Enhancing 9th grade students' written production skill through the creative writing strategy

at Monseñor Ricardo Trujillo Gutierrez school: An action pedagogical research

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Chapter I: General overview

The foreign languages program: English-French at the University of Pamplona in its professional field, offers students the opportunity to exercise their teaching role (integral practice) in the last academic semester, thus obtaining a great personal and work experience and in this way to achieve the optimal performance of the pre-service teachers; for this reason, this document presents three main components which were divided into seven chapters related to the institutional missionary axes and program that made up the project of this practice that was carried out during the first semester of the present year (2021), these chapters were: General overview, Institutional Observation, Research and Pedagogical Component, Community Outreach Component, the Intra-institutional Activities Component, Reflective Approach, and finally Design of Material.

The second chapter referred to the observation made at the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" (IEMRTG) school which aimed at identifying the difficulties presented by the 9th-grade students in the English area in order to enhance them. In addition, to know the PEI, the handbook, the different methodologies and ways in which teachers imparted their classes, among others aspects.

The third chapter (research and pedagogical component) referred to the need that arose during the observation made at the "IEMRTG" school in the municipality of Cucutilla, in which it was shown that students had a high range of knowledge regarding the

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English grammar; however, they lack practice in the written production competence. That is why, the strategy to improve this ability is through the implementation of creative writing as a support tool for students, that is, the creation of acrostics, anagrams, short poems, among others, in order to reinforce it.

Similarly, the fourth chapter (community outreach component) referred to the pre-service teacher's scholar incorporation to contribute with the children's community regarding their English learning (primary school students). Its objective was to be a support or orientation with respect to the different needs that may arise in the foreign language teaching.

In addition, the fifth chapter (Intra-institutional activities Component) showed the different roles that trainee teachers must face in terms of extracurricular activities such as meetings with parents, flag-raising, cultural events, etc., proposed by the beneficiary institution; the above, to have a better development in a more real context outside the classroom.

Concerning the sixth chapter, it was related to the reflective approach made through some narratives which were carried out during the integral practice.

Finally, the seventh chapter was the design of material created for the institution taking into account that due to the national strike in Colombia, it was not possible to complete the weeks of practice in its entirety.

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Introduction

Nowadays, the English language has become an important and relevant factor in society since it is a language considered universal and vital to communicate with the outside, because of this, in the 21st century it has become a priority to incorporate it in the educational field (Nishanthi, 2018). However, according to Sánchez (2013), he stated that Colombia does not have the necessary pedagogical resources to achieve a B1 level (Common European Framework of Reference for Languages) in high school students, placing the country in a low-level range in the English language, thus hindering future possibilities for students in their field of work.

In addition, with regard to the production writing skill, Colombia needs teachers who are guidance and support especially in public schools in order to promote an improvement in the student's language level, so that, they increase a greater active participation outside the classroom.

Considering the aforementioned, most of the 9th grade students, in view of the observation made, during times of pandemic presented difficulties to write and at the same time understand English as a foreign language (EFL), taking into account that the development of face-to-face classes was hampered, which is why the students' practice stopped, throwing unevenness in their learning. Thus, this project was focused on the

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implementation of a new strategy called "creative writing" which allowed students to explore their creativity for writing.

Therefore, this research action allowed the pre-service teacher to develop their commitment to the learners, making possible the trainee teachers to meet the previously established objectives which were based on the written production improvement, as well as being a support to make them feel more motivated when participating in the proposed activities.

Justification

Bearing in mind that EFL comprises four (4) essential competences (written and oral production and comprehension) to work individually each one, since doing it together is a little complex considering that each of them has its degree of difficulty, in addition to grammar which is another important factor to learn the language in its entirety, it becomes important to implement new methodologies and strategies every day more and more (Marlina, 2018).

That is why, through this project in which not only the student body and the primary school were benefited but also the pre-service teacher, taking into account she had the opportunity to perform the different teachers' roles and was able to develop new teaching skills and in the same way put into practice what they have learned in previous semesters, it

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was intended to improve the written production competence since it is a skill that can be worked on through the guides and workshops that the institution provides to students in these times of pandemic.

On the other hand, it was expected that this project helped students to have more confidence in themselves, motivate them to learn and acquire new vocabulary which will facilitate their understanding and the way to express themselves in a written way in a foreign language, in this case, English.

Objectives

General objective

- To enhance the 9th grade students' written production through the use of creative writings.

Specific objectives

- To reinforce the primary and basic secondary English language learning at the "IEMRTG" school in Cucutilla.
- To participate actively in the extracurricular activities proposed by the "IEMRTG" school.

Conclusions

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By accomplishing the integral practicum process in the "IEMRTG" school, there was progress in the development of the practitioner teaching skills and abilities, considering that she was able to perform her role as a teacher both in primary and secondary school using her own methodology, making this experience in the field of education more enriching.

With respect to the pedagogical and research component, the trainee was able to meet the established objectives, considering the eight-week practice. The ninth-grade students' progress was evidenced when analyzing their different written works in terms of vocabulary and grammar alongside with their writing creativity. In addition, and what was able to be corroborated through the semi-structured interview, students could express their affinity with the project and the way it was conducted, letting it be known that this new strategy was beneficial for their learning process in their English language.

Now, talking about the outreach component, it was evident that primary school students, more specifically the first to fifth-grade courses, were favored in the acquisition of new vocabulary in English thanks to the use of flashcards; being the above considered by assessing the students' progress from one activity to another. Not only did they learn to identify key words and to write them, but also to pronounce each word accurately; highlighting the role of the practitioner when supporting them to improve this skill.

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Regarding the third component, which was related to the intra-institutional activities, the pre-service teacher had the opportunity to participate in three activities carried out by the institution which allowed her to recognize how important it is to be involved in them since it is possible to know the different contexts in which the educator should function.

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Chapter II: Institutional Observation

In order to have a broader knowledge about the institution where it was carried out the practice and conceive a proposal for the project that was executed, it was crucial as the first stage to make an observation that lasted one week, in which the necessary guidelines were implemented to know the different school characteristics, challenges that may arise throughout the teaching-learning process, part of the methodology used to impart knowledge to its students, and inquire about its needs in the English language area. For this, aspects such as the institutional educational project (PEI), the handbook and the Ministry of National Education (MEN) (Ministerio de Educación Nacional) guidelines were taken into account in the face of the health emergency that the world is going through; the above to be more familiar with the educational institution.

Location

The "Institución Educativa Colegio Monseñor Ricardo Monseñor Trujillo Gutiérrez" school was founded on September 30, 2002 and is located in the urban area of the municipality of Cucutilla (Norte de Santander). This institution offers the preschool, basic primary and secondary, technical middle levels; additionally, the human being for young people and adults' program. It has three main seats which are the following: "Alirio Lizcano Sanchez", "Matilde Silva de Villamizar", and "Teresa Antolinez Albarracin";

however, this proposal was conducted in the last one seat only, which is specifically located on Kra. 6 No. 4-01. Road to Pamplona. San Isidro neighborhood.

Authorities

The "IEMRTG" school authorities are hierarchical organized as follow:

✔ Yogin Gabriel Bustos Ortega (The dean)

✔ Gustavo Duran Suarez (Coordinator)

Documentary analysis

Administrative level

● **Institutional Educational Project (Proyecto Educativo Institucional, PEI in spanish)**

Figure 1. School

The Educational Institutional Project (PEI) aims at training the student as an integral person so that he or she becomes a citizen with exemplary attitudes, promoting in this way the perennial values of society such as: respect, tolerance, morality, equity, among others. Likewise, the PEI guarantees a commitment to care for students with disabilities in access, permanence and inclusion, making visible a flexible curriculum so that their training process is ensured, in addition to being allowed to advance according to its potentialities.

Furthermore, this institution is based on the pedagogical constructivist approach which focuses on the cognitive development of the student in order to search a meaningful learning. On the other hand, to achieve the formation of people who generate positive change and social prosperity, the "IEMRTG" institution is based on the following

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fundamentals: philosophical, sociological, axiological, epistemological, pedagogical, and legal.

Likewise, the educational institutional project of this school includes social, cultural, investigative, and technological factors in order to promote the development of new knowledge, stimulating the student's creativity and imagination. Below, you can find the most significant institutional elements:

Mission

The "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school of Cucutilla, Norte de Santander, integrally trains students from preschool to eleventh grade, formal education for adults and the disabled population, so that they acquire and promote values, are able to generate progress, apply ICTs, their Human Rights, their DHSR, the environment, apply research in their training and are academically competent for job performance and/or entering higher education.

Vision

The "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school will be in 2021 one of the best in the region; human, quality, competitive, inclusive and investigative in the modality that it offers, where they are consolidated: responsibility, respect for people, for human rights, DHSR, protection of the environment; where ICTs are applied, pluralism,

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a healthy coexistence is practiced, to contribute to form a peaceful and progressive society, so that students are able to build their life project, achieve their individual, family and social expectations and goals.

School symbols
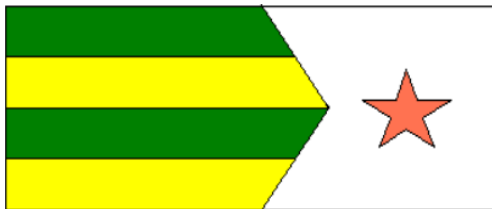
Figure 2. Institutional flag

Figure 3. Institutional shield

"RESPONSABILIDAD, SABIDURÍA, TRABAJO"

Figure 4. Motto

Physical facilities

The "Teresa Antolinez Albarracin" seat where this project was executed is located in the "San Isidro" neighborhood, road Pamplona. It has a two-level plant, in the first level there are ubicated the 10th and 11th grades, accounting, computer rooms, video room, coordination office, psycho-orientation office, teachers' room, 5 classrooms, chemistry and biology laboratory, a multiple classroom, two courts, one for micro and one for basketball, school store, sports room and sanitary battery. On the second level, the 8th and 9th grades operate, as well as a warehouse for marching band implements and a table tennis coliseum.

Organization chart

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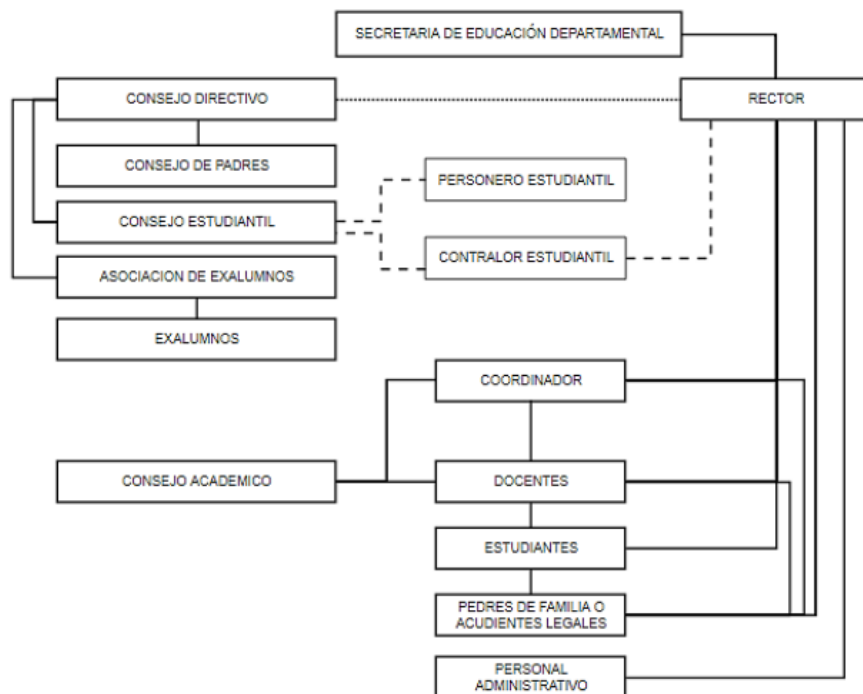
Figure 5. Institutional organization chart

Handbook

The "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" handbook aims at contributing to the formation of the student's personality, through academic improvement and the acquisition of habits of good civic and citizen behavior, of responsibility and respect, essential in the scope of goals and purposes. Likewise, to form active citizens who contribute to the construction of a democratic, participatory, pluralistic, and intercultural society.

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This document describes important terms for the institutional system of school coexistence and human rights training, education for sexuality and the prevention and mitigation of school violence, these are the following:

a. Citizen competences

b. Education for the exercise of human, sexual and reproductive rights

c. Bullying

d. Cyberbullying

e. Conflicts

F. Conflicts handled improperly

g. Aggression

h. Sexual violence

i. Violation of the children and adolescents' rights

j. Restoration of the children and adolescents' rights

On the other hand, the handbook purpose is to establish the principles, rights and duties of teachers and teaching directors, parents, administrative officials, and students, which includes a description of the characteristics of the school uniform. All this in order to

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establish commitments and promote in the educational community in general habits of responsibility in the different facets of their lives.

Besides, the "IEMRTG" institution seeks to apply strategies for overcoming conflicts, with respect for the constitutional right of due process, that develop in the student an attitude of change for the sake of healthy and peaceful coexistence, thus promoting civic, citizen, and environmental as important values, and also respect for diversity and social justice among the members of the Educational Community. For this, the creation of guidelines for assistance in situations that affect the school coexistence of the school was required.

- **MEN guidelines and regulations for health emergencies**

The "COVID-19" brought great consequences for the world, thus affecting several factors, including education, which is why face-to-face classes were forced to be detained and take virtuality as a second alternative. Under these guidelines, the Ministry of National Education (MEN) in conjunction with the education secretary, the educational directors and educational institutions teachers, has worked on the strategy "juntos en casa lo lograremos muy bien (in Spanish)" in order to give continuity of the educational trajectory of children and young people in the health emergency framework. These orientations were directed directly with the teacher's commitment, students, but above all with parents, who came to play an important role in student life during the pandemic.

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On the other hand, the MEN applied different guidelines to continue advancing in the classes, for this it implemented strategies such as printed and audiovisual educational resources (television and radio), physical and printable resources (flexible texts and workshops), digital educational resources such as computers, tablets, and cell phones which allows teachers and students to maintain an interactive dynamic through digital learning environments, and finally virtual educational resources which are completely linked to the internet and focus on distance teacher support to meet the students' needs educational activities, all this to the development of prioritized learning. In this mediation, the interaction is direct and synchronous, a new challenge for the educational community in general.

According to the above, the "Institución Educativa Monseñor Ricardo Monseñor Trujillo Gutiérrez" school, adhering to the provisions of the MEN, in the year 2020 implemented the use of guides and workshops which were delivered directly to parents every month, considering that the students of this institution live mostly in the rural area of the municipality.

Working day

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BÁSICA SECUNDARIA Y MEDIA TÉCNICA.

Entrada de docentes y estudiantes		6: 20 a.m.
1°	Período de clase.	6:30 a.m. a 7.25 a.m.
2º	Período de clase.	7:25 a.m. a 8.20 a.m.
3°	Período de clase.	8:20 a.m. a 9.15 a.m.
	DESCANSO	9:15 a.m. a 9:35 a.m.
4°	Período de clase.	9:35 a.m. a 10.30 a.m.
5°	Período de clase.	10:30 a.m. a 11.25 a.m.
	DESCANSO	11:25 a.m. a 11:35 a.m.
6°	Período de clase.	11:35 a.m. a 12:30 p.m.
Salida de docentes y estudiantes de secundaria		12:40 p.m.
7°	Período de clase.	12:30 p.m. a 1:25 p.m.
Salida de docentes y estudiantes de media		1:35 p.m.

BÁSICA PRIMARIA.

Entrada de docentes		6: 50 a.m.
1°	Período de clase.	7:00 a.m. a 7.55 a.m.
2º	Período de clase.	7:55 a.m. a 8.50 a.m.
3°	Período de clase.	8:50 a.m. a 9.45 a.m.
	DESCANSO	9:45 a.m. a 10:15 a.m.
4°	Período de clase.	10:15 a.m. a 11.10 a.m
5°	Período de clase.	11:10 a.m. a 12.05 p.m.
Salida de docentes y estudiantes		12:15 p.m.

PREESCOLAR TRANSICIÓN.

Entrada de docentes		6: 50 a.m.
1°	Momento.	7:00 a.m. a 7.55 a.m.
2º	Momento.	7:55 a.m. a 8.50 a.m.
3°	Momento.	8:50 a.m. a 9.45 a.m.
	DESCANSO	9:45 a.m. a 10:15 a.m.
4°	Momento.	10:15 a.m. a 11.10 a.m.
Salida de docentes y estudiantes		11:20 a.m.

Figure 6. Institutional working day (face to face)

Institutional schedule and programming

The 2021school year, at the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school in the municipality of Cucutilla, began on January 11, 2021 and will end on December 5, 2021. This school calendar for students must be fulfilled during 39 school weeks.

POAI – 2020			
OBJETIVO	**ACTIVIDAD**	**FECHA**	**RESPONSABLES**
Controlar, evaluar y ajustar el PEI,PMI y otros documentos institucionales	Desarrollo institucional	• 3 semana: 11 al 31 de enero de 2021. • 1 semana: 29 de marzo al 4 de abril de 2021. • 1 semanas: 11 de octubre al 17 de octubre de 2021. • 1 semana: 29 de noviembre al 5 de diciembre de 2021.	Rector, Coordinador y Docentes
Desarrollar las actividades académicas, curriculares y extracurriculares con los estudiantes y la comunidad	Períodos lectivos	Primer período lectivo: Inicio el 1 de febrero y finalización el 20 de junio. (19 semanas) Segundo período lectivo: Inicio el 5 de julio y finalización el 28 de noviembre. (20 semanas)	Rector, Coordinador, secretaria y Docentes
Informar, verificar y organizar los aspectos relacionados con las actividades institucionales a los docentes	Reuniones ordinarias del consejo general de docentes	25 de enero (tarde) 1 de febrero 3 de marzo 6 de abril 4 de mayo 2 de junio Otras de acuerdo a las circunstancias del periodo de anormalidad.	Rector y Coordinador.
Controlar y proponer los ajustes al Plan de Mejoramiento Institucional y otros aspectos de la labor escolar	Reuniones ordinarias del equipo de calidad	12 de Febrero. Otras establecidas según cronograma del mismo equipo de calidad.	Rector y Coordinador.
Cumplir con lo ordenado sobre la vinculación de los bachilleres para apoyar a la comunidad en sus necesidades	Proceso de ajuste y entrega del documento escrito, desarrollo y finalización del proyecto social obligatorio de estudiantes de 11° grado.	Hasta el 26 de febrero: Entrega ficha de inscripción Hasta el 5 de noviembre: Finalización y verificación del producto	Dirección y Coordinación. Docente Orientadora Secretaria

Figure 7. Institutional schedule

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CERTIFIED MANAGEMENT SYSTEM
IQNet

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Below, you will find the institutional chronogram that will be followed and adapted in a virtual way:

Participar democráticamente en la elección de los representantes respectivos.	Elección de representantes de los docentes al consejo directivo y al Consejo académico.	Enero 12	Rector y Coordinador.
Participar democráticamente en la elección de los representantes respectivos.	Elección del representante de los docentes al Comité de Convivencia	Enero 25	Rector y Coordinador.
Fomentar los valores de respeto y religiosidad en los estudiantes.	Miércoles de ceniza.	Febrero	Coordinador
Participar democráticamente en la elección de los representantes respectivos	Elección del consejo de padres, representante de padres de familia y representante de exalumnos al Consejo Directivo	Febrero 25	Rector, Coordinador y Docentes
Informar a la comunidad sobre el funcionamiento institucional en todos sus aspectos	Rendición de cuentas	Febrero 25	Rector
Socializar las funciones y dar legalidad al Consejo de padres y diseñar cronograma y plan de acción	Instalación nuevo consejo de padres. (elección de dignatarios)	Marzo 2	Rector
Participar democráticamente en la elección de los representantes respectivos	Elecciones estudiantiles. (Personero, Consejo, contralor, grupo de apoyo y representante al consejo directivo)	Marzo 5 (10 a.m.)	Coordinador y Profesores: Marcos, Dilié, Martha Zuney, Elsa Aurora, José del Carmen y Martha Soffy.
Socializar las funciones y dar legalidad al Consejo Directivo y diseñar cronograma y plan de acción	Instalación nuevo consejo directivo.	Marzo 9	Rector
Socializar las funciones y dar legalidad al Comité Escolar de Convivencia diseñar cronograma y plan de acción	Instalación comité escolar de convivencia.	Marzo 10	Rector Coordinador y Orientadora Escolar.
Analizar, evaluar y ajustar las estrategias de mejoramiento para alcanzar la excelencia educativa	Día de la excelencia	Fecha que indicará el MEN	Rector, Coordinador y Docentes

Figure 8. January, February, and March institutional chronogram

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Pedagogical level

English classes observations

During the first week of the foreign languages program teaching practicum, English: French, some virtual tutorials carried out on platforms such as Meet of the ninth and tenth grades were observed. Roughly, it was possible to identify the constant use of the mother tongue by the students, as well as by the teacher, since when she intervened in the foreign language (English), she immediately had to translate considering that the students did not understand mostly.

Now, talking about the class development, it began with the call to list, then the teacher made a socialization of the diagnostic test that was implemented in February of this year (2021), which was filled out by the students through the guides provided at the beginning of the school year.

Additionally, the active students' participation could be evidenced when answering the questions made by the teacher, which were related to grammar exercises. Finally, from a general point of view, the teacher's methodology encourages the students to have self-confidence and positive behavior; therefore, the class became a positive learning environment.

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English classes planning

Figure 9. English teacher classes planning

English Classes Books

Considering 9th, 10th and 11th graders, teachers are required to use the following English books proposed by the Ministry of National Education (MEN) (Ministerio de Educación Nacional):

✔ English book for 9th graders proposed by the MEN, entitled "English, please".
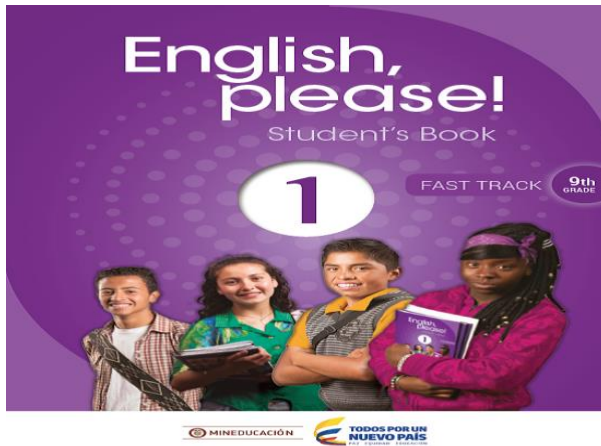
Figure 10. 9th-grade English guidebook

✔ English book for 10th graders proposed by the MEN, entitled "English, please" as well.
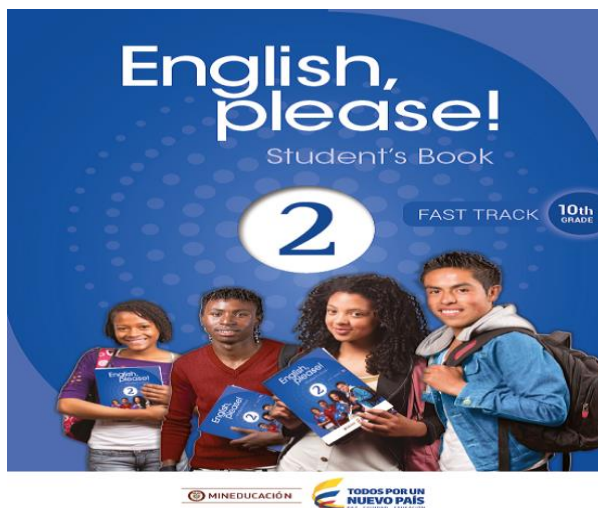
Figure 11. 10th-grade English guidebook

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It is important to specify that for the 11th-grade, the teacher focuses mostly on preparing students for the ICFES tests of knowledge.

Curriculum

In order to have a guide for the programmatic contents to follow, it was established the following curriculum by the English teachers:

Plan de Área de Inglés I.E.M.R.T.G. | 2019

PLAN DE ÁREA DE INGLÉS

LIC. GLORIA LUCIA CARVAJAL MENESES
LIC. LIZETH TATIANA JAIMES CAPACHO
LIC. VILMA CAROLINA FLORES MOGOLLÓN

GRADO: 9°			PERIODO: primero		
ESTÁNDARES	DBA (si aplica)	EVIDENCIAS (si aplica)	CONTENIDOS	TRANSVERSALIDAD CON OTRAS ÁREAS	DESEMPEÑO
Escucha: ♥ Sigue instrucciones relacionadas con actividades de clase. Lectura: ♥ Identifico palabras relacionadas entre sí sobre temas que me son familiares. Escritura: ♥ Escribo información personal en formatos sencillos. Monologo/ conversación:	Intercambia información personal.	Susi: In this video, we can see that the number of pregnant teenagers has increased. The government has developed many campaigns but this situation continues. Lili: That´s right. Also, it was interesting to hear that teenagers don´t think about the consequences of their actions and don't like to use contraceptive	♥ GREETINGS AND INTRODUCTIONS: MYSELF AND OTHERS. PERSONAL INFORMATION (my ♥ name is...I am...years old, I'm from...where do you live? My favorite color is...my favorite Tv program is...)		Saber SUPERIOR: ♥ Sigue con facilidad instrucciones relacionadas con actividades de clase. ♥ Desarrollo apropiado del pensamiento a través del uso adecuado de la noción relacionado con los saludos. ♥ Participa en diálogos sencillos con facilidad preguntando y dando números telefónicos. ♥ Comprende preguntas sencillas sobre él, su familia y su entorno. ♥ Recuerda con facilidad el

Figure 12. English area plan (9th- grade)

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Modalities for accompanying apprenticeships

For the tutorials' development, the teacher uses platforms such as Meet or Jitsi Meet to have more direct communication with those students who have connection and can attend classes virtually, using a flexible methodology taking into account that are very few students who are connected. As another way of communication, the social network WhatsApp or email is also used, this to answer the students' doubts when developing the guides or workshops send by the institution.

Guides and materials design

The guides design is planned with the following "IEMRTG" School planning format:

Figure 13. Guides' design

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Schedule

Figure 14. Supervisor's schedule

Technological level

The educational institution for the year 2020 implemented as only option the monthly guides development, taking into consideration that most of the students did not have internet access since they live in the rural area of the municipality, for this year 2021, in addition of the guides it was proposed the use of platforms such as Zoom, Meet and Jitsi Meet to give virtual little classes and thus complement the teaching with tutorials that will be given to students who can connect to said synchronous meetings.

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Due to the above, these classes have a duration of 4 hours a day (8 am-12:10 pm) divided into two areas and with a 20-minute break, for which different resources are used such as videos, slides, and the implementation of platforms such as "Kahoot" in order to liven up the meetings. It is important to clarify that for those students who do not have the connection availability, they have as a second communication option with the teachers, asynchronous encounters that are carried out by means such as WhatsApp and the use of email. See the following example:

Table 1. Virtual class observation

VIRTUAL CLASS OBSERVATION						
Course	Platform used / Means of communication	Class duration	Class development	Materials used	Student-teacher / teacher-student interaction	Technological implements used
9th-grade	- Synchronous: Meet Asynchronous: WhatsApp	10:20 a.m – 11:30 a.m (1h-10min)	- -Call to list -Diagnostic feedback -Answer questions regarding the guides provided -explanation of the topic (Introducing yourself)	- Slides - A video -Kahoot	It could be seen that the class was developed in a pleasant way, the students were willing to learn and participate, the students were not afraid to speak because they felt confident with their classmates and their teacher.	-computer -cell phone

			-implementation of a game in "kahoot" as a support tool		In general, there was a good interaction between the two parties.	

Population level and information of the subjects

The 9th-grade divided into three courses (01, 02, 03) has 24 students each for a total of 72 students (30 women and 42 men), with an age range of 14 to 16 years and with a level of language A1 as observed.

Regarding the other dependencies of this educational institution, there are 31 teachers, two directive and eight administrators, in addition to the psychologist, the student representative, the student comptroller made up of a support group and the representative of the parents which belongs to its respective committee.

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Enhancing 9th grade students' written production skill through the creative writing

strategy at Monseñor Ricardo Trujillo Gutierrez school: An action pedagogical

research

Introduction

Language is a communication means by which people interact, express thoughts, feelings, and ideas. That is why, nowadays it becomes important not only to have the knowledge of a single language, but also to learn a second or at least acquire the basics of it to be able to communicate with the outside. Therefore, it is important for human beings to learn about the different competencies that language has (Srinivas, 2019). In this case, the language to improve is English in a public school in Colombia, for this it is necessary to know that the English language is composed by four basic skills: Reading, speaking, listening, and writing.

According to the aforementioned, the English as a foreign language learner of the "IEMRTG" find it more difficult to produce well when they are assigned different exercises in writing, being this a very important skill for communicating, bearing in mind, that language is transmitted more through writing than any other type of medium; therefore, students need effective writing skills to meet their academic needs (Chandra and Satya, 2018). Consequently, EFL teachers must meet these needs by searching for new strategies

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that help improve written production, and not only focus on the grammatical structures of the language.

Within these strategies, "creative writing" can be used as a tool to reinforce the production writing skill. According to Nasir and Bhamani (2013), imagination and originality are aspects that characterize creative writing, which allows the student to develop their cognitive thinking, likewise, to be able to produce textually in a real or fictional context, for this, it is necessary do not restrict their thoughts in any way, so that in this way they are not afraid to express themselves.

Therefore, the main focus of this proposal was to enhance the 9th-grade students' written production from the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school through "creative writing" strategy, taking into account that it has great benefits that helped these high school students to express themselves or communicate better in writing inside or outside the classroom.

Statement of the problem

Taking into consideration the observation made, the students had good use of English grammar and fully understand it, they practice the listening skill, just when they listen to the teacher, with regard to the speaking skill they used it to make short answers, and regarding the writing skill, they created short sentences, but find it difficult to create

complete texts. Therefore, the idea of this proposal was to improve the 9th-grade student's written production competence of the "IEMRTG" school through creative writing. According to the above, this issue occurs due to the lack of the competence practice and also to the few hours of direct contact they had with the language.

This proposal was guided by the following questions:

Gran-tour question

1. How could the "creative writing" strategy enhance the 9th grade students' written production skill?

Sub-questions

2. What kinds of grammar structures could 9th-graders implement at the time of writing?
3. What kind of vocabulary could students acquire during the implementation of creative writing as a support tool?

Justification

According to the needs presented in the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school in terms of the English area, it was possible to evidence the lack of the students' practice regarding their written production as well as the difficulty they had

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in creating simple sentences. Although the teachers worked on each of the competencies under the implementation of different didactic and creative strategies, the lack of the student's concentration for their skills development is very noticeable. In other words, students were afraid at the time of producing.

In addition to the above, this problem could also be reflected in the diagnostic answers made last February (2021), where the students created very short texts or even some of them only focused on the other competences and did not answer the written competence part, leaving this section empty.

Therefore, during this project, the pre-service teacher undertook to reinforce the written production of the population that was benefited, in this case, the "IEMRTG" 9th-grade students through creative writing as support tool, this was with the aim of motivating the student to write in a creative way and imagination that each one of them possesses.

Objectives

General objective

- To enhance 9th grade students' written production skill through the implementation of the "creative writing" strategy.

Specific objectives

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- To know what grammatical structures the 9th-grade students implemented when writing their creative writings.
- To know what vocabulary acquired the 9th-grade students through the implementation of creative writing as a support tool.

Theoretical framework

Bearing in mind this proposal was focused on the 9th graders' written production improvement through the creative writing strategy, it was necessary to describe some relevant concepts which were established during this section and that will help the reader to understand in-depth the study.

Writing competence

"Writing is not only one of the four basic language skills in English learning, but also an important means of exchanges of ideas in social lives. It is usually considered to be a sign of one's language competence and comprehensive quality" (Zeng, 2018). Furthermore, according to Ramelan (2003) cited by Fahmi (2016), stated that writing competence is a process by which people must think and organize, rethink and reorganize. Also, writing allows communication, information, and expressing what you feel. However, writing or learning to do it becomes difficult and even more in a foreign language since it is not only the fact of expressing ideas.

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In the same way, according to Brown, H.D. (2007, p.391) as a reference cited by Peng (2016), writing is defined as the act of how? that is, how a text is created, how it begins, how ideas are generated to reflect them in a coherent way, how to edit a text so that it has the appropriate grammar and thus understand it in its entirety, likewise, how to correct it, and finally how to obtain a final product. Therefore, the author describes writing as a complex element of language, taking into account that it includes structures, grammar, coherence, organization of ideas, and type and content of the text.

Creativity

Creativity is a word closely linked to thinking since it is in this way that completely new things, ideas or thoughts are generated, which is reduced to originality. In other words, creativity is what a person produces through their imagination, this product being novel, appropriate, genetic, and influential (Gerlovina, 2011). On the other hand, according to Richards (2013), when the student is evaluated through creativity, implementing innovative activities improves their academic achievement. In addition, creativity as a teaching strategy is a factor that facilitates the learning of a new language since it allows the learner to face new experiences facilitating their learning.

Creative writing

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Creative writing is subjective, it is the way in which the human being can express himself artistically, through this strategy a meaning can be transmitted either through images or texts which become more attractive, all this using the imagination. This genre includes acrostics, fiction, scripts, plays, stories, poems, among others. It is important to specify that each of these texts are addressed to their own audience, and in their majority are made up of a beginning, a middle and an end. In addition, for the creation of this type of writing, it is necessary to use an adequate vocabulary and define a unique style in order to maintain originality (Pawliczak, 2015).

Additionally, creative writing has some elements that must be taken into account when creating a text, some of them are the following: induction and deduction, form and structure, plot and theme, figures of speech and points of view, line breaks and stanzas, diction and dialog, suspense and conflict, exposition and narration, assonance and consonance, rhyme and rhythm, and setting and scene (The Newberry, 2012).

Literature review

Along the literature review, it was described some relevant and important studies that support this proposal which aims at 9th grade students' written production in a public school. This section was composed by the following category: Benefits of the creative writing strategy for the scholars' written production.

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Benefits of the creative writing strategy for the scholars' written production.

Hernandez (2018), in her study, carried out in Bogota, Colombia, which was focused on improving the written production of 7th-grade students, stated that the design of creative writing workshops (implemented strategy) was a satisfactory tool that led students to test their writing skills increasing their cognitive ability more and more as the difficulty of writing increased. Likewise, the author expressed benefits such as the little use of translation, acquisition of new vocabulary and structures, enhancing the students' fluency.

On the other hand, Pawliczak (2015) in in her study, she concludes that creative writing is the best strategy to improve the written production skill, taking into consideration that this tool positively influenced students, increasing their imagination and thus opening their minds to different things; in addition, an affinity for the creation of fictional texts was expressed, which draws a lot of attention in the learners since it allows them to capture their creativity on paper.

Finally, it is important to highlight that creative writing has crossed over to internationality, bearing in mind that this new strategy has been studied in countries such as Russia, Peru, and Pakistan. For example, in the following studies conducted by Avramenko, Davydova & Burikova (2018), Del Águila (2016), and Nasir, Meenoo & Bhamani (2013), it was corroborated that creative writing effectively makes students' written production skill enhanced as well as other factors such as memory function, self-

stem and greater feelings of happiness. The authors concluded that the participants'
motivation increased when writing their texts experiencing a change of attitude towards
class lessons containing writing tasks; furthermore, this type of activities makes learning
more interactive and stimulating, thus encouraging students to find more original solutions
through creativity.

Methodology

In order to fulfil the proposed objectives of this project, it is roughly necessary to
make a description of the methodology to be implemented. Therefore, it is important to
specify as a first step that the creative writing strategy will be carried out in a public school
in Colombia, for this, managing the health crisis guidelines (COVID-19) that the world is
currently going through and taking into account the "home study" that follows the
"IEMRTG" school, it is necessary to work through the planning guides that the institution
sends to the students.

Additionally, what is proposed was to explain to the benefited population, the
different concepts such as acrostics and fiction stories (workshop that was developed) in
order for them to understand and be able to carry out the activities proposed by the pre-
service teacher more easily; also, it was planned to carry out virtual tutorials to do a more
direct accompaniment with the learners, likewise, to correct their writings in order to obtain

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a well-structured text at the end of each month and thus obtain a good final product at the end of the trainee teacher's integral practice.

Description of the activities implemented in the proposal

To initiate the pre-service teacher practicum stage, she introduced herself informally first in the ninth-grade WhatsApp group, then she did it during the development of the first class.
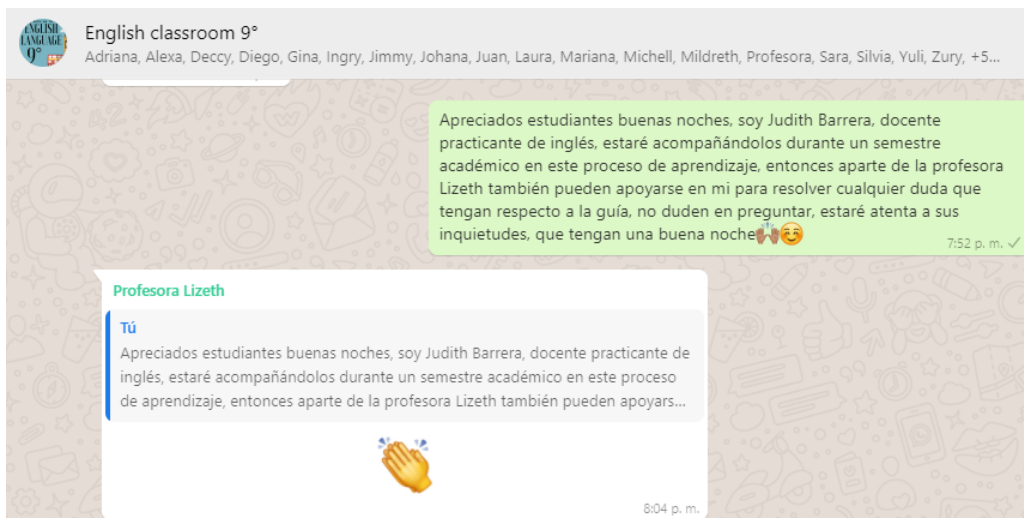
Figure 15. 9th-grade WhatsApp group

Throughout the development of this project, different activities related to either the creative writing project as well as the pedagogical field was implemented, these were: how to design class plans, preparation and search for material, be a guide for the accompaniment

of students in their process, create learning guides in the English area, be directly or indirectly involved in some labors of the institution, learn to take control in a class, be didactic, among others, all this in order to contribute to the teaching and learning of the English language, which was a great experience for the practitioner.

Lesson plans

Bearing in mind that not all the students of the "IEMRTG" school had internet connection to be able to connect to the synchronized virtual meetings, the development of this proposal was decided to be implemented through the learning guides made at home so that the strategy creative writing benefits the entire population. That is why each class should be planned only for about 10 students. Having said that, each meeting has been developed with the following planning structure (see figure 16).

Figure 16. Pre-service teacher English class planning

Now, talking about the class plans made regarding the pedagogical and research component, they have been three since, during the first two weeks of teaching practice, the pre-service teacher continued with the explanation of the topics that the English teacher had been working on previously; besides, the classes were on Mondays and some of them were holidays days, these ones carried out were the following:

1. The third class planner developed (See appendix 1) was based on the explanation of the personality adjectives vocabulary, which was the complementary topic for the first creative writing workshop (acrostic), for which a series of activities were carried out in order for the students to understand each word taught, a game was

made in Kahoot, then their respective feedback was given for better comprehension (See figure 17), in the same way, an exercise was also accomplished on the Educaplay platform; after, learners classified and created 5 phrases using the vocabulary taught, finally, information was given related to the language day flag raising.
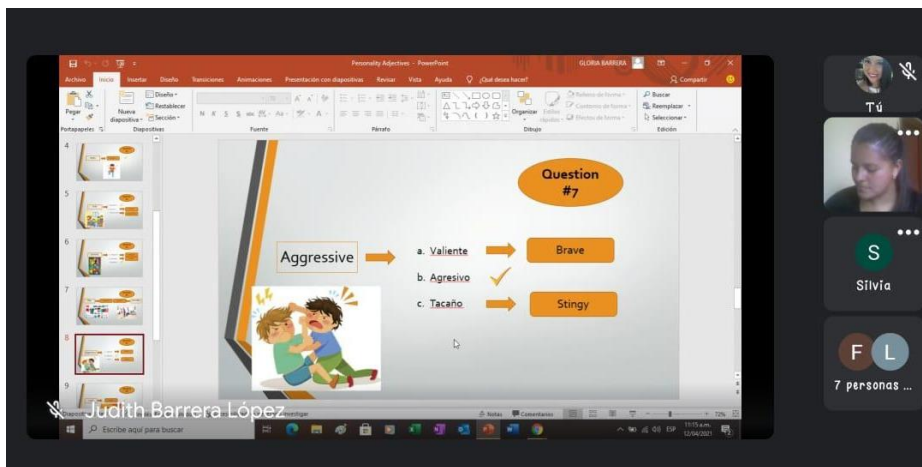
Figure 17. Feedback Activity

2. The fourth planner carried out (See appendix 2) was the one in which the project implemented by the pre-service teacher was announced, in this, the explanation of 10 negative and positive personality adjectives was continued, for this, it was achieved a game called "relate mosaic", for students review and create a phrase in English which they had to say orally in order to practice pronunciation, for this they were chosen randomly using a virtual roulette (See figure 18). Next, the practitioner

explained to them the "creative writing" proposal, its objectives, and benefits, also letting them know that it is an acrostic and its types, finally, they had to create one with the word "MOTHER" (See figure 19), this with the purpose to know if they had understood the implemented first workshop.
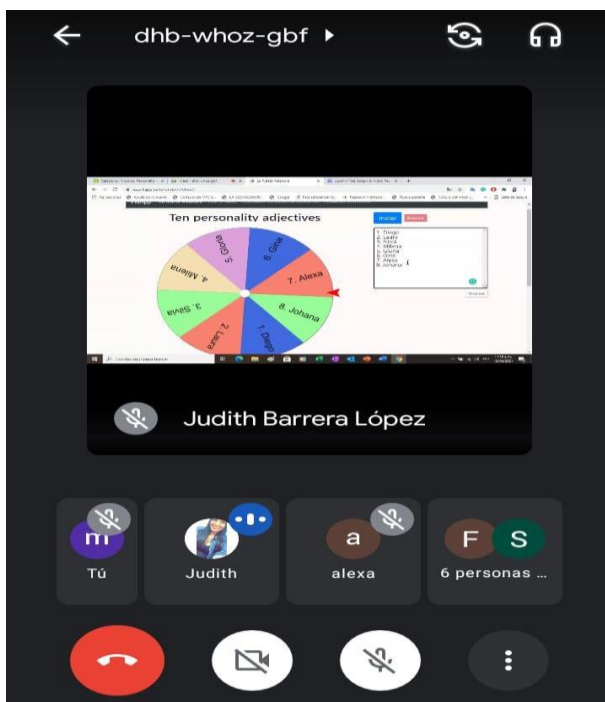
Figure 18. Virtual roulette (class)
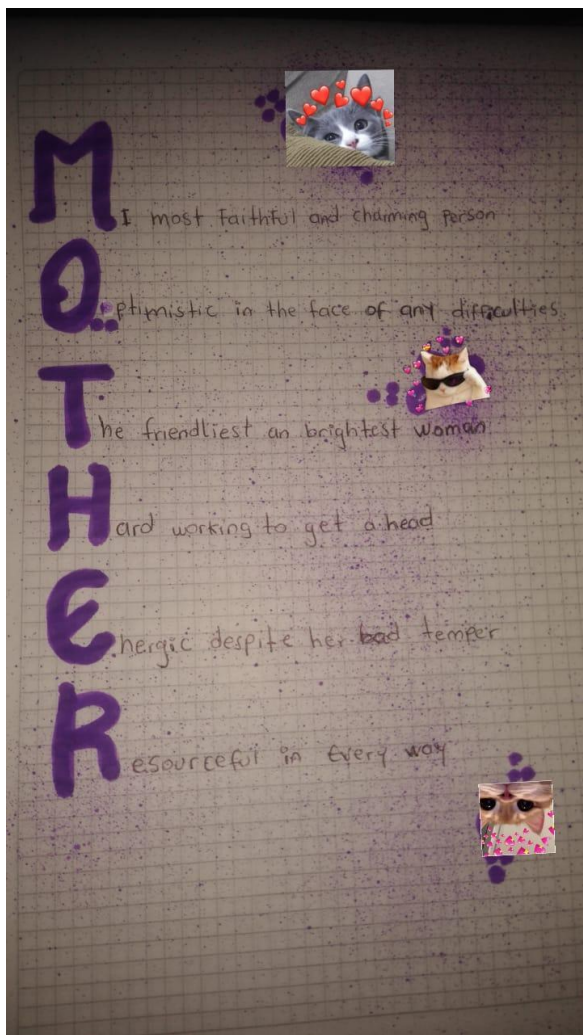
Figure 19. Acrostic made in class by one student.

3. The fifth planner applied (See appendix 3) was related to the learning guide N ° 4,

during this tutoring the grammar topics "possessive adjectives" and "object

pronouns" were explained. First, an activity was carried out in "Educaplay", then

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the named topics were explained with the help of sentences as examples, and feedback on the activity was also socialized. In order to verify that they had understood the subjects, the students did an activity on the "Quizizz" platform and also made six sentences using the possessive adjectives and the object pronouns as suggested by the practitioner. Finally, it was explained what it is a fictional story about (second creative writing workshop), an example was given and the parameters to follow were given for the students to create their own.

Pedagogical worksheets designed

In this integral practice, only one pedagogical worksheet was designed (See appendix 4), which aimed for the students to fill in some spaces in a text (this one was created by the pre-service teacher) using seven of the appropriate personality adjectives of the ten taught in class.

Project implementation evidences

The workshops implemented to carry out the project followed this scheduled:

Table 2. Workshops' schedule.

DATE / ACTIVITIES	ACROSTIC	FICTION STORY
March 26th, 2021	X	
April 30th, 2021		X

The development of this proposal, as mentioned above, was implemented through the learning guides. For the first creative writing workshop, it was applied in the 4th guide, delivered by the school but the first carried out by the practitioner (See appendix 5), this the main topic (personality adjectives) was included for the students had a guide to carry out an acrostic which was created with their own name in which they had to describe their personality using the adjectives that most identified them (See appendix 6). It is important to say that the trainee teacher was in constant accompaniment, solving doubts, and being support so that the learners did a good job.

In the same way, for May, the implementation of the second creative writing workshop was carried out, it was applied in the 5° learning guide (See appendix 7), which was delivered to the students on May 3. There, the creation of a fiction story was carried out, for this, the students were given an example and some guidelines to do their own (See appendix 8); likewise, they were given some possessive adjectives and object pronouns exercises that were helpful and should be included in this writing production.

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Research methodology

Throughout this section, the research approach, the design, the population, the sampling, the setting, the techniques, and instruments applied for data collection, the analysis and interpretation of data, and finally the schedule were described to set the form in which this proposal was developed.

Research approach

This project was developed through the qualitative approach which is described by Creswell (2014) "as a holistic approach that involves discovery, and as a development model that occurs in a natural setting which allows the researcher to develop a level of detail from high participation in real experiences".

Research design

This qualitative pedagogical research adopted an action research design which is a methodological approach focused on investigating a situation or social problem in order to bring a change or improvement in the participants. This design adapts to practitioners and is grounded by two components that work at the same time in combination: the action component which is based on practical action and the research component which is emphasized in generating, informing, and building a theory (Burns, 2015).

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Population, sampling, and setting

The population to be studied was the 9th-grade students of the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school specifically from the Isabel Teresa Antolinez Albarracin seat. The participants were 5 students who were chosen under the convenience sampling defined by Kothari (2004) as "convenient" sources of ease access (pag. 15), in this case, students who have internet access to facilitate the data collection process.

Instruments

Firstly, it is important to specify that the instruments that were implemented in this action research for the data collection process were applied virtually and in their entirety in the mother tongue to avoid participants misunderstandings with respect to the questions, they were the following:

- ✔ Corpus writing
- ✔ Semi-structured interviews
- ✔ Reflective journal

Once the methodology was established, it was given way to the application of the previously mentioned instruments, for this, it is important to specify that they were not implemented on the dates raised in the previous schedule (See appendix 9), since it had several modifications due to the national strike (as said before) that was presented in

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Colombia, which stopped the classes of the integral practice, which caused difficulties in the continuation of the project by the period of one month.

Bearing the above in mind, the practitioner gave way to the application of the three instruments which had as a common objective serve as a help tool for the answers search to the questions raised in this pedagogical research component.

Corpus writing

A "corpus writing" is a collection of texts used to analyze the application of linguistic expressions utilized by students, this with the particular purpose of evaluating their quality of writing, the number of words produced, and the motivation that is included there, that is why research has also immersed itself in these documents to search for results focused on the learning process of a second language (Zhao, 2015).

Being this the main instrument to collect data, taking into account that written production was the ability to be improved and was evidenced by the writings made by students through learning guides, letting the pre-service teacher know their writing progress, the next assessment grid was designed:

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Table 3. Assessment grid

A1 level written production assessment grid

Name of the student:

Workshop activity:

CRITERIA / INDICATORS	PUNCTUATION	
1. **Content and organization** The writing contains information rich in content that contributes to the complete understanding of the text.	1	_____
2. **Coherence** The writing is coherent, its form has a good structure and logic, that is, it is consistent with what the student wants to say and with what she/he writes.	0,5	_____
3. **Vocabulary** Use relevant vocabulary according to the level throughout the writing.	1	_____
4. **Grammar** Uses the grammatical structures seen in class appropriately during the writing.	1	_____
5. **Guidelines** Follow the guidelines that were requested to create the writing (legible handwriting, number of lines, title, etc.)	0,5	_____

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6. Creativity Use the imagination in the writings to express himself, so that the phrases are poetic or have a sense beyond that only write, use images, drawings, etc.	1	_____
Total		
Comments 		

See the example:

A1 level written production assessment grid

Name of the student: Angi Milena Ortega Mendoza

Workshop activity: Acrostic (name)

CRITERIA / INDICATORS	PUNCTUATION	
1. Content and organization The writing contains information rich in content that contributes to the complete understanding of the text.	1,0	___0,9____
2. Coherence The writing is coherent, its form has a good structure and logic, that is, it is consistent with what the student wants to say and with what she/he writes.	0,5	___0,4____
3. Vocabulary Use relevant vocabulary according to the level throughout the writing.	1,0	___1,0__
4. Grammar Uses the grammatical structures seen in class appropriately during the writing.	1,0	___0,6____
5. Guidelines Follow the guidelines that were requested to create the writing (legible handwriting, number of lines, title, etc.)	0,5	___0,5____
6. Creativity Use the imagination in the writings to express himself, so that the phrases are poetic or have a sense beyond that only write, use images, drawings, etc.	1,0	___1,0___
Total	4.4	
Comments Please be careful when using possessive adjectives, because if it is talking about a woman (in this case you) it is used "her" instead of "his".		

Figure 20. Assessment grid implemented with one student.

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Semi-structured interviews

The other instrument applied was the semi-structured interview which according to DeJonckheere and Vaughn (2018), "semi structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues. This instrument will be adapted to apply digitally".

As stated before, considering the calendar changes, it was only possible to implement just one semi-structured interview (See appendix 10) which was focused on knowing the different participants' perspectives about the creative writing project. This one was designed by the pre-service teacher and approved by the mentor, this interview contained five opened questions made in its entirety in Spanish and answered as well in the mother tongue.

Furthermore, it is important to say that to carry out this instrument, it was crucial to send a formal letter to participants' parents (See appendix 11) in order to obtain their approval to their children be interviewed, bearing in mind, students are minors. In the same way, the population also received the respective letter of consent (See appendix 12) to acquaint them about the project and also to let them know about the parameters of the data

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collection process and also to let them know about the ethical considerations of the

research, all this to obtain their formal participation.

The following apart corresponds to the semi-structured interview designed:

GUÍA DE LA ENTREVISTA SEMI-STRUCTURADA APLICADA

FIRST SEMI-STRUCTURED INTERVIEW

Cucutilla, 14-06-2021

Researcher

Gloria Judith Barrera López

Departamento de Lenguas Extranjeras y Comunicación

Universidad de Pamplona

Para conocer las percepciones que el proyecto de escritura creativa ha generado en los alumnos de noveno grado del colegio Monseñor Ricardo Trujillo Gutiérrez, se les plantearán las siguientes preguntas.

Objetivo:

- Conocer las opiniones de los participantes sobre la implementación de los talleres de escritura creativa.

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Preguntas:

Teniendo en cuenta que la población objetivo no tiene un gran dominio del idioma inglés, las preguntas se realizarán en español, y así mismo se responderán en el mismo idioma.

1. ¿Qué piensa usted acerca de la vinculación de estos proyectos basados en el aprendizaje en la institución los cuales están enfocados en la mejora de sus habilidades de la lengua inglesa?

2. ¿Considera que la escritura creativa, práctica que busca la ficción o realidad desde una perspectiva más imaginativa con el fin de buscar salir de los esquemas tradicionales, es una estrategia adecuada y fructífera para la mejora de su producción escrita? Si, no, ¿Por qué?

3. ¿Describa de qué manera este proyecto influyó en usted con respecto a la implementación de nuevas estructuras gramaticales en los escritos y en la mejora de las mismas?

4. ¿Pudo evidenciar adquisición de nuevo vocabulario teniendo en cuenta la implementación del proyecto de escritura creativa? Si, no, ¿Por qué?

5. ¿De qué manera el taller de la creación del acróstico influyó en la mejora de su producción escrita?

Agradeciendo su atención,

Atentamente,

Judith Barrera López

_____
Gloria Judith Barrera López

Docente en formación

The previous interview was conducted with five (5) ninth-grade students (participants). This one was done through the platform "Microsoft Teams" (See figure 21), and lasted between 6 to 8 minutes each one with each student. In the same way, this interview was completely transcribed in order to be analyzed.
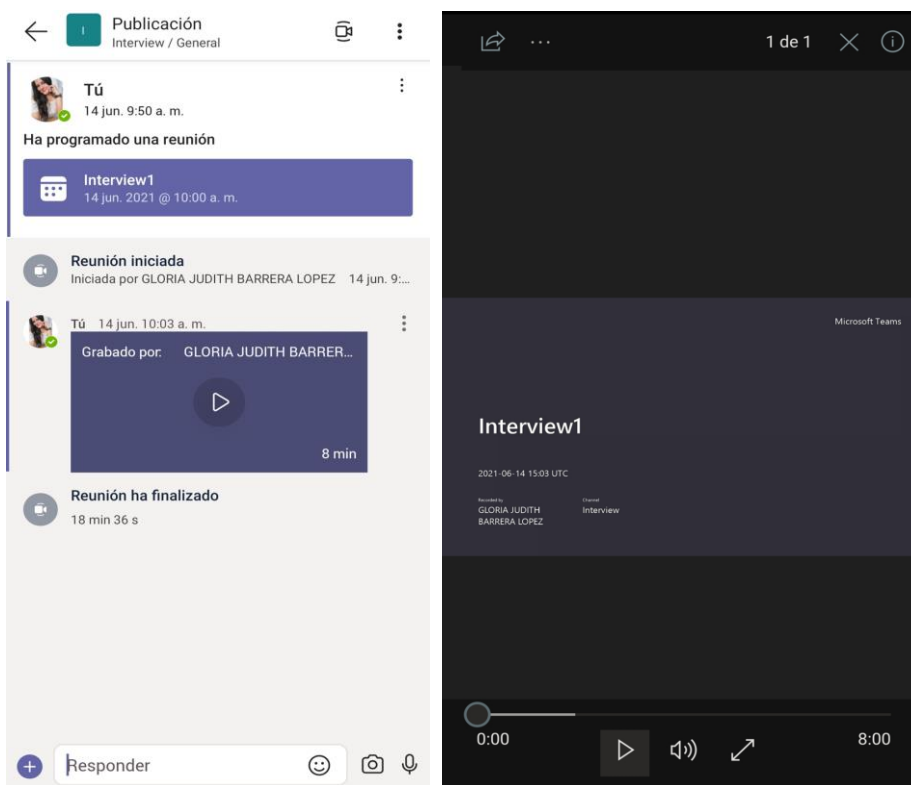
Figure 21. A recorded interview of a participant.

Reflective journal

The last instrument applied was the reflective journal (See figure 22) that according to the University of Warwick (2015), "a reflective journal is a description of a work in

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progress, but more essentially an opportunity to reflect about the learning experience, allowing the academic reading to be used in relevant ways to inform, support, or shape all reflections; being this, an analysis of key or "critical" moments from an independent study, whether positive or negative and what was learned from them".

Figure 22. Reflective journal

This one was part of this project taking into consideration that it served to capture the different observations, opinions, and also thoughts that the trainee teacher has made during her classes, whether they are asynchronous and synchronous. This process was carried out for the eight weeks made in the integral practicum stage (See appendix 13).

Data analysis process

In order to give answer to the questions of this component, an analysis of the information collected during this practice period was required. For this, the following process was carried out; first, the practitioner used the triangulation technique, being defined as "a process of verification of information which allows valid results since several points of view and methods are incorporated here" (Ferdousour, 2012), to further analyze the data and thus validate them as well.

Afterward, the transcription of the semi-structured interview applied (See appendix 14), as well as a general analysis of the participants' writings (See appendix 15), was carried out, and also it was copied in a document the information obtained from the reflective journal (See appendix 16); documents imported to the MAXQDA program (See figure 23), the above to start the qualitative data analysis (QDA). Then, this data was encoded (See appendix 17) in order to make a categorical comparison between the information gathered by the participants and the pre-service teacher observations and reflections made during classes (See figure 24, 25, 26).

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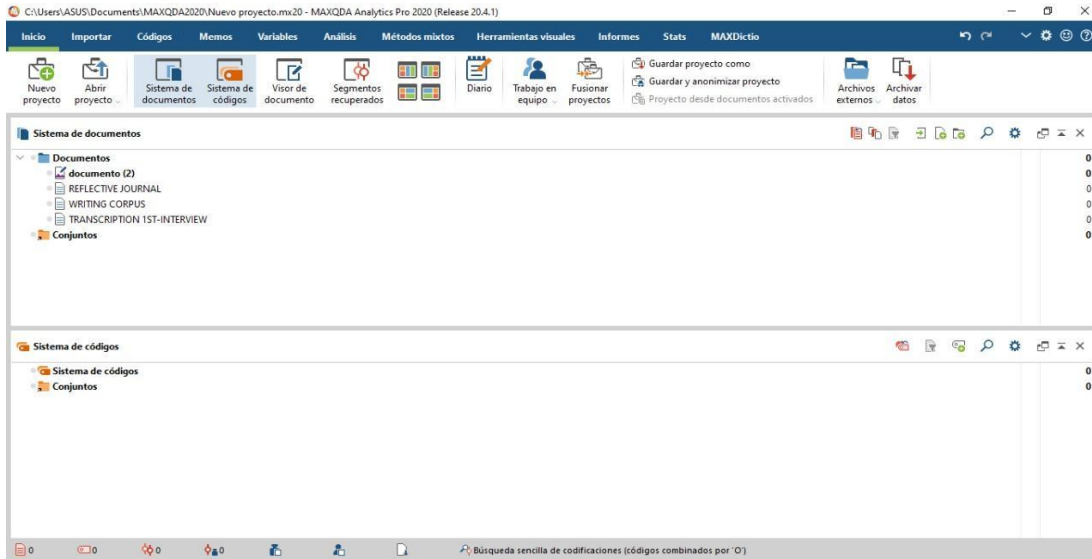
Figure 23. MAXQDA program
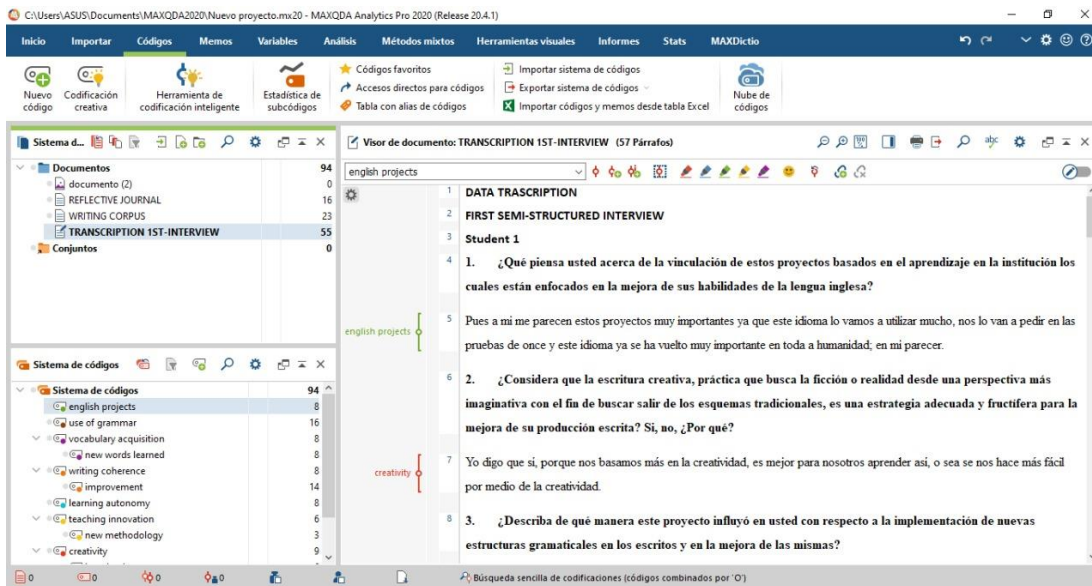
Figure 24. Data encoded (interview)
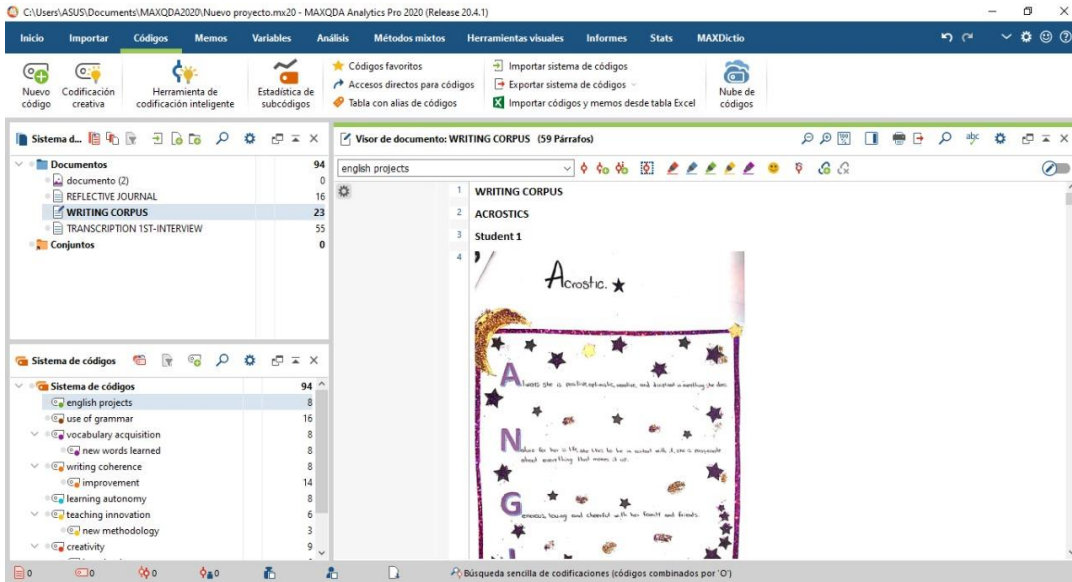
Figure 25. Data encoded (corpus writing)
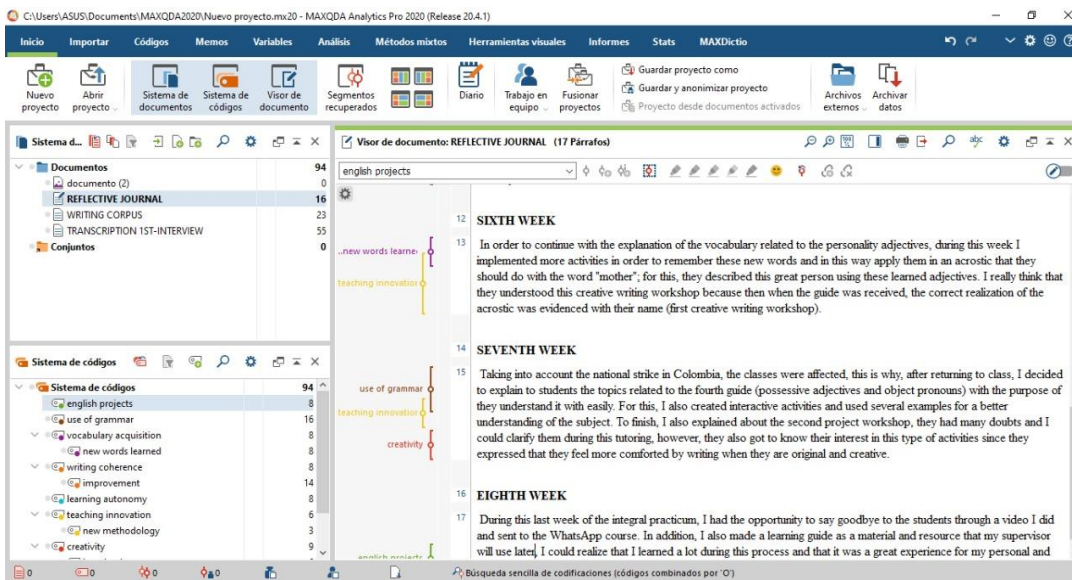
Figure 26. Data encoded (reflective journal)

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Method of data analysis

Consecutively, as a means to obtain the expected and clear outcomes, a thorough exploration of the data was given through the interpretation analysis, method used by the trainee teacher which according to Hatch (2002), it is based on the data transformation, emphasizing interpretation, that is, to seek meaning and form to the information collected. In the same way, through this method inferences are made looking for the creation of knowledge in order to understand social situations that may arise in the research, all this in order to generate conclusions. This type of method analysis is composed by the following steps:

1. Read the data for a sense of the whole

2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos

3. Read the data, identify impressions, and record impressions in memos

4. Study memos for salient interpretations

5. Reread data, coding places where interpretations are supported or challenged

6. Write a draft summary

7. Review interpretations with participants

8. Write a revised summary and identify excerpts that support interpretations.

Chronogram

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The schedule that was followed during this project was the following:

	Activities	MARCH WEEK				APRIL WEEK				MAY WEEK				JUNE WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional Observation	X															
2	Creation of the proposal		X														
3	Correction of the proposal			X													
4	Start of Project implementation				X												
5	Semi-structured interviews application									X		X		X			
6	Corpus writing				X				X					X			
7	Reflective journal				X	X	X	X	X	X	X	X	X	X	X	X	
8	Final report																X

Figure 27. Project schedule

Ethical considerations

The ethical considerations that were taken into account during the development of the practicum stage, were mainly to obtain the participants' and the ninth-grade students' consent in general in order to apply the different activities related to the creative writing project as a way to obtain their maximum participation during this process. They were also informed of their decision although they wanted to maintain their anonymity or not, in the

same way, to obtain their permission for the different recordings. Besides, they were free to take decisions when deciding to continue in the project or to let it.

Results

After having validated and analyzed the data through the triangulation technique (Ferdousour, 2012), codes have emerged considering the information obtained from the instruments already mentioned in the research methodology i.e., a semi-structured interview, two corpus writing, and a reflective journal containing the eight entries; Therefore, the following table illustrates them.

Table 4. Codes

Sistema de códigos
Sistema de códigos
English projects
use of gramar
vocabulary acquisition
new words learned
writing coherence

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Improvement	
learning autonomy	
teaching innovation	
new methodology	
Creativity	
Imagination	

Once the data had been coded, and regarding the implementation of the creative writing strategy, three categories emerged. The first one was related to the students' written production enhancement, the second one was focused on grammatical structures implementation, and the last one named increasing students' English vocabulary. Later on, this section describes the project findings coming up from the pedagogical research implementation which was aimed at enhancing 9th-grade students' written production at "IEMRTG" school, answering partially the research questions.

Students' written production enhancement

In this first category, it was found that the use of creative writing helped to improve the students' written production. As stated by Pawliczak (2015), this strategy establishes

that students really enhanced their writing, their language, and their way of thinking, since they let their imagination fly, and in this way, they obtained better results in their final texts or activities as was stated by one participant *"Si, porque como dije anteriormente debemos ser muy creativos al momento de hacer eso e imaginamos mucho, entonces vamos buscando y vamos creando, entonces sí, es fructífero"* (I1-Student 2).

It is important to emphasize that some students also showed their affinity for the project in general since this helped them to further expand their knowledge with the English language alongside with their writing skill improvement. Besides, it was also the first time that such a project was developed in the institution, as stated by some of the participants: *"Me parece muy interesante que implementen este tipo de proyectos porque ahí nos invitan a ser más creativos, a pensar más, a investigar entonces es algo que nos sirve mucho porque aprendemos a imaginar, buscar muchas cosas y esto nos ayuda de verdad mucho"* (I1 – Student 2), *"Pienso que es una buena idea vincular este proyecto, ya que es la primera vez que desarrollan esto en la institución y para nosotros los estudiantes es una buena ayuda para mejorar nuestra producción escrita y nuestra coherencia para redactar en la lengua inglesa"* (I1 – Student 3), and *"Considero que son muy buenos ya que nos permiten conocer más acerca del idioma inglés y de esta manera mejorar en una habilidad en específico"* (I1 – Student 5).

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On the other hand, through this project, it was demonstrated that the students showed more interest in the English language learning by implementing acrostics and the fiction story workshops since, as they affirmed, this strategy was innovative regardless the traditional teaching method which allowed students to explore their knowledge in depth through creativity and in this way develop the proposed activities with satisfaction: *"Este taller del acróstico me pareció algo innovador, una nueva forma de aprender a escribir en inglés lo cual nos permite mejorar esta habilidad" (I1 – Student 1) and "Si, porque se aprende de manera practica con una metodología didáctica que ayuda a que el estudiante asimile los conceptos con facilidad" (I1 – Student 4)"*.

As a final point, and as it was corroborated in the class activities development, some of the learners were afraid to participate in the proposed exercises; nevertheless, throughout the process and through the reception of the participants' writings, it showed great progress as they created long sentences, connected ideas, and even developed long texts, all from their authenticity and originality.

Grammatical structures implementation

Needless to say, English grammar has its degree of complexity since sometimes the order of the sentences changes and each grammatical structure tense has its auxiliary established as a ruler for its correct writing (Borillo & Garcia, 2000). Due to this, the students showed difficulty when writing their acrostics and fiction stories, bearing in mind

in some occasions they did not know how to express their ideas in a well-written and accurate way.

However, as this writing skill was worked on, the students' progress was also evident. That said, this project influenced in a positive way considering there was a great advance and improvement when they implemented the different grammatical structures (possessive adjectives, object pronouns, simple present, personality adjectives, introducing yourself, etc.) according to what they wanted to express in each one of the writings presented and in the different workshops applied too, enhancing in this way their linguistic skill, as confirmed by some 9th-grade students: *"influyó en mí de una manera positiva, ya que anteriormente no tenía muy claro algunos temas de gramática, por ejemplo, con el uso de los auxiliares correctos y gracias a cada una de las explicaciones en clase pude entender y así mismo aplicar esto para la realización de cada frase o texto" (I1 – Student 1)* and *"Me ayudó a la mejora de mi escritura, ya que gracias a la correcta estructuración de frases pude crear buenos textos y mejorar esta parte que es tan importante en la lengua inglesa" (I1 – Student 4)"*.

In the same way, creative writing as a tool to improve the written production of this population, not only helping them to implement grammar in the right way but also to create coherent and meaningful writings, so that it was understood fully by the readers, as stated by a student *"Si, porque ya que con la practica de la escritura creativa podemos mejorar*

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nuestra coherencia al momento de redactar y mejorar nuestro vocabulario de la lengua inglesa a través de la imaginación" (I1 – Student 3).

Increasing students' English vocabulary

This last category refers to a constant that was presented and that could be verified through the semi-structured interview carried out. This is confirmed since most of the students agree that through this project they learned new words, thus enriching their vocabulary in the target language. See some participants' interview answers "Si, aprendí bastante vocabulario y se me hacía más fácil recordarlo gracias a las guías y a los juegos hechos en clase igualmente. *"Pienso que en lo que más me ayudó este proyecto, fue en esta parte, en la adquisición de nuevas palabras y demás" (I1 – Student 1) and "si, porque la docente practicante del área nos dio a conocer nuevo vocabulario que nos sirvió para el desarrollo de la actividad de escritura creativa y que podemos utilizar frecuentemente en la lengua inglesa. Por eso digo que en el tiempo que trabajé en este proyecto recibí adquisición suficiente de vocabulario "(I1 – Student 3).*

Finally, during this integral practice process, it was possible to affirm that there was not an only commitment by the trainee teacher, but also autonomous work by the ninth-grade students since along this project they were adapted to research on their own as well as to the search for new words in order to create their writings thus improving their comprehension and written production. *"Si, ya que pude aprender nuevas palabras gracias*

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al vocabulario de los adjetivos de personalidad y pues también este proyecto me permitió

ser autónoma porque cuando debía crear una frase o algo, pude descubrir más palabras

también. De verdad pienso que esto me amplió más mi conocimiento sobre la lengua

inglesa" (I1 – Student 5).

Conclusions

Taking into consideration some difficulties in terms of virtuality, since not all students can connect to receive the complementary information of the classes, tutorials, and explanation of each creative writing workshop, the trainee teacher made great use of the social network WhatsApp which was a useful tool for the development of this project since it allowed communication between her and students. Furthermore, as stated before, the National strike which took place on May to June caused some disadvantages considering that the classes had to be stopped and consequently the project development; Therefore, it was not accomplished totally.

Although it was a great challenge, it was also a great experience as a teacher in training because she explored something completely new but without forgetting the main objective which was to leave a positive mark on each of these learners.

All in all, in terms of progress, this action research concluded that the implementation of this new strategy allowed students to increase their English knowledge

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throughout this new teaching technique, and in this way to learn new vocabulary while improving their written production. It is important to clarify that for this entire process, it was considered necessary not only the constant accompaniment of the practitioner, but also the responsibility by the part of the population in order to achieve the objectives of this component, factor that was evidenced in the whole process.

Recommendations

It is recommended for future projects based on creative writing, to implement more workshops, since in this way the students are in constant practice. Likewise, it was helpful to provide them more vocabulary according to the needs they present, in this case, it could not be done since the short time during the practice process did not allow it. In the same way, it would be advantageous to work on this type of project in a face-to-face way, since this way you would have more direct contact with those students involved in order to give them immediate feedback and they know their mistakes and, in this way, to correct them.

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The use of flashcards to increase the EFL primary students' vocabulary at IEMRTG school

Introduction

In order to promote English as a foreign language (EFL) learning in primary school children in Colombia, more specifically in public schools which mostly do not have an English area teacher, therefore children's learning is hampered, the foreign languages program: English-French at the University of Pamplona in its professional field, makes the pre-service teachers available to contribute as a support in the educational training of this population.

Regarding the above, this project aimed at incorporating trainee teachers in the schools where the integral practice was carried out. For this, the benefited population was the students of the "Institución Educativa Ricardo Trujillo Gutierrez" school, more specifically the primary school.

On the other hand, talking about the needs that this population presented, it is important to say that firstly, the English area was not being entirety included in the monthly guides that the institution sends to the students, that is why, the pre-service teacher

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implemented the use of flashcards in these workshops in order to increase the learners' vocabulary.

Regarding the above, it was a benefit for primary school considering that the use of flashcards is an effective tool for learning new English vocabulary since this strategy allows the student's mind to process and save the information given through the images, facilitating the understanding of words at the moment in which these two are related. Besides, this is a valuable tool to teach or transmit knowledge (Vargas, 2018).

Justification

As is well known and said previously, learning a foreign language enriches society, in this case, students. That is why, by the present project it was intended to benefit the "IEMRTG" educational institution, the children school population as well as the trainee teacher since this experience will serve as a method of acquiring the management of courses in primary.

Objectives

General objective

- To increase the EFL primary students' vocabulary at IEMRTG school by using flashcards

Specific objectives

- To attend English training needs of the primary school children population.
- To integrate the students' training language of the Bachelor Program in Foreign Languages: English-French to the educational reality of the primary school English teaching.

Methodology

Throughout this section, the methodology to be used was flexible, taking into account that children are a population that perceive the English as a foreign language like something totally new and unknown. The idea was to increase their vocabulary in pleasant spaces for them, where they can express themselves and feel comfortable at time to speak, utter a word, and interact with peers, as well as the pre-service teacher.

Description of the activities implemented

In order to be included and be a support to a certain community with different needs, in this case, the primary school of the "IEMRTG" school, the pre-service teacher is in charge of the first, second, third, fourth, and fifth-grade students to increase their vocabulary. For this, new vocabulary in English has been incorporated into the learning guide in order for them to know more about this language, it is important to specify that each of these

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different topics has been according to children age in each course. Besides, to improve the

pronunciation of this beneficiary community, classes have also been held (one hour a week)

at the times established for the practitioner (see figure 28).

Horario Judith Barrera López Docente Practicante (inglés)					
Grado	Lunes	Martes	Miércoles	Jueves	Viernes
Primero		9:00 a.m – 10:00 a.m			
Segundo			9:00 a.m – 10:00 a.m.		
Tercero				9:00 a.m – 10:00 a.m.	
Cuarto		10:00 a.m – 11:00 a.m.			
Quinto					10:00 a.m – 11:00 a.m.
Noveno	10:20 a.m – 12:10 p.m				

Figure 28. Pre-service teacher schedule

In these terms, the different series of activities was the following:

- For first grade, the topics and vocabulary included in the April guide were

  greetings, colors, and shapes. Likewise, for the month of May, the topics created by

  the pre-service teacher in the guide were the days of the week, months of the year,

  and seasons (See appendix 18). For the accompaniment of this guide, has said

  previously, the classes were held and, in this way, the children learning of this grade

  could be verified (See figure 29).

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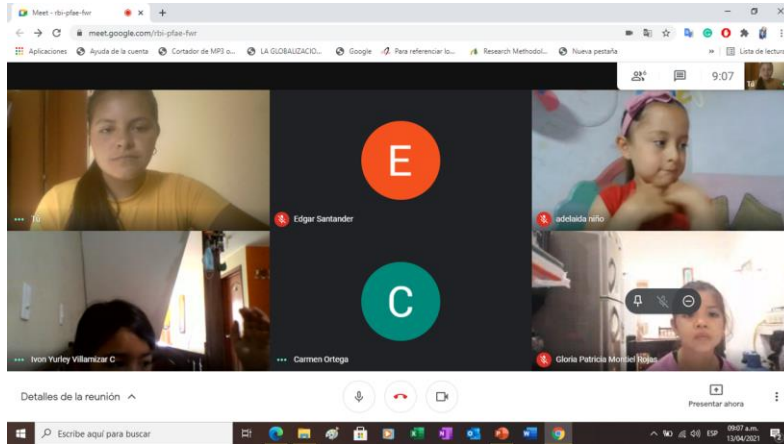
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Figure 29. First-grade class

- In the same way, for the second-grade students, the topics of the April guide were vowels, numbers 1-5, and some animals, likewise, for May the topics were vocabulary related to parts of the body (See appendix 19). Classes were also held to practice the different vocabulary (See figure 30).
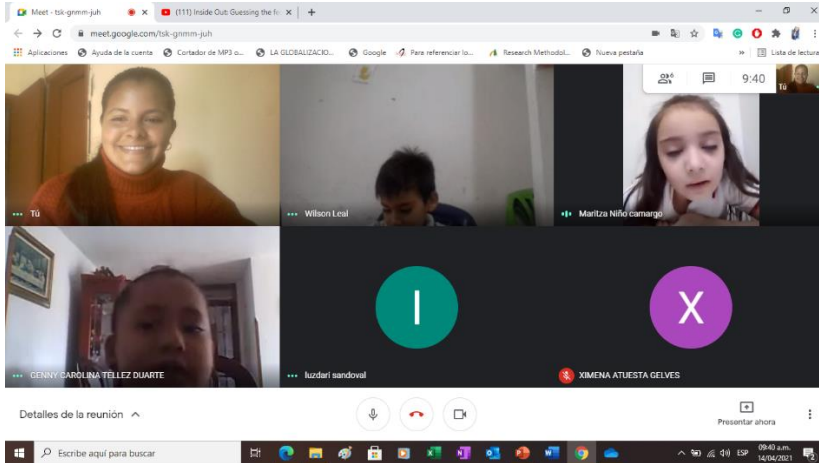
Figure 30. Second-grade class

- For the third grade, the topics were saying the age and name, numbers 1-10, and vocabulary related to school supplies. The above for April, and for the month of May the topics were the same as those of the second grade as a suggestion from the supervisor (See appendix 20). For the explanation of those topics, classes were held too (See figure 31).
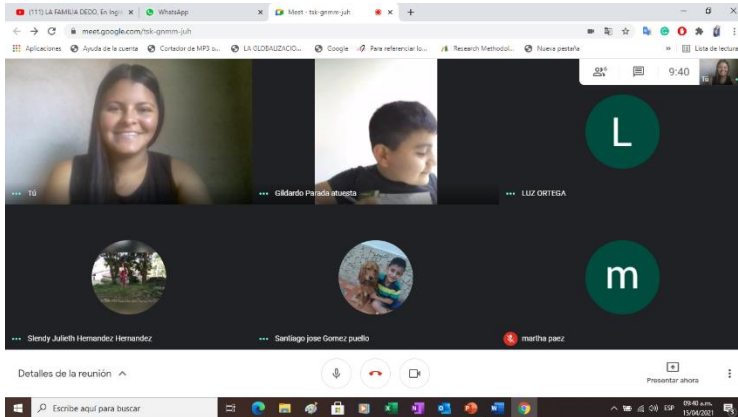
Figure 31. Third-grade class

- For the fourth grade, the following topics were also taught in April, personal presentation, numbers 1-20, and vocabulary related to family members. Now, for April the subjects were personal pronouns, verb to be, and professions (See appendix 21).

- In fifth grade, the topics already seen in April were personal presentation, the alphabet, and clothing. For May, it was taught those same themes of fourth grade as well (See appendix 22). Meetings were also held (See figure 32).

Figure 32. Fifth-grade class

Chronogram

In this section, it is important to clarify that at the beginning the trainee teacher did not have knowledge that she would oversee all the primary groups, that is why the work increased and more vocabulary was needed. In the following table, it is found the schedule followed as well as the activities description.

Table 5. Community Outreach chronogram

ACTIVITIES	INTEGRAL INTERNSHIP WEEKS											
	1	2	3	4	5	6	7	8	9	10	11	12
A			X									
B			X	X								

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C					X							
D						X						
E									X			
F											X	
G									X			
H										X		
I				X			X	X	X	X	X	
J						X		X		X		
K												X

Table 6. Community Outreach activities description

Activities	Description
A	Introducing myself to first, second, third, fourth and fifth grade students
B	Creation of flashcards to incorporate into the guides sent to the institution each month to students
C	First interaction: flashcards about greetings vocabulary.
D	Second interaction: flashcards about colors and animals' vocabulary.
E	Third interaction: flashcards about family members vocabulary.
F	Fourth interaction: flashcards about parts of the body vocabulary.
G	Fifth interaction: flashcards about shapes vocabulary.

H	Sixth interaction: flashcards about weekdays, months of the year, and seasons.
I	Synchronous meeting with the courses (for those who can connect) in order to explain the send vocabulary.
J	Accompaniment by the pre-service teacher to the student in order to be a guide in the development of the proposed activities.
K	Finally, a synchronous meeting in order to open a space in which children express their affinities with the project.

Objectives achievement

Given these component objectives, it can be said that most of them have been carried out since, in each of the meetings, the active participation by part of the children is notable; in addition, their pronunciation improved. In the same way, their knowledge of the language advanced and it was evident since they recognize, for example, the colors and different subjects taught. Likewise, the immersion of the practitioner in terms of being a support to meet the needs of this population belonging to the "IEMRTG" school was positive since primary school increased their vocabulary as planned.

Materials

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In order to achieve the objectives, set, different materials that virtuality allows were designed and/or used. Some of them were the following:

- ✓ Video to teach greetings (See appendix 23).

- ✓ Video: "the finger family" in order to teach the vowels (See appendix 24).

- ✓ Slides to teach the alphabet (See appendix 25) in which was included different vocabulary regarding objects and animals.

- ✓ Flashcards: Shapes (See appendix 26).

- ✓ Flashcards: Family members (See appendix 27).

- ✓ Slides: weekdays (See appendix 28).

- ✓ Song: parts of the body (See appendix 29)

- ✓ Personal pronouns activity: Quizizz (See appendix 30).

- ✓ Verb to be activity: Quizizz (See appendix 31).

Conclusions

Based on the observations made during each class with first to fifth-grade students, it was possible to demonstrate the great progress that primary school had in terms of acquiring new knowledge of the English language. The above was accomplished thanks to

their monthly pedagogical documents (learning guides), the use of the flashcards, and of course the dedication of the children in their learning process.

In the same way, the implemented activities, games, etc., helped to increase their motivation. It can be seen that children are very interested in learning a foreign language considering that their active participation in the encounters showed it.

Finally, the students' vocabulary increased. The aforementioned aspect was visible when learners recognized various objects, animals, colors, among others and being able to pronounce them in English accurately, which really confirmed that this strategy was a great teaching tool.

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Chapter V: Intra-institutional Activities Component

Introduction

As a practitioner, the teacher's role does not focus only on limiting for teaching structures, vocabulary or others regarding the English language, but also on being included in the different activities that the institution proposes, that is, participating, organizing, and being an active person in this environment. All this, in order to become familiar with the institution, the teachers and the students.

Likewise, pre-service teachers were involved in the academic, religious, and cultural events, celebrations as well as extracurricular activities suggested by the "Institución Educativa Monseñor Ricardo Trujillo Gutiérrez" school.

Justification

As future teachers, it is necessary to link up in the different contexts that this professional field allows, reason why, through this space, it was sought to train the pre-service teacher in an administrative and community reality outside the classroom. For this, it was expected to participate in the different extracurricular activities planned by the educational institution to obtain a great experience as well.

Objectives

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General objective

- To participate in the "IEMRTG" extra-curricular activities during the 2021-1 period.

Specific objectives

- To give support to other teachers in the organization of the different extra-curricular activities.
- To acquire knowledge regarding this new experience.

Methodology

In this section, it is important to emphasize that the extra-curricular activities carried out by the institution were limited due to the health emergency (COVID-19). However, the institution developed such activities as flag raising, language day, student elections, etc., virtually, where the pre-service teacher was involved.

Activities description

Throughout the integral practice, the trainee teacher was included in three different extracurricular activities, these were the following:

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1. March 26, 2021: The first was to be present in the distribution of guides that is done monthly in the municipality of Cucutilla, at the Matilde Silva seat belonging to the "IEMRTG" school. The objective of this activity was to be part of the teaching group to deliver these works. For this, parents are asked in advance to come to that place and receive their children's learning guides (students), which was a new learning since the pre-service teacher can have direct contact with them and in this way acquire a different experience. This activity lasted about 4 hours (8:00 a.m. to 12:00 p.m.) (See figure 33).

Figure 33. Guides' delivery

2. April 23, 2021; flag raising: The second activity was related to the language day. To do this, first, a circular (See appendix 32) was created in which the different activities that were going to be carried out that day were described, information that was transmitted to the students during the classes. In addition, contests were held for the English area (Tik toks and posters), these were published on a Facebook page led by the institution. The practitioner had to guide the different ninth-grade students who participated as well as record a part of the video for the historical review of the English language. The objective was to be supportive, participatory, and collaborate in the organization of the flag raising (See figure 34).

Figure 34. Flag raising language day

3. April 28, 2021: The third extracurricular activity was a radio program (See appendix 33) of the school broadcast by the parochial radio station of the municipality of Cucutilla, this activity was directed by the humanities teachers and the pre-service teacher. It had the objective of giving continuity to the language day, in addition, to invite students to read and explore more about the languages (Spanish and English). The winners of the flag-raising contest were also announced (See figure 35).

Figure 35. Radio station program

Chronogram

Below, it is found the timetable presenting the different activities in which the trainee teacher participated.

Extracurricular Activities		March				April				May			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Guides' delivery				X								
2	Flag raising language day							X					
3	Radio station program								X				

Figure 36. Pre-service teacher schedule regarding the extra-curricular activities

Conclusions

When participating in these activities, the pre-service teacher had the opportunity to explore the teaching field in all its areas, which is why being an organizer and participating in these intra-institutional activities allowed her to gain experience and train as a person and professional. In addition, it could be said that these spaces allowed sharing with more teachers who contribute to the learning and at the same time enjoy what it was done.

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Chapter VI: Integral practice reflective approach

Considering the process that was being carried out with the narratives that the practitioner performs each week, it can be said that this allowed not only to reflect on what was developed in each of the classes, but also to evaluate herself on what we are doing good or bad, and in that way, to improve as a teacher. In the same way, these reflections also helped to have a better organization since the classes, tutoring, materials, and planners carried out in the integral practice are described step by step.

In overall terms, during the development of this practicum stage, the progress of students in both primary and secondary school towards the English language could be seen. Likewise, the trainee teacher realized what manage a class, implement new teaching strategies, acquire the value of patient, among others, was about.

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Chapter VII: Design of material

To finish the practicum stage, it was design material for the institution (See

appendix 34).

Table 7. Design of material table

Type of material	Topics addressed	Description	Objective
9th -grade learning guide	- Present simple tense (affirmative and interrogative sentences) - Wh- questions - Daily routine - Frequency adverbs	Through this guide, it is found the topics explanation and exercises to be developed.	- To make students understand the simple present tense. - To make students create complete sentences using the simple present. - To make students create a text describing their daily routine.
1st – grade review learning guide	- Greetings - Shapes - Colors - Weekdays - Months of the year - Seasons	This guide contains exercises to children develop.	- To review the previous topics already mentioned and taught. - To verify that the school primary learned and understand the topics.

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2nd – grade review learning guide	- The vowels - Numbers 1-five - Animals - Body parts	This guide contains exercises to children develop.	- To review the previous topics already mentioned and taught. - To verify that the school primary learned and understand the topics.
3rd – grade review learning guide	- Numbers 1-10 - School supplies - Body parts	This guide contains exercises to children develop.	- To review the previous topics already mentioned and taught. - To verify that the school primary learned and understand the topics.
4th – grade review learning guide	- Numbers 1-20 - Family members - Personal pronouns - Verb to be - professions	This guide contains exercises to children develop.	- To review the previous topics already mentioned and taught. - To verify that the school primary learned and understand the topics.
5th – grade review learning guide	- The alphabet - Clothing - Personal pronouns - Verb to be	This guide contains exercises to children develop.	- To review the previous topics already mentioned and taught. - To verify that the school primary learned and

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	- Professions		understand the topics.

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