the formal and non-formal educational levels. That is, education is not only for children and youngsters but also for disabled people, ethnic groups and any citizen with academic

necessities.

The Education Act, in its premises, promulgates the integral development of the personality, the respect for life, the active Colombian participation, the legitimate authority of law, the acquisition of knowledge in a scientific or technical way, the motivation to study and critical comprehension, the possibility to accessing knowledge, and the development of critical capacities, analysis and reflection about the own culture, which should lead to a financial and social progress. Similarly, it also advocates the work practice, promotion and prevention of health and hygiene, and the family as the fundamental core of society. This Act considers that society, family and the State, are responsible for the proper functioning of the educational system.

5.2 TEN – YEAR PLAN FOR EDUCATION

The Ten – Year Plan for Education is defined as the set of proposals, actions and goals that expresses the educational willingness of the country for the next 10 years. The objective is to trigger a national agreement that commits the Government, the different sectors of society and citizens to achieve the transformations required in educational system. The ten – Year Plan of Education aims at guaranteeing an articulated and coherent educational system that responds to the Colombian needs at all levels, including education for work, sexuality, and human development.

The implementation of this plan is quite relevant because it adds a significant value to education as for the development of human beings, generating an important and participatory policy with self-evaluation processes. In this respect, this plan looks for the possibility of working in an integrated and participatory process, of real equity, to achieve

free and autonomous citizens.

5.3 NATIONAL CURRICULUM GUIDELINES FOR TEACHING ENGLISH

Over the years the socio-economic and educational needs of the country have changed significantly, so for a student to meet the global demands has become a challenge: hence, the creation of curricular guidelines that aim at meeting these requirements, and thus satisfy other needs such as the coverage and quality required by the country.

That is why the MEN has defined some standards for the educational development plan, in all the levels and fields of education, such as TEFL (Teaching English as a Foreign Language), with a variety of central points, such as: contextualization, elements and approaches of the curriculum of Foreign languages, continuing education of the foreign language teacher, and new technologies in the foreign language curriculum.

5.4 NATIONAL PLAN OF BILINGUALISM

The Colombian Bilingual Program (2014 - 2018) has been introduced with the purpose of strengthening the English learning in basic secondary education and its fundamental objective is to make students improve their English communication to acquire better jobs and professional opportunities. The strategies in this program are focused on teachers, the design of pedagogical models and use of materials. The principal objective is to make a bilingual country in 2018 and meet the expected prospects.

5.5 BASIC STANDARDS FOR ENGLISH TEACHING

English standards are a fundamental key for English teachers, principals and parents to be clear about the communicative skills expected to children in the basic and middle levels to

help them achieve the goal outlined in the Vision Colombia 2019 document. In this way. The document proposes that Eleventh Grade students reach an intermediate level of English proficiency level B1, (according to the Common European Framework of Reference for Languages: Learning, Teaching and Evaluation), that allows them to communicate in the foreign language and use effectively knowledge in real communication situations.

Among the standards established for 5th grade of primary education and that were in line with the proposal can be mentioned the following:

- I write about topics of my interest.
- I write descriptions and short stories based on a sequence of illustrations.
- I write short texts describing my mood and my preferences.
- I write little stories that I imagine.

5.6 RIGHTS OF CHILDREN AND YOUTHS

Law 1098 of November 8, 2016, Code of Children and Adolescents is a code created with the purpose of

[...]promoting, disseminating, protecting and defending the Human Rights of Children in public and private institutions with emphasis on the prevalent nature of Their rights, their superior interests and their mechanisms of protection against threats and violations, as well as promoting the knowledge and training of children and adolescents for the responsible exercise of their rights. (p 16).

In terms of education, this code makes known the commitment as parents, citizens and teachers to ensure that every child receives a free quality education, either in educational

institutions near their home, or through the use of technologies that ensure such access in both rural and urban settings, as well as ensuring the means and conditions that guarantee them stability in the education system and the fulfillment of their complete training cycle. Likewise, the Code of Children and Adolescents seeks to ensure a school environment that respects the dignity and human rights of children and adolescents and to develop teacher training programs for the promotion of good treatment and a fine for institutions that refrain from receiving a child in their establishments.

Regarding the obligations of educational institutions, they will have: To facilitate the access of children and adolescents to the education system and guarantee their permanence, provide a relevant quality education, respect, allow and encourage the expression and knowledge of various national and foreign cultures, and organize extracurricular cultural activities with the educational community for this purpose. Additionally, this code seeks to promote the study of national and foreign languages and special languages. It's necessary to emphasize that education is not enough for the individual to have the real possibility of entering the education system,

it is necessary in parallel to the offer by the respective institution of an education that guarantees an integral formation of quality, which is only through pedagogical methodologies and processes that are solidly grounded in theory and practice, guided by specialist teachers in the different areas, who with dedication and professionalism lead the formative process of their students.(p. 39).

6 THEORETICAL FRAMEWORK

To understand this project, it is necessary to keep in mind the models and pedagogical theories explained below:

According to the Law 115 of February, 1994 “Education is a process of permanent, personal, cultural and social formation that is based on an integral conception of human being, their dignity and rights and duties. But in some elementary schools in Popayán is possible to see that the way of teaching its students is still methodical and directed and not something integral and innovative, even more when a foreign language is taught”. This leads to thinking about traditional school which is still taught, but in general terms, what does the traditional school do? It is, maybe, a way of teaching that is oriented to school performance and to present exams, this means, method and order, in words cited by Arellano (2016), “[...] order in everything is the foundation of traditional. Order alone is the basis of traditional pedagogy; along all those lines, Raticius always insisted on the need of study only about one thing at a time and one topic a day. (p.16)

6.1 THE TRADITIONAL SCHOOL

For Freinet, traditional school does not teach to children for life, only it remains in traditions and the order given by the teacher and the oppressed child, obliged to follow the order of traditional school that seeks to focus on a single theme and not on the development of its personality. “The school just does not prepare for life and does not serve already for life, being this one his definitive and radical sentence”. (p. 15). In this sense, the teacher is the basis and conditions of child to achieve the success of their educational process. So, it is appropriate to put in context previously developed techniques with which the teacher adapts

knowledge and the ages of the students.

In this type of school, the student is passive and the teacher is the main protagonist. “[...] the main bearer of knowledge is the teacher, where the student is the one who receives without being able to contribute some of his ideas; discipline and punishment are peculiar within this school. (p.16). In this type of school, the teacher is who conducts the class and has the authority to make the students receive the information and repeat what he said.

6.2 THE NEW SCHOOL

The new school arises from the need to innovate the traditional school and part of the interest of the child as a foundation “The new school is respect for the freedom of the child. Traditional education had the pretense of training the child. At the moment it is not wanted only that the child grows, that its spontaneous development is favored in an appropriate environment.” (Pestalozzi 1912) (pp. 798-800)

This pedagogy arose in the nineteenth century with one of its main representatives (Dewey, 1899, pag. 30) who says:“a family boarding school in which the child's experience serves as a basis for intellectual education, through the proper use of manual work and moral education, through practice of a system of relative autonomy of schoolchildren”. (p. 546).

The new school gives the child the autonomy to think, create, invent, participate and inquire about the freedom that must get the school to achieve a comprehensive, practical and safe knowledge in the world that surrounds it “The new school should prepare and guide the child towards triumph, developing his personality, his intellectual, artistic and social skills, appropriate to the particular characteristics of the child, based on the principle: Education in freedom, through action”.(Piaget, 1931,p.180) In this way, the child will be

free to interact with their environment having the opportunity to make their own decisions.

6.3 THE ACTIVE SCHOOL

This school is based on some of the main characteristics that are: “ psychological and natural interests of the child's activities, without anticipating the objectives and preparing for life, carrying a material that teaches and trains the future citizen better of many scholastic matters.” (Dewey, 1899, p. 92)

In this active school, the child performs activities inside and outside the classroom in order to achieve the best learning. In addition to that, the child assimilates better what is learned and concluded that this school has as a rule about the respect of the child's personality. In this way, the child is able to decide for himself and to contribute ideas for his own learning.

The active school comes from the new school and both have aspects in common such as the interests of children and their participation in the classroom which makes them active members of this. This school also unite in the freedom offered by the teacher to the child for creation of his knowledge through the real and spontaneous lived experiences that create in the child the meaning of freedom which is a necessary basis for the true meaning of the new school as an instrument that allows the evolution of his being.

6.4 THE MODERN SCHOOL

The modern school arose from the active school in the 1920s with its precursor Celestin Freinet. He and a group of teachers laid the foundations of Freinet's pedagogy. It is based on individual teaching where the game goes first, after the manual activities and finally the intellectual of the student. This school aims to eliminate all kinds of authoritarianism and

impositions without prizes or punishments, allowing the child to freely seek to satisfy the physical and intellectual needs. The child builds his own personality and with our orientation allows to child to build. (p. 19)

During the rise of the modern school, authors such as Decroly and Montessori also saw the need to change the methods used to teach children who were seen as adults and provided with inadequate spaces and teachings that did not allow space for liberating education of the modern school.

Schools must motivate children, planting the seed of free education to generate a sense of belonging in children for what they think and know, building in them a confidence of their knowledge. "The school must go to meet life, mobilize and serve it; give him a motivation and for that he must leave the old practices, however majestic they may have been, and adapt to the present and future world." (Freinet, 1978, p.19), as far as the pedagogy of Freinet with its coherent practices and psychological, philosophical and social foundations help to renew the foundations of the education of the people.

To achieve that the child is motivated and he wants to continue learning, the teacher must give up those old and obsolete pedagogies that do not let the child grow and develop his thinking, his vivacity to continue discovering the world that surrounds him.

6.5 THE ORIGIN OF FREINET TECHNIQUES

Freinet techniques, like fruit of a long experience in thousands of schools and many different countries, are a psychologically, pedagogically, socially, technically solution, financially superior to manual methods whose abusive preponderance is overcome from now on. We say Freinet Techniques and not Freinet Method to make it clear that this is not

a theoretical and idealistic construction, but a new work technique that has the advantage of being born and have experienced and evolved in the framework of our classes.

Celestin Freinet techniques arise from the need for socialization, seeking new pedagogical strategies that link the nature of knowledge, where the child is free to think, interact and create his own knowledge

6.6 AUSUBEL: MEANINGFUL VERBAL LEARNING

According to Ausubel, (1983.P.121) meaning is created through some forms of representational equivalence between language and mental context, in which there are two processes involved. The first one is Reception. It is employed in meaningful verbal learning. The second one isDiscovery. It is involved in concept formation and problem solving.Ausubel was strongly oriented toward the verbal learning methods of speaking, reading, and writing and for him, there are three prerequisites for significant learning to occur:

- 1- The material itself must have a logical meaning,
- 2- Learner must be proactive in the new concept of knowledge and there is adequate contact between the tendencies,
- 3- Learners' existing cognitive structures must have the proper assimilation of new knowledge and ideas.

Ausubel's learning theory also attaches great importance to student motivation. Cognitive drive is a student's desire of knowledge, understanding and mastery of knowledge and representations and the need to solve problems.

7 CONCEPTUAL FRAMEWORK

7.1 WRITING AND FREE TEXT

According to Freinet, “free text is a form of expression by which the child constructs his thinking with the idea of communicating a special experience. This text is a product that comes from the child's essence and its contents can be integrated by family stories, friends, school, etc. It is a text which the child writes freely when it wants to write and according to the subject that inspires it.” (p.109).

Freinet says “writing is an individual creative activity that can go together with reading, always that the sounds have a meaning and having as result a free oral text, illustrated by pictures or projections to their classmates and end in the writing, print and diffusion of the texts, the daily school and the school correspondence. (s.p)In this regard, “writing will go completely linked to the process of drafting and expression” (p.106). As a complement to that understanding, Garrido and others say “writing is understanding, is hatching. It is a metamorphosis of life; It enables transformation processes, accompanied by joy, anguish, reality, and progress. It is life itself which is revealed in Scripture, it is being with their desires, their troubles, with their feeling and their thinking. Then, it is effect, renewed *spirit*, joy, life and creation.” (p. 16). Therefore, Monroy(2001), cited byMontealegre(2003) says that“writing strength places of understanding of themselves in a clear contribution to the construction of identity, which is the symbolic space each occupies in the world of human beings, in the past, in the present, in the future (p. 253).”

7.2 CORRESPONDENCE

To Freinet, correspondence is based on the need that every human being needs to communicate. Correspondence is about the drafting of letters where experiences are written, including important events in the life of children. These letters will be corrected and read with the meaning of send and receive answer in order to have a communicative exchange. The significant acts like thinking, reading, writing, have become so familiar that we stop to do it. The correspondence is Life page that allows the relationship with the other and that in effect becomes knowledge (Garrido et al., 2007:17).

Therefore, the school correspondence technique constitutes a tool of effective communication on the content of its message. It helps to express what cannot be said orally. Writing letters gets an important value because children can share social and cultural experiences and it also stimulates creativity, personality and encourages writing. Through correspondence a meaningful communication is gotten because it shows the world of the person who writes the letter.

“The school correspondence enriches the life of the class with an important social motivation” (p. 125) through this, educators are able to get back in the children the creative essence from the positive transformation in children of their being, in which is contained the feelings and experiences that encourage the use of the natural tendencies of the child, as well as the free expression of thought all this reflected in the writing.

Let us remember that the human being is communicative in nature. Therefore, it is adequate that the child is guided in good way in their desires to communicate to others through writing their feelings and thinking. Freinet (1966) says: “the child is born and grows as a

grain of wheat if the environment where it is provided the essential principles of feed, nor too diluted or too dense, in an atmosphere that is conducive and well sunny, full of careful affection, the young being will be also with their power that be able” (p. 18).

7.3 CHILDREN

Freinet (1972) says that “the child is a being who you think making and makes thinking, is for that reason that learning does not come from the teacher, but child. Therefore, be an adult doesn't mean necessarily be above others. Concluding that the child acts and reacts as consequence, and he lives exactly according to the same principles as adults, between adults and children there is no difference of degree. Therefore, Freinet says that children are not passive beings but beings who build their own knowledge and participate in the classroom constitution” (pp. 11-12)

On the other hand, as a contribution to the discussion on the concept of children, Zuleta cited by Montealegre(2009) says that we never find the children world, we always have ideas about children, through which we can see them, even when we believe to see them. (p.254)

Finally, Ausubel (1983) concurs with Freinet saying that “the child arrives at school with their imaginary world based on their dreams and their previous school life, so it becomes absolutely necessary the meaningful learning, leaving aside the mechanical, repetitive and traditional education”. (p.18).

7.4 LEARNING OF A FOREIGN LANGUAGE

According to Krashen and Terrel (1998):

a difference should be made between the process of acquisition and learning. The first is the natural way of learning a language through a process that assimilates the language and produces messages for communicative purposes. While the second is the academic way of learning a foreign language through a conscious process. Learning is achieved through formal education and frequent correction; the learning cannot lead to the acquisition.(p.125).

For the learning of the language and knowledge, Freinet proposes the natural method for learning. He argues that it is understanding to the child that exist a previous knowledge where he arrives at school with a wide variety of knowledge and experiences previous to school, what it must be taken into account at the time begin learning process; the natural is the action and creation. In this method a spontaneous and free expression is important.

The teaching of a foreign language helps students to improve their communication skills and allows them to understand another way of life. So learning English from an early age allows to develop these skills and abilities. To do this it is necessary to recover the essence of the child and allowing a proper transformation of his being. With the implementation of the technique developed by Freinet, the school correspondence in regard to recover the spaces of motivation towards writing in a foreign language. Also by means of these techniques we can discover new processes of innovative education that could allow a better learning system.

8 BACKGROUND

The project: *THE SCHOOL CORRESPONDENCE IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN CHILDREN OF ELEMENTARY SCHOOL* has as reference a group of authors at international, national and institutional level, to which reference will be made below.

At the international level we found an article entitled: *PEDAGOGÍA FREINET PARA LOS IDIOMAS* (1992) by Dr. Luisa Valles Ferrer published in Spain at the University of Tarragona. With this article, Dr. Valles talks about the implications of the new trends in the teaching of foreign languages, since it requires competence in communication revolutionizing the organization of classes, the attitude of the teacher and the activity of the student. In addition to mentioning the existence of the pedagogical style that leads students to effective development, the ability to communicate and intellectual or cognitive development named the active pedagogy of the modern school proposed by Freinet.

In his article she mentions the three fundamental points considered as solid bases to construct an acceptable alternative for the acquisition of the verbal autonomy and the academic competition in foreign languages. They are: cooperative class, the free expression and the experimental trial.

At the national level is found the research work titled: *RESEARCH IN TEACHING PRACTICUM*. (2004). Action research in educational practice. A comprehensive narrative approach. This work carried out by professors from University of Caldas, has as main objectives to understand the concept of research in the context of the teaching-learning of modern languages, besides generating innovations in the classroom and the educational

institution mediated by research processes. The work reveals how the man has always sought to satisfy his curiosity, interpreting and explaining the world and understanding himself. This is why man has opted for methods such as the quantitative and qualitative. It is here that the educator must be clear about the method he will choose. The educator must be innovative, transforming the educational reality, able to handle them to reach knowledge.

The action research method gives teachers the opportunity to be aware of their classroom practice. Teachers are aware of being reflective and observant educators because this is a strategic cycle where they have the opportunity to observe, describe, reflect, give possible solutions and apply them to improve the quality of classes. This cycle begins with the real recognition of the context, with a decision making, solving the problem to improve the practice of teaching.

At the local level we found: *VIDAS, NARRACIONES Y CULTURAS EN EL SUR DEL CAUCA* an exploration of cultural identities in Mercaderes, Patía, Rosas and La Sierra. This project was carried out by the interdisciplinary research group Polyhedro from Universidad del Cauca, in four municipalities in the south of Cauca: Mercaderes, Rosas, Patía and La Sierra, in 2009.

It briefly recounts the activities that were guided by the researchers in collaboration with the different teachers of the institutions of the municipalities already mentioned, and the direct participation of children ranging from 5 to 16 through the letters that they wrote from their region, making use of the writing which allowed them to freely express their experiences, customs, and places frequented by them. The researchers found that the

children felt the appropriation and valuation of spaces that enabled them to generate experiences of great affection, joy, pride and happiness.

LENGUA Y ESCUELA: RUTAS GUAPI Y NORTE DEL CAUCA (MIRANDA Y OBANDO

subproject: language and school, by Carmen Elena Montealegre H. This research took place in the north of Cauca with 120 children of Primary school between ages 5 and 15 and the participation of teachers who shown great interest in the project for their development, children expressed through letters. This also shows us different difficulties in the region, such as violence. However, it was not an obstacle for children to express feelings of happiness and through their experiences. This subproject proposes the strengthening of mechanisms of social connectivity from the school, local meetings, regional and departmental level of groups of children and teachers from different institutions with the purpose of generating knowledge dynamics recognition and affirmations of identities. In addition to this, the creation of the school correspondence technique in the department of Cauca at the elementary school level plays an important role since it contributes to the creation of groups of primary school teachers at local levels.

REALIZACIÓN DE LOS NIÑOS Y NIÑAS EN EL PROCESO DE APRENDIZAJE DE LA LENGUA INGLESA EN SEIS ESCUELAS DEL DEPARTAMENTO DEL CAUCA

is a research project developed by María Cristina Garrido Ramírez, Carmen Elena Montealegre H, Lucy E. Perafán Echeverri and Carlos Julio Puerto Flores, in 2006. This project carried out by the educational research group *Children, Language and Culture* to break with inertia and traditional schemes that frequently lead to repeat methods and actions that does not benefit the transformation of being. Six schools, 135 students and six teachers from the municipalities of Santander de Quilichao, Tambo, Caloto, Piendamó and Morales

participated in this project. The purpose was to understand what is and what implies the realization in the learning process of English language in primary school children. As methodology they used the Qualitative research. The researchers found that the work done significantly contributed to understand in a more conscious way what is and what implies the process of realization of English language and how this work contributes to formative processes of students and educators. The group found that the expression, both in the mother tongue and in the foreign language, shows the spirituality of the human being and from the sense of language. The free texts written by the children showed progress in the English language as in the mother tongue.

CREATING AND EXPRESSING IN ENGLISH. UNA PROPUESTA METODOLÓGICA INVESTIGATIVA PARA EL TRABAJO EDUCATIVO EN INGLÉS CON NIÑOS Y NIÑAS DE UNILINGUA is a research report, corresponding to the English for kids at Unilingua project. This project was carried out by María Cristina Garrido R, Carmen Elena Montealegre H. and Oscar Reinaldo Muñoz in 2007. Its fundamental purpose was to enable the creation and expression of being a child in the learning process of the English language in children's extension course in Unilingua. It was founded on the experience of Teaching and Educability actions based on their reality. In this proposal the methodology was developed in terms proposed by Bachelard and Perafán, and the techniques stated by Freinet.

By the implementation of this proposal it was obtained the creation of texts by children, correspondence, dialogues, presentations, class projects among others. As a synthesis, the researchers consider that work in English is an investigative work since all work must raise research as a central axis, and thus it makes sense, which is an enabler of transformation.

ENCOURAGING FREE CREATION FOR FREE EXPRESSION IN ENGLISH. This project was developed by the students: Mariadel Carmen ArdilaQuiñones, Luz Andrea Montoya Blandon and Betty Johana Urbano Ruiz, in 2007. This research took place in the extension courses offered by Unilingua. Some students of Amalaka Farm School and others from the United States participated too. The qualitative methodology was used. The proposal was developed in two stages. In the first stage they worked with four groups of the Amalaka School and four groups of Unilingua. In the second stage, they worked with two groups of Unilingua and two groups of the Educational Institution Mariscal Sucre in Miranda. They also took advantage of their experience in the USA as an Au Pair for a year. Participants went to some places such as the Botanical Garden and Theme Park, the Faculty of Agricultural Sciences, the Museum of Natural History, the Republic Bank library, and ended with an activity in Tulcán (*Recreative center for students from the University of Cauca*). With the research they concluded that correspondence encourages children to express themselves freely in the foreign language by making every detail meaningful. It also encouraged them to write. The group recommends the use of Freinet techniques for those who want to teach a foreign language in a different way.

9 CONTEXTUAL FRAMEWORK

9.1 THE ORIENTATION OF THE EDUCATIONAL PROCESS - OPE OR PROFESSIONAL PRACTICE

The Professional Practice (PP) of the Student-Educator (SE) of B.A in Modern Languages (English and French) - PLLM IF of the University of Cauca is an experience of research-educational training that favors research as a process of knowledge and as a pedagogical

process. The PP is a permanent action, through observation, rationalization and reflection on the Educational Process (EP). This action is based on the observation, rationalization and reflection about the ways of working of their teachers, in their own ways of working as students of languages and how they affect their process of realization in languages and their integral development.

In this sense, the PP starts from the first semester of the degree, prepares the student for the Orientation of Educational Process (OPE) in the area of foreign languages (English - French) in an educational institution and culminates with the development of the degree project. Professional Practice privileges rationality of experience as students and as educators by writing. In this way, it recovers the value and power of writing as an insuperable instrument of thought and as a creative act. That is, it rescues the value of our own experience as the source and basis of the production of knowledge and as a form of theorizing. This process is synthesized in practical, theory and practical, strengthening their relationships and moving away from the chasm that, traditionally, has separated them.

9.2 INSTITUCIÓN EDUCATIVA CARLOS MARIO SIMMONDS, SEDE CENTRAL –IEMCS-SC

Carlos Mario Simmonds School is located on the 9th street, in the El Placer neighborhood, in the north side of Popayan. IECMS-SC was founded on October 13 in 1959. In the beginning, the IECMS-SP operated in the communal room, under the direction of Mrs. Blanco Garcés. Years later, Mr. Edgar Simmonds Prado donated the plot for the construction of the school and with the help of entities it was built. In the year 1970 began

to work and took the name in honor of its benefactor. Since 2002, through administrative Act 2031, of October of 2002, it merges with four educational centers of the area and today has four headquarters: Pedro Antonio Torres, San Ignacio, Guillermo León Valencia (in Rio Blanco) and Central. The IECSSP. It is an institution at the service of the community with educational work and great projection, currently the school has approximately 1,500 students.

The school is identified by a wide structure where you can find two computer rooms, video beam room and classrooms ranging from preschool to eleven grade. In the classrooms you can find acrylic boards, lighting and ventilation that are not very favorable to teaching, a small closet for only teachers, a desk for the teacher too and chairs for each student. In addition, you can find a court with floor and benches in cement and another on grass. Both are outdoors. The institution also has a restaurant for the attention of primary school children, as well as a small school store. The place is surrounded by walls and mesh. In its entrance, the school has a normal door and a gate for the entrance of vehicles.

9.3 INSTITUCIÓN EDUCATIVA TÉCNICO INDUSTRIAL SEDE SAN CAMILO -IETI-SSC

Técnico Industrial school is a public institution, which was built in 1956, with Josefina Valencia de Hubach, who at that time was Minister of Education and began to study the possibility of creating a National Industrial School in Popayán and the planning of the project was authorized. In the following years, the physical plant project was elaborated and the land was acquired for the school in the neighborhood of Chuneon the margin of

Tambo road. Its first rector, in 1959, was Eliécer Gómez Guerra, who arrived in the city of Popayán to initiate negotiations with the local authorities. Mr. Gómez obtained the attention and collaboration of doctors Víctor Mosquera Chaux, then governor of the department of Cauca; Álvaro Simmonds, Secretary of Education and Antonio Lemos Guzmán, rector of the University of Cauca. Also, initiated a project of disclosure of the institution to publicize its purpose and thus motivate its future students. This institution started with 39 students and the following year moved to Tulcán neighborhood.

Today the institution has five headquarters: Gerardo Garrido, Mercedes Pardo de Simmonds, Laura Valencia, Piloto Children's Garden and San Camilo, where the project will be developed. Each site is located in different parts of the city. The mission of IETISSC is: To train people with integrity by developing logical thinking, emphasizing problem solving, facilitating access to higher education and performance in the productive sector. Like Vision, it is proposed that the area of mathematics will lead the process of analytical and logical thinking that allows the development of their competencies to stand out in the local, regional and national environment.

10 METHODOLOGY

10.1 RESEARCH APPROACH

The approach that we carried out was the qualitative scientific research. It is the process by which the data are collected directly, recording in detail the research processes that are developed. It allows to study the reality within its natural context. By this process, it is

possible to obtain and interpret the phenomena presented according to the population, through the use of instruments such as surveys, interviews, images, observations and life histories. The qualitative approach is based on an inductive process of exploring and describing; in addition, it studies the reality in its natural context removing and interpreting phenomena according to the population and its problematic.

Qualitative research is the procedure by which data are collected directly recording in detail the research processes that are developed. Its process is inductive and one of its benefits is the amplitude and the interpretive wealth; concepts are developed starting from data patterns and not collecting data to evaluate models, hypotheses or theories, in addition a flexible design is followed. With qualitative research, it is expected to see the context and the problems in an integral perspective. It also is a method that allows not only to know the general aspects of our research but also to deepen the emotional essence that the children can show during the development of the project. This approach has the reflection as a bridge that links the researcher and the participants. (Hernández et al., 1991, pp. 49-52). For this purpose, the action research enabled a process of continuous review and evaluation of the work carried out.

10.2 RESEARCH METHOD

According to Hernández and others (1991), action research is seen as an essential component of the teaching profession; teacher acquires a reflection, which serves to identify problems, plan action to take and introduce progressive changes to improve the situation. (p. 739). In this case, in some of the problems presented in children in two schools of Popayán regarding learning of English as a foreign language. Taking into account that: “research

action pedagogical experiences are intertwined and provide us with a circular reflexive process, through which can observe, question, reflect, decide, do, plan, write and start over. Also with this design, teachers have the opportunity to become aware of their pedagogical practice with students". (p.173).

10.3 PROCEDURE

This research was carried out in 3 moments, including a previous stage:

Previous step:

- Presentation of the project to the educational institutions participating in the project.
- Survey to children participating in the project. (Appendix 3)
- Presentation and signing of informed consent by the educational institution and parents. (Appendix 4 and 5)

First Moment: Introduction of the school correspondence. This moment had two stages:

Stage 1: Writing the school correspondence.

The school correspondence technique was carried out during 10 sessions in 2016. 2, starting in September 8th to November 24th, within the period of the Educational Process Orientation - OPE, of PLLMI-F. The children of fifth B grades from Carlos M. Simmonds began writing letters to the fifth B graders from San Camilo School, who received, read and answered until complying with the sessions previously established. The letters and / or texts were written according with the topics that emerged to the needs of the children, since they were part of the process that was carried out with them.

Stage 2: Registration and collection of information.

After each session, the information was recorded in a format arranged for that purpose. The "Tell the story" form noticed of the description, narrative and reflection of the experience lived in each session and provided elements for the next session. At the end of this stage, surveys were carried out to the children, and interviews to the two head teachers of the participating groups, in order to identify the contributions provided by the school correspondence in the learning process of English as a foreign language. In this sense, the surveys and interviews allowed us to analyze how much contact the students had with the English language, its influence on them and their perception about writing as well as the attitude toward learning of a foreign language.

Second moment: Systematization, analysis and interpretation of the information

For the systematization, analysis and interpretation of the data, the codification of the data was carried out. We based our process on the Grounded theory. The Grounded theory is an inductive methodology. The intent of the grounded Theory is "... to generate or discover a theory ... can assume the form of a narrative statement (Strauss & Corbin, 1990) ...". (Cresswell, 2006, p. 56). The process consists of identifying the concepts or categories that emerged from the process of collecting the information. "A category represents a unit of formation composed of events, happenings, and instances" (Strauss & Corbin, 1990) They are organized and codified as *Open*, *Axial* and *Selective*.

Third moment: Writing and presentation of the final project.

After interpreting the data and analyzing the chronicles, we proceeded to write and then

socialize the final research report.

10.4 TOOLS

The present research project used the following instruments for the data collection:

- Observation: Students-Educators (EE) introduced the use of the school correspondence and, in turn, observed and interacted with the participating children, this observation was a participatory type since the EE followed the action research approach proposed.
- Format: *Tell the story*. In this format, the EE registered and reflected each of the sessions.
- Chronicles were written take into account from the Tell the story form.
- Surveys to the children towards the end of the process served as a benchmark in contrasting with the initial surveys.
- Interviews to the teachers of the participating groups in order to evaluate the process.
- The letters of the children and the format: *Tell the story* were constituted in the main input of this project, for the achievement of the proposed objectives.

10.5 POPULATION

The population participating in the research was joined by children of fifth grader of Primary Carlos M. Simmonds and San Camilo School in Popayán. The number of the participating children in the project were 64 and the average age of the children were between 10 and 15 years.

11 FINDINGS. WHAT WE FOUND... A GAME OF WORDS, PHRASES AND DRAWINGS

In the process of identifying the categories, based on the information written in the *Tell the story* format and the letters written by the children we found meaningful words and expressions that characterize the experience and gave us elements to understand the inter-school correspondence in the process of writing letters. These categories emerged are:

Open categories:

1. *A new adventure is about to start.* It refers to beginning of the process. The new adventure for the children who start the new experience of writing letters in English. It is also the first day of class for the OPE teacher. The expectations she has and her feelings and thoughts about it.
2. *Writing has opened the door of knowledge for them.* Writing letters starts its objective: learning English.
3. *A tribute to knowledge.* Knowledge is not learning by heart or writing a list of words to be repeated without any sense. Knowledge, in this case, is living the language, asking questions, writing emotions and feelings and drawing.
4. *Imagination and creativity.* The process of writing, reading and answering the letters takes the students to imagine situations and create expressions and drawings that let them to express freely and happily.
5. *"Five plus five" a meeting between you and I.* This analogy arises from the five letters each student wrote and receive and the end of the process that let them to meet and talk about the experience.

6. *Welcome little writers!* The end of the experience arrived. The students had the opportunity to meet his/her pen-pal. The meeting was the expected moment. They became writers at their level and age.

In order to find the essence of the inter-school correspondence and the role of writing letters in the process of learning English as a foreign language, we extracted Axial categories from the Open one.

Axial Categories:

1. *Writing has opened the door of knowledge for them.* This category emerged from those that referred to the great opportunity that students have to learn and express in English (knowledge) by writing letters to others.

2. *I know, imagine and create.* Writing letters in English encourage the kids to know, imagine and create. As we explain before, this experience was a space to learn new words and expressions in English, to express their feelings and thoughts, to communicate and interact with others kids, to draw pictures, to have fun and get new friends

3. *The result of 5 +5 was what gave the welcome to the writers.* We consider this analogy very important because it refers to the meeting of the two groups the day they finish the experience of writing letters; it means, the day the students got together and met their pen – pals. They wrote and receive five letters and after that they had the opportunity to finally meet his/her new friend.

Selective Category:

1. *The writing provider of imagination and knowledge among students.*

This category is the result of all the process. It arises from the Axial one. It is the process of identifying the main elements from the last categories and identify the essence of writing letters in the process of learning English. So, we can say that writing provides imagination and knowledge. In other words, for learning English we need imagination, be creative and

feel free to express feelings, emotions and thoughts. It is a process that requires other people to interact and communicate.

All these categories are represented in the following graph:



Graph 1. The writing provider of imagination and knowledge among students.

12 UNDERSTANDING AND ANALYZING OUR FINDINGS

In this part we are going to explain deeper the process of understanding the process and the findings:categories supported with the *Tell the story* format, letters and pictures; graphs from the surveys and,expressions from the interviews.

- *The door to knowledge through the adventure of writing.*



Figure 2. Children receiving the letters



Figure 3. Children writing the letters

This category arises from the grouping "a new adventure is about to begin" and "writing has opened the door to knowledge", Open categories that arose, taking into account the experiences of children in each session and the interview at the end. For this purpose, the boys and girls were informed that, every two weeks, they would get a letter from a friend of the same grade from another institution, the Educational Institution Carlos M Simmonds.

To the proposal, students express great interest and pleasure, which would open the door to the adventure of communication through writing. They would do their best to communicate and express their feelings, desires, feelings, interest and experiences in English. All the desire to start this new adventure for them was shown in the drawings that they did in their letters for their new friends. Therefore, our research group interpreted it to get the Open categories.



Figure 4. Letter samples

From the beginning, most of the children show their commitment to this new challenge. This is reflected in the letters where children expressed themselves through writing and also it is complemented by careful and friendly drawings. In the letters, children used phrases that speak for themselves and they did it in English. For example: "My favorite sport is TAEKWONDO". I live with my mother, father, sister, brother. "What about your family?". Others students were more cordial and didn't write without greeting and thanking each other, for example: "Hello my friend". My family is great! I live with my mother and sister. My family is big. Where is your neighborhood? "Thank you, not reached it to paint".

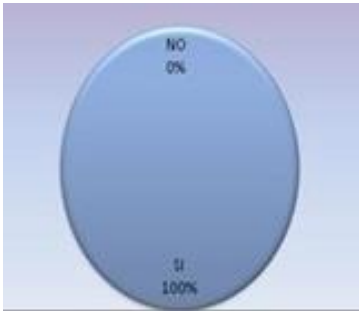
The head of the group had not lived this experience of correspondence directly, but she was witness of the reactions of children to receive, share, read and write letters. Referring to this, she says: "... It's an experience to meet other people, to go out the classroom through a letter and it also let them to interact with people they didn't know".

When children get the letters, they show happiness to read what someone has written for them and they begin to think about how to write their letters. While some students do not express great interest in this, the head of the group says: "Some didn't wish to be involved, we get to know them. Letters were found on the floor; some didn't give the sentimental value to them; they just complied with the task or activity. Everything was observed."

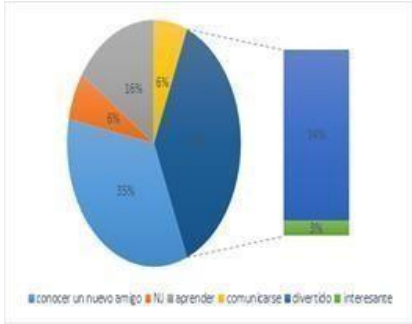
In turn, the OPE student in control of the process with children and the English teacher, expressed it thus: "When I reminded them during English classes we would receive and

write letters to other students from another school, most of the students expressed their total availability, while two students were reluctant to take part in this activity". One of the student said: "No teacher, I don't like to write".

The survey is also an evidence of contributions generated by writing the letters. We found that 37% of students responded that the fact of writing was fun, 35% enjoyed the idea of meeting a new friend to communicate through letters, 16% saw the letters as medium of learning to write in English, 6% saw the letters as medium to communicate with someone unknown, 3% expressed that writing was interesting, while 6% did not respond to the question.

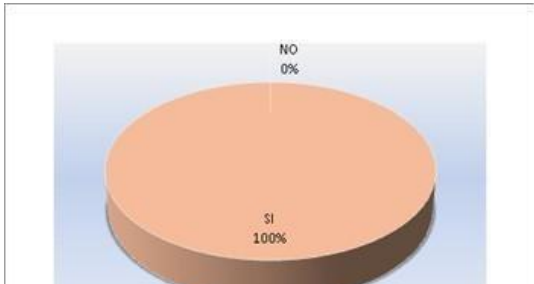


Graph 2 Question 3. Did you like writing letters in English? Why?



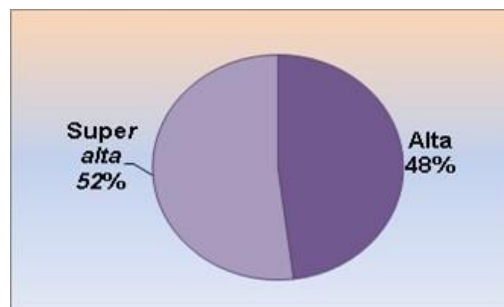
Graph 3 Question 3.

As a result, 100% considered the improvement of their level of writing through correspondence in English.



Graph 4 Question 4. Do you think that writing letters helped you to improve your English level?

The knowledge through the writing was possible thanks to the fact that in the students awoke the motivation, a factor that arose with the technique applied. It is worth that the motivation given was intrinsic since students developed their activities on their own, and not to get a score, within the English area. According to Gottfried (1990), "The intrinsic motivation is an activity that is not rewarded by external stimuli. This motivation is animated by personal interest and pleasure that generates" (p.130). It is noted during the process of the correspondence and is evidenced in the survey applied, where 52% of the students had a Superhigh level of motivation and 48% High.



Graph 5 Question 5 How was the Students' motivation level in the English class?

This is corroborated by the head of the group when she says: "The impact was like the emotion. Isn't it? When reading such a letter, they were always very motivated. It was because they were reading the words that other students, other kid had written". It confirms

the effect that emerged with children, who additionally said: “Having accompanied the children, in this new process for them, allowed us to be witnesses of all their reactions when receiving and writing the letters.”

- **I know, imagine and create.**



Figure 5. Student is writing on the letter

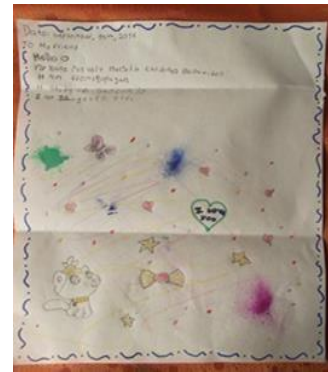


Figure 6. Colorful letter

This category arose from the grouping of: "A tribute to knowledge and imagination and creativity", where the students developed creativity, imagination and the acquisition of knowledge of the foreign language during the writing process through letters. This could be reflected in the letters; some of the phrases were: “To: my friend. My name is: Yely Benavides. I am from Popayan. I study in San Camilo. I am ten years old.” “I am fine thanks!. How are you today? Do you like halloween? Bye, bye. Will you use a disguise? What is your phone number?”. Students through their drawings, in trying to impress their secret friend, painted and combined colors, copying, and creating drawings, gluing stickers; some used rulers to make lines, others highlighted only the words that had more sense for them. Even some children wished a "Happy Friendship" to their friends”. The students were motivated by this new experience.

It is important to highlight that the drawing emerged as means of expression by children. To this respect, Freinet says: "free text is a form of expression by which the child constructs his thinking with the idea of communicating a special experience. This text is a product that comes from the child's essence and its contents can be integrated by family stories, friends, school, etc." (p.109).

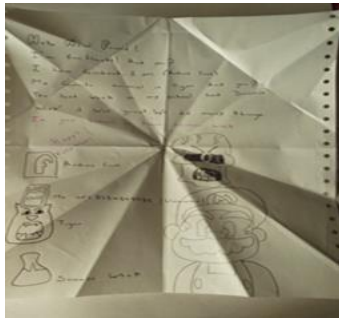


Figure 7. Many things to say feelings

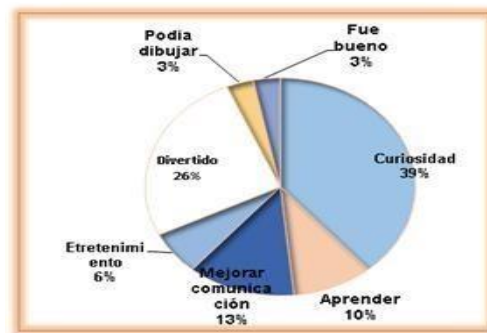
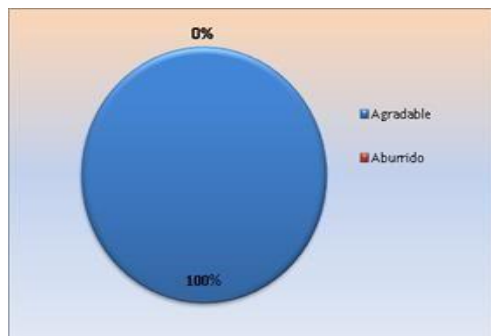


Figure 8. Expressing feelings.

As the session passed the boys increased their vocabulary with new words which they included in their letters. For example: "Hello new friend i'm fine thanks and you? I have facebook, I yes. My favorite animal is tiger and you? The last week in my school I had the science week, it was great. We did many things. In your school is there science week?".

We can observe that they expressed their likes and experiences with their new friends. In this way, they found writing as something very rewarding. The survey noted that 100 percent of the students expressed their total satisfaction for the elaboration of the letters, before the previous evidence the participants justify the reason of the pleasure when writing and it was obtained that: 39% of students what generated them curiosity, 26% fun, 13%

improved communication, 10% learned vocabulary, 6% found it as entertaining, 3% said it was good, and the remaining 3% did not respond to the question.



Graph 6. Question 8. Was enjoyable or boring English? Graph 7. Why? to write letters in English?

Children showed their interest and commitment to writing, despite that at the beginning it was difficult for the students to overcome the challenge because of all their written expressions were in English. The OPE student experimented it and she described it in this way:

This is where it is evident that the little knowledge about English in the students was a hurdle in their oral and written expression; however, during the process children were acquiring and adding new vocabulary in their letters. It was enjoyable to know that in some students the process was evolving in a positive way and how this process that started with many hurdles was showing great results.

Five plus five was the result for meeting of the little writers.



Figure 9. Expectations



Figure 10. Happiness

This category arises from grouping: “Can I tell you a secret?”, one plus one is not always equal two, but five plus five is the number of the letter that will be taken to me to my secret friend” and “Welcome little writers”, thanks to the experience of boys and girls during the last session of the letters writing process and the final meeting with children and teachers from the participating institutions.

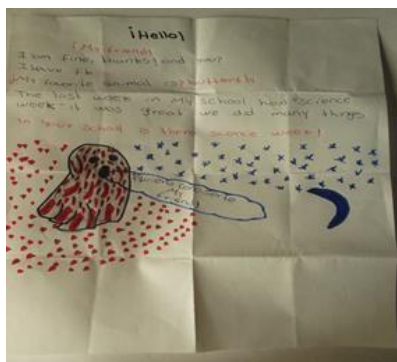


Figure 11. Creativity



Figure 12. Imagination

The situation caused anxiety in the students and made some of them stand quite shy. Some expressed few words while others were joyful. They knew that at the end of five letters written and five open letters, they were going to know their secret friend. The person to whom they had written many times and for whom they asked since the first session to know when they would know their secret friend: “¿teacher, when we are going to meet them? The teacher answered “at the end of the workshops” “¿how teacher? “at the end of five letters”, “but this letter is the second one”. Showing in this way their constant interest to know and to write to their secret friend. In their letters were phrases like: “See you soon. I want to meet you my friend!”



Figure 13. Meeting with their secret friend



Figure 14. See you soon!

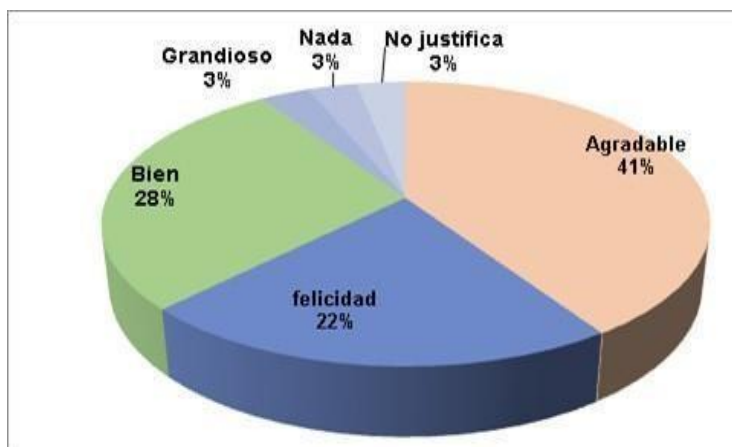
During the last writing session of the letters, it was evident that through time and practice they improved the writing process. For their part, children discovered that the cooperative work facilitated their writing and reading process of the letters. It was noticed by the OPE student who in their reflections wrote: “Little by little and with different alternatives we have been improving the management of time. For example, work in pairs facilitated the reading, when some of them did not know how to say something that they desired”.

In this way, children participating in a process of learning English as a foreign language. About this, Krashen and Terrel (1998) express: “learning is reached through formal teaching and frequent correction”. (p.135). During this process, the topics were covered and related by children, who wrote from their own experiences and interests, from their world view, and in their way. That was evidenced by the director’s group, who said: “students had the chance to write and apply the previous knowledge, for example, language, vocabulary. They know that a letter has information”. Information allowed children unveil their creative, imaginative, enthusiastic and adventurous spirit to allow know other unknown persons at that moment for them and accepting the challenge of free expression in a language different from their native language like English.

This allowed children to strengthen their writing and reading without moving away from listening and speaking. In this sense, as Freinet said: “school correspondence enriches class life with a fruitful social motivation” (pág.125). Let us remember that the human being is communicative in nature, therefore is adequate, that the kid be leaded in a good way in their communicative desires to others through writing, because this allows child to find the sense to their communication and is a pillar that is based on their innate desire to express their feelings and thinking. Since, “the child born and growth like a grain of wheat. If the environment provides the essential principles of food, no too dilute, no too dense, it creates a favorable atmosphere and well sunny, full of careful affection, the young will arise too with his maximum power”. (Freinet, 1966, pág. 18)

Every single child lived this process in different ways and, for this reason, it was found that 41% felt agreeable to have a friend to whom write and respond his letter, 28% showed

that it felt good, 22% felt happiness because they met a new friend, 3% said that it was great, 3% felt nothing, 3% did not answer the question.



Graph 8. Question 11. What do you think about have a pen-pal and reply each other?

Obtaining at the end of the process a bond of friendship between the participants. Because children give a significant value to the learning process. In this way express by Freinet: “The boy or girl is a being that thinks doing and does thinking, for this reason the learning does not come from the teacher but from the boy or girl”. (p.p 11-12).

13 ANALYZING THE EXPERIENCE

With the introduction of the school correspondence technique several feelings and emotions such as expectation, imagination, creativity, curiosity, interest for learning and motivation, new knowledge, favorite topics, news ways to express themselves -drawings and candies-, confidence between themselves and with others arose throughout the process

of writing letters and each time these were evidenced in the sessions developed for the project.

With respect to the contributions generated by the introduction of the school correspondence technique, it is remarkable to mention that motivation played an important role in children participating in the project, by reason of it awoke the interest to learn a foreign language – English- student teaching got stimulate them to write letters to another one –their pen pal– . Children found by themselves a different way to learn without the pressure of being tested. In this way their interest was free and they found this kind of activity as “... motivated activities are ones for which there is no apparent reward except the activity itself. (Brown, 2007, p. 88). Inside of the contributions it is important to mention, the linguistics aspects that arose between children participating in the project. In regards to the pragmatic level, it is evident that children were able to use some words, sentences, phrases and expressions in English, with his student teaching and classmates, during the development of the classes. Evidence of that is when children entered the classroom and greeted to the teaching student in English, they said: Good morning teacher! Hi teacher!, How are you today?, I’m fine, thanks and you?, I am great!, I am good!

Second, the students created a continuous communication; one example of this is the student Yely who wrote to Natalia To: my friend. My name is: Yely Benavides. I am from Popayan. I study in San Camilo. I am ten years old. I am fine thanks! How are you today?.Do you like Halloween?, Bye, bye., Will you use a disguise? What is your phone number?, Hello Yely Benavides. How are you today? What is your cellphone number? Do you have facebook? What is your favorite food? What is yur favorite animal? My favorite animal is the rabbit. I like to draw you any special thing. So, children were able

to communicate between them with the situation presented in the classroom and their interest too. In this regard, Garridosaid., (2007) "... the writing is a comprehension, it is a Bloom. It is a metamorphosis of life; it makes possible processes of transformation, through enjoyment, anguish, reality and advance. It is life itself which is reveals in writing, is the being with its desires, anxieties, feelings and thinking. Then it is effect, joy, life and creation. (p. 16).

In this way, the writing process helped the children to develop self - confidence which enables freedom to express and communicate something. As Freinet says, "...the child constructs his thinking with the idea of communicating a special experience" (p. 16) and "... This text is a product that comes from the child's essence". It means, that the school Correspondence technique comprises several elements that together provide an adequate environment where students can learn, reinforce and know a foreign language.

In the phonetics level, children were able to listen to the adequate pronunciation and they learned by imitating, in this way, during the process, children learned that the pronoun -I- is pronounced -/aI/-, also with the pronoun -they- with the continuous repetition children did not read the word like in Spanish but in English; in this case, they said /^ðeI/ and not /tei/; also with the words that they use in their sentences such as: "I like / aIIIke / , my name /maIneIm/". In that sense, the Inter-school Correspondence technique provided the students the opportunity to learn. Referring to this, a teacher said: "... this technique was a support for them in aspects such as pronunciation and comprehension in the achievement of structure simple sentences, and they knew how to write and reading them."

In the syntax level, the students were able to construct sentences in a correct form; it means, in terms of the grammar, in some of the letters. In addition, children lived the experience, a help in their learning process of English, one of them said: “I learned the body parts, to write in English: the verbs, pronunciation and reading.”

In the lexis level, children learned a lot of things with respect to vocabulary, expressions and phrases; it was evident because their letters were improving as time passed; in each class, they had the interest to learn more and more. They did not want to call the attention with their writing but also with their drawings, even some of them had taken their drawing like a challenge, these drawings were significant to them, in their letters they wrote “Beat me in this drawing. I challenge you to improve yourself!”, facts that allow us to remember that drawings are the first way to writing and it is a way to feel free. In relation to this, Freinet (1993) mentions that, drawing is an excellent exercise that incites children to freely express their own life (p.9).

Some phrases that show their interests were: “Can I write and then draw? Can I use colors, when are we going to meet our friend? And another one says, is a man or woman? And one more, how old is he?” All these expressions are examples that allow us to confirm what Freinet wanted to accomplish through school correspondence, proposing principles such as: expression, communication and creation to give birth to the freedom and leadership of the student of transmit his thinking, feelings and ideas through curiosity and questions about his own life. With the letters, the students found a way to tell something and also to learn and reinforce the foreign language; so, when the teacher offers an appropriate space, the children feel comfortable.

In this regard, Éliisa Freinet affirms: “Encourage children to write freely about what they are interested in, with no other concern than to give them the opportunity to express an experience, feelings and thinking; they will get extraordinarily precious documents for the child's soul, also finished works of art” (1978, p.51).

With the technique, we can notice that the children use the drawings to communicate and it emerged as a means of expression between them. It is important to mention that drawings are the first reactions in a reason of being a child. Since drawings aided them to learn, experiment, analyze and understand. “the drawings, expression of a personality anchors to the life” (Freinet, 1984, p.18). The students included in their letters a special drawing each time that they wrote. So, with the correspondence, writing is reinforced and improved constantly, because it was perceived as innovative and refreshing to the spirit of children. During the process, children also discovered that their letters were special for them, for that reason, they tried to improve it and in that way, create a strong communication between student and the teacher who was the person who offered the necessary confidence to have a better interaction; “I liked writing in English...since I will get an advance to get my career plan when I grow up”. Said one of the children to his teacher. The magic of writing is a special feeling that each person experiences and expresses in different ways, these feelings were expressed through the intrinsic motivation that the school correspondence awoke as a technique. The students expressed their feelings and desires through the letters without expecting a reward, they were driven by their wishes and motivation during each session. Besides all the motivational aspects included in each session, a survey had been taken into account; this survey looked for the motivational aspects that children experimented during the project development, also they expressed how comfortable they felt with the

implementation using words like “pleasant” or “I like it” to describe what they experienced. The project gave the students the opportunity to exchange information and affections that had not been possible before, perhaps they were afraid at the beginning, but as the project moved forward, they started changing the way they think, express words and feel, which triggered untold stories, a world of magic, motivation and learning. In short, writing provides imagination, creation and knowledge among students.

14 CONCLUSIONS

1. The present study confirmed the findings about the school correspondence technique contribution to the interaction between a child and their new pen pal, creating the need to find appropriate ways to communicate ideas and feelings, as well as inquiring about appropriate grammar, structure and pronunciation of unknown words in the foreign language, improving therefore linguistic aspects such as: the syntactic, semantic, pragmatic phonetic and lexical levels.

2. It is important to mention that the School Correspondence technique stimulates interest in writing and awareness of the other through letters, expanding the lexicon in English by being interested in learning more about others, using rules correctly, and learning from other linguistic lexicons.

3. It is remarkable that fostering the school correspondence technique opens new spaces of communication which in turn provide an environment of freedom for children to express themselves; likewise, it encourages significant progress in the writing skill, since it helps students to improve in the learning process of a foreign language. It is important to

emphasize that by introducing school correspondence teachers ensure stimulation of the children's creativity and awareness.

4. In carrying out the Inter-school correspondence technique, it is possible to define diverse topics with which students feel identified with. Some of these topics are the family, likes and dislikes, simple present, the modal verb Can, self-introductions and greetings, animals, food, questions about personal information, sports, holidays, adjectives, physical descriptions and daily activities. It is clear that these topics emerge from the need to communicate and learn personal information about their secret friends.

5. This technique offers students the opportunity to express, communicate and interact not only with their pen pal but also with their classmates, themselves and even with their teachers. This leads to a better expression when writing letters. This way, the communication begins to flow, generating a way of interaction among the participants express, communicate and interact not only with their pen pal but also with their classmates, themselves and even with their teachers. This leads to a better expression when writing letters.

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ANNEXES

ANNEX 1. THE CHRONICLE: *The writing provider of imagination and knowledge among students.*



Children and their first experience through letters.

It is a Thursday morning in the month of September. The sky is bluer than usual. The morning in which I, a 9th semester student, am ready to start the second phase in my educational practice. This practice is oriented in English to students of the educational institution

“Técnico Industrial” headquartered in San Camilo from grade 5B. The minutes pass by as the journey from my house to the school takes me closer and closer to stepping into the classroom, which I hope to take control during this semester with responsibility, creativity, professionalism and with a desire to implement in my degree project a different technique in education. A different technique in teaching and learning English as a second language, a technique that will allow children to learn from their experiences using the new language as a means of communication and making everyone see in learning something fun, practical, and not something boring and monotonous.

I get off the bus, with a few minutes to spare before the beginning of my class. I walk hurriedly to arrive on time. A chapel catches my attention before I arrive at the school but in my eagerness to arrive on time, I decide to keep on my way instead of stopping. Once I arrive at the institution, I find the street full of motorcycles, bicycles, cars and hundreds of boys and girls wearing their uniforms: white shirt, blue turtleneck and black shoes for the boys, and girls with gray skirts, a pair of white stockings up to the knee, stockings making harmony with their gleaming black shoes. I greet some parents who are saying goodbye to their children and then I come into the school. The watchman standing at the door welcomes me and the other teachers of the campus while he checks out the correct use of the uniform in children.

While I walk into the classroom, I can appreciate the posters with messages alluding to the good behavior, the promotion of the values, and some interesting plants located in strategic locations that embellished the hallways. These things do not go unseen by me and what a surprise when suddenly the bell rings and children by groups, in a controlled manner, go to the yard by themselves to start the day with recommendations and a short but beautiful and essential prayer. Meanwhile, I take advantage of this time to take a tour of my new classroom, my new home, where I can see the room's decorations for the month of September, "month of love and friendship." Admiring it, I say, "wow, the class' director has in mind every single special date." Later on I leave the room and I go to take a look at the other places of the college while children complete their prayer.

It is 7:15 a.m. and inside I feel how nervousness start to invade me; despite that, with my sweaty and trembling hands, I come to my classroom and smile to look confident and cool. I make eye contact with my 31 tender and innocent students: some of them shiver

because of the cold weather this morning, or maybe because I am their new English teacher. Well, it is time to take out my "Lesson Plan" and my materials, and markers from my backpack, and especially great courage and confidence to start my class. Then, as a first step, I greet and with a sweet "Good morning class, how are you today?" I start my class. There are very few students who almost whisper the answer to me: 'Good –fine or great'. Others were shy to answer, maybe because they do not understand the question, lack the vocabulary they need to answer, or just because they do not want to participate.

I do not comment on this situation and start my presentation. At the end, I welcome them to my class. I take a look at the clock and realize that I have spent more than an hour in self-introductions, likes and dislikes, and other information that these little ones have provided me with, information that would allow me to know, to decode, and to gain confidence with them.

The activity proposed has wrapped my students in the world of English. I see how they take words, such as clean, shop, run and walk and reinforce words, phrases, and expressions, such as "My name is... I'm ___years old, I live in... I'm fine, thanks". I must confess that I feel a little surprised by their interest, and also for the time passing by so fast. I begin to feel worried about it, because I have not had time to carry out the activity of reading and writing letters. I consider not doing it, but after a call from my degree director, who reminds me of the importance of this activity, I decide to ask the next teacher to give me some extra time. I hurry to develop the activity. The first thing I do is remind my students that our group has been with them before, to make them aware of their participation in a different way to learn English, and the application of a pre-course survey, in which they have shown great interest. I also tell them that for some time and every other

week, they would get a letter from a friend of the same grade in a different institution. With this proposal, they should make their best effort to communicate their feelings, desires, sensations, interest, experiences, in English. This idea deeply encourages several of my students who express a great interest on it.

I must confess that I fear the non-participation of my students, but I do not give up and enthusiastically start delivering the letters. The reaction is evident in their faces: they are excited and quickly begin to open and read their letters. They do not seem to face major difficulties understanding the content of their letters. In our first few hours they have become familiar with the vocabulary and are highly motivated to reply to their secret friend's question "what about you?" Some students ask for information about the likes of their new friends: "What do you like?".

Now there is only the echo of a few pencils on yellow paper, while students mark, draw and paint attentively in their letters. My gaze drifts to the olive-colored window facing the small place where students await, in an organized way, a portion of fruit: pineapple, papaya, mango and other fruits were served decorated with some chocolate or other toppings, to make them more appealing. I delight looking at them, observing their preferences, since many opted for healthy products instead of getting packed snacks and sodas. This gets my attention and causes certain admiration, because they do not offer this option in the previous institution where I carried out my student teaching. Intrigued, I ask some people in the school, and they tell me that this good habit of offering fresh fruit in the school was implemented three years ago, after the teachers and parents proposed it. After a few minutes focusing on the small cafeteria, I turn my attention to my students and notice

how some of them have decided to add beautiful drawings. Some have no time to make a nice drawing, and apologize to their friends with respectful words, for not doing it.

Finally, at 9:40 a.m, I pick up 29 letters, since two children do not want to reply to their friends. I do not want to force their participation, but I dare them to re-read their letters and write something for them at home. I am grateful and leave the classroom with a "good bye, see you soon." Writing has opened for them the door of knowledge.

A few minutes before the bell rings, I arrive at school; I am there and despite it being my 4th class with the boys and girls of 5b, the sensation is as my first time with the kids, that sensation of being and not being there. My legs and arms are immobilized, my watch stopped. I look around and I can feel the laughs, the running, the happiness, the children's world, the essence of being a child. That world seems familiar to me. Suddenly the ruckus stops and I walk toward the classroom; children have arrived at the institute. They are sat on their chairs; they stand up and greet me. Now they say:

"Hello teacher", while others say "hi" and some say "good morning". For my part I return the greeting with "hello, how are you", their answers are "fine". Many express happiness through their faces when they see me, others show panic; perhaps the reason is because they forgot the English workshop; others show indifference.

The bell rings and the students who are in the classroom go to the playground to start the day with the habitual prayer and recommendations. While I stay in the classroom organizing my things, I am waiting for the students.

At 7:30 am, I start my class, and as usual I introduce my topic; this time it is about the family, which is very familiar for them, in order to getting the students use the modal verb

“can” in the affirmative and negative way to express verbs and abilities like: sing, swim, write, fly, dance, run, jump, and play; all this using the family members and doing short sentences.

While I present the topic, I can perceive many faces that express pleasure because of the topic and the activity; others are distracted with different activities, like talking to the partner who is sitting near the front or beside them. They talk about animated programs, series, activities of the previous day, experiences; others do math workshops that they did not do at home like: Cartesian planes, graphics, biology (cells) and literature. At that moment came into my mind my teacher’s smile when he said to me that child’s concentration is 7+-2, so I should focus in my remaining time.

The planned activities for the family topic are carried out. Many students play, practice the vocabulary, and write short sentences. Some students could not have the adequate pronunciation, for example, one of them says: “y lique” instead of “/airlaik/”; as well they forget to write a certain letter and some cases they forget the capital letter when using the pronoun I.

The time has come; I give a letter to every single student, and it is the second time, everyone is excited about knowing what their secret friends have written for them. I choose two students as helpers, then they begin to give the letter to whom it is addressed. Immediately students open their letters and they start to read it, there are some who proudly show what their secret friends have written.

Some experiences developed in classroom are reflected in the letters, which should be responded to the Simmonds Central students. In spite of the challenges that many students

can find in the writing process, I have to say that students make an effort to give a good impression to their secret friends. They mix colors, copy and create drawings and stuck pictures; some others use ruler to draw lines; others underline important words for them; some kids even wish a fraternal “happy friendship” to their friends; students are motivated because of this new experience that they get every two weeks: the correspondence, the free text, the drawings; all these techniques foster the teaching-learning of English as a foreign language, because it is perceived how innovative and renewing it is to the children’s spirit.

It’s 9:00 am, class is over. Now I see how my coworker Yobana is delighted with the creation of the letters written by the children, since some students are still in the classroom giving the finishing touches to the letters. I am waiting for a few while I finish organizing my things and the teacher can continue with her class. Children come into the classroom eating their fruit and the others give me the letters for their friends. Students say good-bye to me with a strong “good bye, teacher. See you soon”.

A tribute to knowledge.

Thursday, October, 13rd 2017, I am ready to arrive at school with my best attitude to start my English class with the boys and girls. A heavy rainfall came during my shower, my breakfast and even when I leave home. It is 6:30 AM, and I leave home with a big umbrella and I arrive at the bus stop, a few minutes later and I take the bus, which leaves me nearby my destination at San Camilo Educative School. The rain does not stop the kids from arriving at the institution on time, I am so surprised due to their punctuality and they come in the classroom with a “Good morning” and a “Hello teacher”.

I have to mention that the classroom's decoration catches my attention because it is on Halloween and also there are a lot of images with reference to the science world, men and women, but for my doubt it does not last long and soon I know the reasons for that.

It is 7:00 AM the heavy rain has stopped; now it is just a gentle wind. I am waiting for my kids in the classroom, who are in the central yard with their coordinator, who gives them the orientations to have a good behavior during the classes.

Ready! The troops are finished and the kids arrive at the classroom and little by little they are taking their places. Some kids did not greet me before so they do it, and some of them asked me if today they will get a letter, so I say to them "yes". I notice in their little faces the curiosity to know the content and the desire to tell what had happened. "The science week" for them, so they start to tell me what they did during the science week, their role, their meaning and their experiences about it. In this moment, I take advantage of their interest and I motivate them to try to communicate something in English using the past tense with the verb to be. It is a little easier because they know the present tense and they have used it in a lot of sentences during my classes and during the last years in their English classes and a little difficult because they do not know much English vocabulary. At the beginning, the kids are shy because the challenge is to say something in English and the second language is an obstacle for them in their speaking. I am a little worried because I think that they could have difficulties in their letter, so I decide to write some sentences, vocabulary and expressions on the board, like: "my role during the science week was..., I want to share with you my experience during the science week, it was great", maybe with that the kids can use it to communicate between them and with me during the class while the time to get a letter, read and write.

This is a good strategy to make the kids learn the new words and make use of them in their speech and say something related to their experience. My help is very important because it clears up doubts about vocabulary, sentences and pronunciation. I think about the best way to organize the classroom to give the letter and the kids can read, share and write their letter. So, I choose my two helpers who have the role of handing out the letters to the classmates.

The kids quickly read their letters. From my place I take some photos to catch their excited faces when they start to read their letters, some students approach me for helping to read it while others start to write and draw. Again, I feel a little anxious as the time is passing very fast and soon we would finish our English class, but that does not matter because the kids are concentrated on writing, drawing and creating beautiful things in their letters. When I walk in the classroom I can see a big “Happy Halloween”, also phone numbers and social networks accounts. Kids give me their letters for their secret friends and ask me for the date when they would know their pen pal. That day, all my students write a letter and I feel very happy because I could stimulate their interest and motivation to write and communicate something in English. In this way, I could discover the beautiful drawings who at the beginning did not want to write and a picture paints a thousand words. Students say good-bye to me with a strong “good bye, teacher. See you soon”. So, I leave the classroom and my kids.

Imagination and creativity.

Today, I wake up early to go out, I have a lot of expectation with my class, because I have planned activities to practice the speaking and in this way the kids have many things to write and say in their letters. I take along with my PowerPoint presentation with vocabulary

about Halloween, and some videos and photocopies. I arrive early at school, I come into the classroom, leave my class tools and I go to look for the teacher to borrow a screen projector, speakers to be ready when the students arrive. When the kids arrive, they ask me, first, about their letter and, second, for the meeting day with their secret friend.

The students, as usual, go out to listen to their coordinator. I wait for them in the classroom; at 7:20 AM the kids are organized and I start to explain the activities for the class and the idea to continue writing to their secret friends, to share their adventures and experiences in their letters with the idea to feel their own emotions, their likes and doubts, and convey those to others using creativity, imagination, freedom, dreams all of which are connected to a link of friendship and a new experience in their lives that will be remembered forever.

When I start the activity, the kids have a lot of questions about vocabulary, words and expressions in English, but soon they get the new words and they feel confident to write and ask new questions to their friend. They express their desire to know them as soon as possible, and also asked about their birthdays. Others just want the meeting day to talk face to face with their friends so they can ask them about their lives and others start to feel different sensations, sensations that just a letter can, live and draw a smile in their faces.

Many times, we lose track of time. The English class period is short to students and many times we need more time to write because the pupils work so hard to write a beautiful letter with a good presentation using colors, stickers, fragrances, frost and glaze pens. They want to do the best in their letters.

The students use what they learn in class and with a new organization in the classroom, are ready to read and write their letters. So, I call my helpers to hand out the letters and in this way we can start. They start to read, write and draw. I can see in some cases how the kids have their drawings like a challenge to their friend; others in the classroom doing a comparison between their drawings to decide which one was the most beautiful.

In this way we finish our class. The students have demonstrated their interest and commitment to the writing; however, I cannot make them get over the challenge and write their entire letter in English. So, in this moment I think that the English is an obstacle for them, but it can be overcome and I have more classes to make the kids write in English. The students rest in the classroom, sharing their letters with their classmates while I leave the classroom. Students say good-bye to me with a strong “good bye, teacher. See you soon”.

November 10th, can I tell you a secret?

One plus one does not always equal two! But five plus five is the number of the letter that will be taken to me for my secret friend!

Before the pupils write their last letter, I start to present the topic about animals and pets; this topic catches their attention. The fact of talking about their pets or the wild animals with their curiosities motivated the children to know the names in English; many of them raise their hands to talk about their pets Luna, Chispita, Zeus, etc. It is nice to see the student's reactions when they talk about their favorite animals; for example: a snake jaw opening to eat its prey or about pandas eating habits, because pandas eat bamboo.

At all, there is not enough time to share the knowledge that every single child knows about the topic. This is a world of knowledge and I enjoy it very much; thus I decide to go deeper into the subject like: teaching useful expressions in English to the students, whereas they will implement the vocabulary, the structure and write letters richer in content. At the same time, I mention to the students the different ways by which they can answer Simmons children's questions. Before, I have made sure that everybody understands the theme, then I select one of my helpers, who always has a good attitude and availability to give the letters to their respective owners. During these sessions children use the collaborative learning, because students help other students to read and write the letters.

Pupils are very enthusiastic when they open the letters and read them, who do not understand the message in the letters approaches to me and between us read it. This time, their letters contain a question that cause many reactions like: laughs and for others it was strange. In the letters their friends from the Simmons School ask "Do you have a boyfriend? Do you have a girlfriend?" between them arise laughs and comments about it. The class becomes a challenge, so the San Camilo head of the group has to intervene and ask the students to control their emotions.

Watching my students, I remember those days when I was lying on my bed; I drew and wrote letters to my school friends. There were many letters, but only two people received them; the other letters were preserved to enjoy their beauty.

Many children reply: "I don't have a girlfriend" "I don't have" "I am too small to have girlfriend" because many of them are little kids and other children do not give explanations.

On the other hand, December was coming closer, so they anticipated and wished a Merry Christmas to their secret friends who hope the great day November 24th for the meeting. Children finished their letters, they sealed and gave them to my assistant student.

Culminating free expression process through writing, I can notice that with the passing of the time and practice, we improve and create new alternatives; for example: working in pairs facilitates reading. Besides, there is a collaborative learning between students to get a better writing. So here we can notice a cooperative work; it is worth highlighting that pupils write down from their own experiences and interests, from their vision of the world.

It's remarkable that most of the letters are complemented with writing and beautiful drawings to expression, thus the correspondence technique and free text enabled students to write the letters and develop four skills instead of one, since through the letters children read and write, when they comment on their experiences with their classmates they develop listening and speaking.

In relation to the management of time, every time is getting better, because children have acquired new vocabulary which is added to the letters. Even though not all the students do it, I am delighted when I know that some students have grown in this process. The head of the group and I are proud of the results. Children come close to me with their last letter, their eyes contain the illusion because of the pending meeting with their secret friend, to whom they have written for the past few months.

Most students give me the letters and they say: "good bye teacher", while they go to the Christmas advent prayer.

Welcome little writers!

The day of the meeting has come! That day so longed for is here. Seventy-two students from San Camilo and Carlos M. Simmonds have a pending meeting with their secret friends; those friends they only know through letters. An appointment that is about to happen. Just a few minutes separate them. In the meantime, as managers and organizers of the meeting, we have prepared this activity in advance to adapt and add the last details, such as what words, activities and decorations we are going to use to make the activity more pleasant, so it becomes an unforgettable experience and remain forever within them, as a good memory and a great experience in their childhood.

At 9:15 a.m. my phone rings, but instead of hearing "Hello, good morning," I hear a "please get children ready", so I understand quickly that is my classmate voice, warning me about his arrival with the students from Carlos M. Simmonds. This announcement makes us a little nervous, anxious, especially to the little ones who await sitting behind a curtain, holding some candies for their secret friends (well, the poor kids eat their candies because of their nervousness and anxiety).

The time to open the curtain and welcome the students has come. All of them were moving their heads slowly and their eyes scan each student attentively, from head to toes, trying to find out who their secret friend can be. There is much curiosity and the tension is every time higher. We help each student to sit in front of their partner. Some are timid, sparing; others very cheerful; others a little more daring, rushing to ask all possible questions until the time steals their last breaths. Others, with their hearts beating fast, do not do much, just drink water and mislead the person in front of them with a feigned smile to pretend coolness. At the end, the students take pens and papers to write down their friend's address, phone number and social networks. This is a wonderful hint that allow us to know

that they want to keep in touch; they want to continue to write to their new friends. But at the same time, it is kind of funny, since they have already requested such information in previous communications. Well... maybe this is also a sign of nervousness and not knowing how to handle this kind of situation. It also looks like a good way to break the ice. Without realizing it, time has passed by and it is already 11:00 a.m. Ignoring the time, these little ones have drawn the joy and freshness on their faces. Games, laughter and jokes started to show up in the meeting, but they ended soon.

Time is over; the meeting ends, but what does not end is all the good memories that stayed and were constructed, immediately, with some ink and a piece of paper. It is time to say goodbye or a “see you soon”. Each student does in their own way, with a strong hug as if they had met before, others with handshakes trying to say 'I hope to see you soon my friend'; and others in a shy way, waving their hands, or drawing a NO meaning a “don’t go” or “please, do not forget me.” The writing providers of imagination and knowledge among writers.

ANNEX 2. ARTICLE: SCHOOL CORRESPONDENCE AS SOURCE OF KNOWLEDGE AND CREATIVITY

The Inter - School Correspondence as a Source of Knowledge and Creativity.

Angélica María Guevara Velasco
Yobana Ruíz Muñoz
Estudiantes del programa de licenciatura
Lenguas Modernas Inglés-Francés
Universidad del Cauca

Resumen: En este artículo se exponen los resultados obtenidos en un estudio sobre la implementación de la técnica La correspondencia inter escolar en el proceso de aprendizaje del inglés como lengua extranjera llevada a cabo con los estudiantes de 5º. grado de básica primaria, basados en la pedagogía de Célestin Freinet. Esta técnica contribuyó al mejoramiento de la libre expresión, interacción y comunicación entre los niños. Este procedimiento se llevó a cabo en dos instituciones públicas de básica primaria en Popayán, Carlos M. Simmonds y San Camilo, entre el 8 de septiembre y el 24 de noviembre del 2016.

Abstract: In this article we present the results obtained in a study on the implementation of inter-school correspondence technique in the process of learning English as a foreign language carried out with students of 5th grade of primary school, based on Célestin Freinet pedagogy. This technique contributes to the improvement of free expression, interaction, and communication among children. This procedure was carried out in two public elementary schools in Popayán, Carlos M. Simmonds, and San Camilo, between September 8 and November 24, 2016

Palabras clave: Texto libre, correspondencia interescolar, aprendizaje, cartas, aprendizaje, habilidad, inglés. **Key words:** Free text, inter - school correspondence, learning, letters, interschool, learning, ability, English

¹ **The inter-school correspondence** restores the circuit of life, puts the child in contact with his environment and his being, it is the powerful motivation that wakes up the free expression in the students. (Freinet,1965,p.19-20).

² **Children:** Freinet (1972) says that the child is a being, who thinks making and makes thinking, is for that reason that learning does not come from the teacher, but from the child. Therefore be an adult does not mean necessarily be above others (p.p 11-12).

³ **San Camilo School** is located at 10th Street No 9-82, Popayan, Cauca, Colombia.

Introduction

Nowadays, the foreign language learning process has become one of the most "complex" processes in the second language acquisition; furthermore, it has demanded over time and dedication. In order to improve the problematic mentioned above lived in Colombia, it is developed an article based on the project "The Interschool correspondence¹ in the learning process of English as a foreign language in children² of elementary school". From the University of Cauca, Modern Languages English-French Degree program.

The project aimed that the 5th graders' needs from San Camilo³ and Carlos M Simmonds⁴ Schools required to be satisfied; to do that, some Pre –service Teachers from E-F MLDP⁵ found out some problems related to

⁴ **Carlos M Simmonds School** is located at 9th Avenue, in the northern area of Popayan, Cauca, Colombia.

⁵ **E-F MLD:** English –French Modern Languages Degree.

⁶ **Tell the story.** It is a kind of format, where the students - educators registered and reflected each of the sessions with children.

the English learning process while they were developing the Orientation of the Educational Process – OPE in these institutions.

So on, the research study was based on the implementation of an alternative proposal to the English learning techniques used in the Carlos M. Simmonds and San Camilo schools. The technique used was “the interschool correspondence”; through this, it focused on making children keep contact with their penpal from the other institution by correspondence.

Despite the important efforts that the National Education Ministry (MEN) has given to Colombian schools to modify techniques in the English learning process that is reflected in plans, projects, programs, standars, materials among others, to achieve the international standards that the world demands to improve the English learning system, there are administrative, formative and methodological failures. It means, ambitious norms and regulations that do not reach the MEN’s proposals. Teachers with traditional teaching methods in different School context; teacher training programs that cover a minimum number of primary school teachers that are ineffective for their academic training. In order to kindly overcome this situation, this research group aimed to implement a methodological technique to contribute and help with the failures mentioned above, in which it would be possible to achieve the expected level established by MEN standars and fulfill the purposes of the National English Program 2015-2018 “Colombia very well!”.

To achieve efficient results related to what was concerned by MEN, a methodology was proposed. As methodological technique, it was implemented the “*Interschool Correspondence*”, also the research study was supported by the qualitative approach and

action research. The instruments implemented in this process were: “*Tell the Story*” format, interviews with the directors of each course, surveys of the participating students, two chronicles were elaborated by the Pre – Service Teachers; which came up as a result of the “*Tell the Story format*” and letters written by children, these as information resources and data collection.

The research Study.

The research was carried out in 3 moments, including a previous step:

Previous step:

- Project presentation to the participating schools.
- Survey to children participating in the project.
- Presentation and signing of informed consent by the educational institution and

- parents.

First Moment: Introduction of the Interschool correspondence.

Stage 1: Writing the Interschool correspondence.

The interschool correspondence technique was carried out during 10 sessions in 2016.2, starting in September 8th to November 24th, within - OPE. The children of fifth B grade from Carlos M. Simmonds began to write letters to the fifth B grade students from San Camilo School, who constantly received, read and replied them in each session.

Letters were written according to the topics taught in English, the influence on students' understanding and the attitude they had in the writing skill in the L2.

From this process 300 letters were written.

Stage 2: Data registration and collection.

After each session, the information was recorded in a format arranged for that purpose. The "*Tell the story format*" noticed of the description, narrative and reflection of the experience lived in each session and provided elements for the next session.

At the end of this stage, one survey was carried out to the children, and an interview to the participating groups teachers from the different schools, in order to identify the contributions provided by the interschool correspondence in the English learning process as a foreign language. The surveys and interviews allowed the project researchers to analyze how much contact

the students had with the English language and its influence in writing attitude towards English learning.

Second moment: Data analysis.

In this moment the following diagram is divided in cultural, axial and selective categories that summarize the experiences lived by children during the process of the interschool correspondence and that are named in following way.

Cultural category:

1. A new adventure is about to start
2. Writing has opened the door of knowledge for them..
3. A tribute to knowledge
4. Imagination and creativity.
5. "*Five plus five*" a meeting between you and I.
6. Welcome little writers!

Axial Category:

1. Writing has opened the door of knowledge for them.
2. I know, imagine and create.
3. The result of 5 +5 was what gave the welcome to the writers.

Selective Category:

-The writing provider of imagination and knowledge among students.

To understand what we have done please refer to the following diagram.

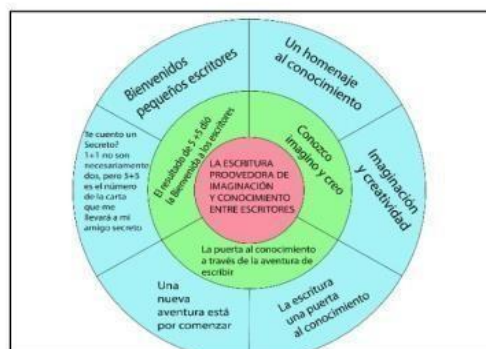


Figure 1. The writing provider of imagination and knowledge among students.

With the introduction of the inter - school correspondence technique several feelings and emotions such as expectation, imagination, creativity, curiosity, emotion, interest for learning and motivation, new knowledge, favorite topics, news ways to express themselves -drawings and candies-, confidence between themselves and with others arose throughout the process of writing letters and each time these were evidenced in the sessions developed for the project.

With respect to the contributions generated by the introduction of the Inter-school correspondence technique, it is remarkable to mention that the motivation played an important role in children participating in the project, by reason of it awoke the interest to learn in a foreign language –English- so, the student teaching got stimulate them to write letters to another one, their pen pal. Children found by

In this way their interest was free and they found this kind of activity as “... *motivated activities are ones for which there is no apparent reward except the activity itself.* (Brown, 2007, p. 88).

Inside of the contributions it is important to mention, the linguistics aspects that arose between children participating in the project. As to pragmatic level is evident that children were able to use some words, sentences, phrases and expressions in English, with their student teaching and classmates, during the development of the classes. Evidence of that is when children entered to the classroom and greeted to the teaching student in English, they said: *Good morning teacher!, Hi teacher!, How are you today?, I’m fine, thanks and you?, I am great!, I am good!* Between their classmates sentences such as *Hi! Hello! How are you today?*

Second, the students created a continuous communication; one example of this is the student Yely who wrote to Natalia *To: my friend. My name is: Yely Benavides. I am from Popayan. I study in San Camilo. I am ten years old. I am fine thanks!. How are you today?. Do you like Halloween?. Bye, bye. Will you use a disguise? What is your phone number?. Hello Yely Benavides. How are you today?. What is your cellphone number?. Do you have facebook?. What is your favorite food?. What is your favorite animal? My favorite animal is rabbit. I like to draw you any special thing.* So, children were able to communicate between them with the situation presented in the classroom and their interest too. In this regard, Garrido et al., (2007) “... *la escritura es*

as: expression, communication and creation to give birth to the freedom and leadership to the student of transmit his thinking, feelings and ideas through the curiosity and question about his own life.

With the letters the students found a way to tell something and also to learn and reinforce the foreign language; so, when the teacher offers an appropriate space, the children feel comfortable. Éliisa Freinet affirms:

Animar a los niños a escribir libremente acerca de lo que interesa, sin otra preocupación que la de proporcionarles la ocasión de expresar algo que viven, que sienten, que piensan; obtendrán no sólo documentos extraordinariamente preciosos para el alma infantil, sino también obras de arte acabado con las que ni siquiera podrían compararse las composiciones preparadas según las antiguas recetas (1978,p.51).

Some examples of the contribution of school correspondence to the expression, communication and interaction was given by expressions in their letters. Children discovered that the cooperative work facilitated their writing and reading process of the letters.

It was seen by the OPE student who wrote:

little by little and with different alternatives we have been improving the management of time, for example,

pero que ellos saben cómo se escriben y cómo se leen.”

In the syntax level the students were able to construct sentences in a correct form; it means in terms of the

work in pairs facilitated the reading, besides that between them helped when some of them did not know how say something that they desired.

With the technique we can notice that the children use the drawings to communicate and it emerged as a means of expression between them. It is important to mention that drawings are the first reactions in a reason of being in children. Since drawings aided them to learn, experiment, analyze and understand. “the drawings, expression of a personality anchors to the life” (Freinet, 1984, p.18). The students included in their letters a special drawing each time that they wrote. So, with the correspondence, writing is reinforced and it improved constantly, because it was perceived as innovative and refreshing to the spirit of children. During the process the children also discovered that their letters were special for them, for that reason, they tried to improve it and in that way, create a strong communication between student and the teacher who was the person who offered the confidence necessary to have a better interaction; *me gusta escribir en ingles... ya que uno avanza para cuando uno está grande iniciar una carrera.* said one of the children to his teacher.

The magic of writing is a special feeling that each person experiences and expresses in different ways, these feelings were expressed through the intrinsic motivation that the school correspondence awoke as a

is he? All these expressions are examples that allow us to confirm what Freinet wanted with inter school correspondence, proposing principles such

ANNEX 3. TELL THE STORY FORMAT



Universidad del Cauca
Facultad de Ciencias Humanas y Sociales
Departamento de Lenguas Extranjeras
Salón Pedagógico: Lengua, Cultura y Formación - SPA/af
Grupo de investigación:
Línea: Niños Niños Lengua y Cultura

LA CORRESPONDENCIA INTERESCOLAR EN EL PROCESO DE APRENDIZAJE DEL INGLÉS, COMO LENGUA EXTRANJERA, EN NIÑOS Y NIÑAS DE BÁSICA PRIMARIA

Name of School:	Classification: Observation and	Number: U1	
Subject:	Grade:	Time:	Type of school (public or private)
Number of students:			
DESCRIPTION: (A brief description of the school) Address, neighborhood Distinguishing features of the school			
TELL THE STORY DESCRIPTIVE/NARRATIVE LEVEL			
WRITTEN NARRATION:			
1. BEGINNING OF THE LESSON			
2. DEVELOPMENT OF THE LESSON			





*Universidad del Cauca
Facultad de Ciencias Humanas y Sociales
Departamento de Lengua Extranjera
Salón Pedagógico: Lengua, Cultura y Formación - SPALF
Grupo de investigación
Línea: Nuevos Nuevos Lengua y Cultura*

3. END OF THE LESSON

REFLECTIONS/ACTIONS

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 1

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 2

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 3





Universidad del Cauca
Facultad de Ciencias Humanas y Sociales
Departamento de Lenguas Extranjeras
Eje Pedagógico: Lengua, Cultura y Journalism - SP/14/
Grupo de investigación
Lúcia: Niños Niños Lengua y Cultura

CONTRIBUTIONS TO THE GENERAL OBJECTIVE	
Type of chart: Narrative	Presented by: (Students' names) City: Date :

APENDIXES:

- Photos
- Pictures
- Letters



ANNEX 4. Survey 1: The importance of English Language in our Personal life.

UNIVERSIDAD DEL CAUCA FACULTAD DE CIENCIAS HUMANAS Y SOCIALES PROGRAMA DE LIC EN LENGUAS MODERNAS INGLÉS - FRANCÉS Título del proyecto: TEXTO LIBRE Y DE LA CORRESPONDENCIA EN EL APRENDIZAJE DEL INGLÉS Nombre de la encuesta: IMPORTANCIA DEL INGLÉS EN LA VIDA PERSONAL				
Fecha:		Grado:		Grupo:
Institución educativa: INSTITUCIÓN EDUCATIVA CARLOS M SIMMONDS SEDE CENTRAL				
Nombre:		Edad:	Género:	M F
Desarrolle las siguientes preguntas.				
1. ¿Crees que es importante aprender inglés? Sí ____ No ____ ¿Por qué? _____ _____				
2. ¿Has recibido clases de inglés? Sí ____ No ____				
3. ¿Qué te gustaría aprender en la clase de inglés?				
4. ¿Que sientes en la clase de inglés?: Escribe Si o No				



Diversión: _____	Aburrimiento: _____
Alegría: _____	
Tristeza: _____	Tranquilidad _____
Miedo: _____	

5. ¿Cuentas con material en tu casa para aprender inglés?
Si _____ no _____

¿Cual?

6. ¿Qué tipo de material has utilizado para aprender inglés en el colegio y otros lugares?

Internet _____ Libros _____ Revistas _____ Cuentos _____ Cds _____
_____ Juegos _____

Diccionarios _____ Enciclopedias _____

7. ¿Qué es lo más difícil de aprender inglés para ti?

8. ¿Cómo te pareció esta encuesta? Escribe Sí. o No
Fácil: _____ Difícil _____



ANNEX 5. The Signing of informed consent by the educational institution and parents.



Universidad del Cauca
Facultad de Ciencias Humanas y

Departamento de Lenguas Extranjeras
Programa de Licenciatura en Lenguas Modernas Inglés - Francés

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN EL PROYECTO:

LA CORRESPONDENCIA INTERESCOLAR EN EL PROCESO DE APRENDIZAJE DEL INGLÉS, COMO LENGUA EXTRANJERA, EN NIÑOS Y NIÑAS DE BÁSICA PRIMARIA

Directora del Proyecto:

María Cistina Garrido Ramírez

Co-investigadores:

Lina María Folleco Solarte
Angelica María Guevara Velasco
Juan Carlos Joaqui
Francy Giseth Martínez Murcia
Diana Liceth Portilla Moreno
Yobana Ruiz Muñoz.

Estudiantes de licenciatura Lenguas Modernas Inglés – Francés de la Universidad del Cauca

Lugar donde se realizará el estudio: Instituciones Educativas Carlos M. Simmonds Sede Principal e Institución Educativa Técnico Industrial Sede San Camilo, en Popayán, Cauca.

Nosotros como grupo de investigación queremos introducir la correspondencia inter-escolar propuesta por el pedagogo francés, Celestin Freinet, a los niños y niñas de quinto grado de básica primaria de su institución, con ella pretendemos brindar a los niños y niñas un espacio que fomente la motivación, la creación, para desarrollar la habilidad de la escritura del Inglés como lengua extranjera. Nuestro grupo considera que la correspondencia contribuye al aprendizaje del inglés como lengua extranjera, por medio de la escritura, ya que así se pueden expresar pensamiento y experiencias de los niños en un idioma extranjero. Para atender estos propósitos el grupo de plantea las siguientes preguntas:

¿De qué manera contribuye la correspondencia inter-escolar a la expresión, la comunicación e interacción en niños y niñas de Básica Primaria?

¿Cuáles son las implicaciones de tipo práctico y teórico al introducir la correspondencia inter-escolar en el proceso de aprendizaje del inglés, en niños y niñas de Básica primaria?

¿Cuáles son los aportes que brinda la correspondencia inter-escolar, en el proceso de aprender el inglés como lengua extranjera?

¿Cuáles son los temas con los cuales los niños y las niñas de Básica Primaria se identifican en el proceso del aprendizaje del inglés como lengua extranjera.

Como objetivo general el proyecto plantea:

Introducir la correspondencia inter-escolar en el proceso de aprendizaje del inglés como lengua extranjera, en niños y niñas de Básica Primaria en Carlos Mario Simmonds, Sede Principal e Institución Educativa Técnico Industrial, Sede San Camilo.



Como objetivos específicos:

Identificar los aportes que brinda la correspondencia interescolar, en el proceso de aprender el inglés como lengua extranjera.

Definir los temas con los cuales los niños y las niñas de Básica Primaria se identifican en el proceso del aprendizaje del inglés como lengua extranjera.

Contribuir a la expresión, la comunicación y la interacción, de niños y niñas de Básica Primaria, a través de la correspondencia interescolar.

La metodología privilegia es la sistematización a través de la Teoría fundada. Como insumos para dicho trabajo se utilizarán los videos, actas y fotografías registrados durante el proceso.

CARTA DE CONSENTIMIENTO INFORMADO

Yo, _____, identificado con c.c. No. _____, de _____, padre/ madre/ acudiente del niño(a) _____ estudiante de la Institución Educativa _____, Sede _____, municipio de Popayán, Cauca, doy mi autorización para la ejecución del proyecto "LA CORRESPONDENCIA INTERESCOLAR EN EL PROCESO DE APRENDIZAJE DEL INGLÉS, COMO LENGUA EXTRANJERA, EN NIÑOS Y NIÑAS DE BÁSICA PRIMARIA".

En este sentido,

- Entiendo que la información suministrada durante el seminario será utilizada para fines netamente académicos y pedagógicos y pueden ser publicados con fines científicos.
- Entiendo que el proyecto consiste en la sistematización de la experiencia llevada a cabo en los diversos espacios correspondientes entrevistas, encuestas, lectura, escritura y lengua extranjera, en el que mi niño(a) ha participado.
- Entiendo que se utilizarán los videos, registros escritos, escritos, diarios de campo y fotografías correspondientes a dichos espacios, en los cuales mi niño(a) ha participado.
- Entiendo que el proyecto no existe ningún riesgo o efecto colateral que comprometa el nombre de mi niño (a) o el de la institución educativa.
- Entiendo que soy libre de aceptar o no la participación de mi niño(a) en el proyecto.

NOMBRE: _____

FIRMA: _____ c.c. No. _____

Popayán, _____ de junio de 2016.

ANNEX 6: Formato Institucional de salidas pedagógicas

Institución Educativa Carlos M Simmonds.



INSTITUCION EDUCATIVA CARLOS M. SIMMONDS
Resolución de Reconocimiento Oficial
No. 20141700023564- Abril 30-2014
NIT. 817001799-4 CÓDIGO DANE: 119001000575

1. FORMATO INSTITUCIONAL DE SALIDAS PEDAGÓGICAS

Área: Idiomas - Inglés

Docente responsable: Maria Enitina Gamelo R.

Grado: 5B

Estudiantes Monitores de disciplina:

1. Juan Carlos Joaquín - St. Unicauca -
2. Francy Gisella Martínez - St. Unicauca -
3. Juan Carlos Pisco
4. Danny Alexa Vainas

Fecha: 24/11/2016 Hora Salida: 7:15 am, Hora Llegada: 9:30 am

Lugar de destino: Sede San Camilo I.E. Industrial

Objetivo de la Salida: Encuentro final con los niños de la sede San Camilo en el proyecto de la correspondencia inter-escolar del Programa de Lenguas Modernas - Unicauca.

METODOLOGÍA

1. Socialización a los estudiantes y padres de familia del Reglamento de Salidas, objetivos, generalidades y recomendaciones de la misma.
2. Selección de Estudiantes Monitores para el Control de la Disciplina.
3. Firma de Autorización por parte de los padres de familia.
4. Firma de Acta de Compromiso por parte de los estudiantes.
5. Autorización de salida por parte del señor Rector.
6. Acompañamiento de padres de familia (Opcional).
7. Organización de los estudiantes.

NOTA: Para las salidas pedagógicas que no estén contempladas en el cronograma general 2016, deberán solicitarse como mínimo 10 días hábiles antes de la fecha estipulada para la realización de la misma, cumpliendo con los requisitos previamente mencionados.



INSTITUCION EDUCATIVA CARLOS M. SIMMONDS
Resolución de Reconocimiento Oficial
No. 20141700023564- Abril 30-2014
NIT. 817001799-4 CÓDIGO DANE: 119001000575

AUTORIZACIÓN A SALIDA PEDAGÓGICA

El rector de la Institución Educativa Carlos M. Simmonds de la ciudad de Popayán, Magister
NESTOR ALFONSO DORADO DAZA, autoriza al docente
Hanna Cristina Gamero identificado como aparece al pie de su firma para
realizar la salida Pedagógica Encuentro con el Proyecto Correspondencia - Impuls
en la fecha 24/11/2016 hora 7:30 a 9:30, a realizarse en
I.T. Sin Camión.

Docente a Cargo de la Salida: Hanna Cristina Gamero R. / Docente única

Firma:

Hanna Cristina Gamero

Doc. Identidad:

36174361

NÉSTOR ALFONSO DORADO DAZA

Rector