Creative writing with 10th grade at Normal Superior school to improve written production:
an Action Research

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Table of contents

# List of Tables

# List of figures

## Chapter I : General Overview

The University of Pamplona in the Foreign Languages Bachelors' degree: English-French, offers students the opportunity to exercise their pre-service teaching practicum in the last academic semester, which consists in planning, acting, observing and reflecting in the real context of a classroom in a public or private institution. For this reason, this document presents three main components which are divided in these chapters: General overview, Institutional Observation, Research and Pedagogical Component, Community Outreach Component, the Intra-Institutional Activities Component. Mainly, each component has a role in the project which is based on the following specifications.

The second chapter, research and pedagogical component, is based on the need that arose during the observation made at the Escuela Normal Superior school in Pamplona, in which shown that students have a high range of knowledge regarding the English grammar; however, their written production are not strong. Also, the community outreach component, referred to the pre-service teacher's scholar incorporation to contribute with the children's community regarding their English learning. Its objective is to be a support and guide in the English learning process.

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

All these chapters aim at developing different objectives during the practicum of the pre- service teacher process, taking into account an organization for the development of the activities and implementing creative writing in order to teach English as a second language and improving written skill.

**Introduction**

Nowadays, people succeed in their specialized fields forasmuch they make use of the accessible resources of modern as well as original technologies in order to take advantage of the English learning process as a foreign language. English is today's lingua franca around the world and starting to learn it helps to open many doors of opportunity. Also, it is the language of education, tourism and science. According to Parupalli (2019) English emerges to be a favorable tool used for communication as it is considered to be the international language.

Moreover, learning English allows one to fully comprehend the context, to know how people live or what are their habits, the change of the language and the fundamental activities inside the community. In addition, with regard to the written production, Colombia needs professors who act as a support and guidance notably in public schools in order to encourage an enhancement in the student's language level, so that, they raise a higher active participation outside the classroom.

Taking into considering most of the 10$^{th}$ grade learners, with the aim of observation developed, they presented some difficulties when they are creating a sentence or a short paragraph and at the same time English as a foreign language (EFL).

**Justification**

Teaching English in Colombian state schools is particularly a challenge to approach with the inclusion of cutting-edge information and tactics, which is why innovation is an educational tool for drawing a student's attention and enthusiasm toward learning. Besides, the idea of establishing ways to build a healthy relationship between the student and the language, a link that supports the building of learning, is known as imparting knowledge.

Cooperation in the classroom has been a difficulty to face in conventional education due to the change of virtual classes towards face to face classes, it means that participation decreased in a drastically way, thus the room became a continual discussion of the teacher trying to keep the students' attention without being able in seeing them clearly, a silent space where the professor aims to gain an answer. This is the most difficult aspect to enhance the student's self-interest in order to promote learning English as a foreign language. Hence, for the educational system is an enormous problem to adapt to the schedules and face-to- face context owing to the learner's autonomy has been declining in a high percent.

In addition, the aim of this project is to provide an opportunity to foster the learner's skills especially the written production in a method that raises a connection between the English language and the learner, depending on the particular needs of the students, the purpose is the adapting of the class content and the project especially with the learns that makes part of 10$^{th}$ grade at the Normal Superior school. Students and pre-service educators can strengthen their foreign language and teaching skills by attending to the needs of

students by providing support so that they comprehend the themes and abilities that they have not been able to assimilate.

Finally, participating in the institution's events give a real-world teaching experience. These activities permit the development of a sense of belonging and commitment to the institution and to the students, while reflection spaces are also relevant for the educational experience because constant analysis of interactions and events allows for significant outcomes. These components are required for the correct development of integral practice and future work as an English teacher.

**Objectives**

**General Objective**

- To improve 10th grade English as a Foreign Language (ESL) students' written production through the use of creative writing.

**Specific Objective**

- To enhance English as a Foreign Language skills at Normal Superior School especially in 10th grade-learners.

- To foster the EFL primary students' vocabulary at Normal Superior school by using recycling flashcards.

- To engage in extracurricular and cultural activities carried out at the institution

**Conclusions**

Regarding to three central components, this project allowed the achievement of the objectives related to the implementation of new strategies in English learning and also, in some useful spaces for students during the scholar year. The Pedagogical and Research Component had a positive acceptation the time of learning English, 10th grade students

participated during the propose activities with creative writing, specific activities that motivated students to learn English. Regarding the Community Outreach Component, 4th grade students developed the activities related to flashcards for learning English, they had a different process with the pre-service teacher, they learned dynamics inside the classroom that reflected how they could learn through a didactic strategy. Likewise, the Intra-Institutional Component helped the pre-service teacher to carry out different real situations of parents and students in the context of behavior during the face-to-face classes, to know the process of trying a hard situation and how to figure out without problems. In short, these three components were essential in the pre-service teacher process for the English teaching in the Normal Superior school.

## Chapter II: Institutional Observation

In order to have a broader knowledge about the institution where the pre-service practicum is meant to be carried out and conceive a proposal for the project that it is going to be executed, it is crucial as the first stage to do an observation that was developed the first week, in which the necessary guidelines were taken into account to get to know the different school features, 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 with ~~the~~ English as a foreign language. Therefore, aspects such as the institutional educational project (PEI), the handbook and the Ministry of National Education's (MEN) (Ministerio de Educación Nacional) guidelines were implemented to face the health emergency due to the COVID-19; the above to be more familiar with the educational institution.

**Administrative level**

Different elements of the educational institution's administrative components will be explained in this section. The Institutional Educational Project (PEI) is presented below to show what makes up the institution on an administrative level; then the institutional horizon with the Vision and Mission; guidelines and norms and finally the institutional schedule and programming.

**Escuela Normal Superior**

The educational institution Escuela Normal Superior started under the direction of Luis Alejandro Barrios, who was the first rector of this school in 1940. This educational project was approved by the resolution 001366 of the local education department.

In addition, this process of foundation and its origin dates back to the year 1934 supported by the law 6935 of 17 December, when this first idea was conceived as a school only for men. But this changed and in now days the school offers to the community education in three levels: pre-school, primary and secondary levels. The educational institution is guided by calendar A which takes into account the educational levels that involve transition, basic primary, and basic secondary, and intermediate technical.

**Topographical location of Escuela Normal Superior.**

The educational institution is located in Pamplona (Norte de Santander), especially on Santander Avenue.



*Figure 1 Image of the entrance of the school*

**Institutional Educational Project (PEI)**

The educational community is in charge of the development of the institutional educational project, this process takes into account managements such as directive, administrative and academic and community.

The Institutional Educational Project pretends to guide the teachers in the educational field to train the educators to improve their performance related to the levels of education. This document promotes a pedagogy based on ethical training, science and culture with the purpose of promoting an autonomous aptitude with an influence of creativity in order to allow the students and teacher to innovate inside and outside the classroom.

In addition, the institution allows for the manual of functions and procedures, handbook, the resources and institutional agreements to guide its administrative and financial management that contribute to guarantee the objectives of complementary technical programs.

Moreover, the interaction with social organizations and institutions by means of strategic alliances is an important aspect to consider given that it allows to school to create spaces for the technical pedagogical assistance and community extension projects which aim to promote new pedagogic strategies to enrich the students' learning process and experience.

### *Mission*

To train teachers of high quality, from preschool to complementary training program, with investigative competences, productive, technological, and citizen in the pedagogic framework, and the social projection to perform in the preschool and basic primary, of the rural sectors, urban and marginal urban.

*Vision*

Escuela Normal Superior of Pamplona aims to become an educational institutional which leads initial and continued training programs teachers in the curricular integration framework and professional humans that re-contextualize the education and they produce pedagogical knowledge for the quality improvement from human rights in the rural sectors, urban and marginal-urban, at the local, regional and national level.

**Handbook, educational community**

The coexistence inside the school is a relevant aspect which is guided by the handbook, which aims to regulate the behavior of the people involved in the educational environment such as the rector, coordinator, teachers and students.

In addition, the handbook address offers support related to situations that could affect the students' performance during their time in the educational institution such as drug use, abuse and addiction inside the school.  With the purpose to control these situations and offer an adequate environment for all people who participate in an active and passive fashion in the institution, some rights and duties had been stipulated.

*Rights of students.*

1. All rights that are indicated in the Political Constitution, International Treaties and other norms that expressly consecrate them in favor of students are part of this Article.

2. To receive an integral education based on human values, according to the general principles of Colombian education and with the philosophy of the institution.

3. To receive education according to the institutional profile contemplated in the PEI.

4. To receive an education without preference of creeds, race or social position.

5. To receive relevant and quality education.

6. Right to be evaluated considering the physical, sensitive and cognitive difficulties duly diagnosed.

7. To have professionally qualified and ethical teachers.

8. To participate in the planning of the different areas of study through the corresponding instance, as well as in their development.

9. To remain in the classroom when instructed and to participate in the different academic, recreational and cultural activities that the institution projects.

10. To responsibly use the equipment, tools, materials and physical spaces of the institution.

***Duties of students***

1. To assume with responsibility the academic and training commitments acquired with the Institution in order to achieve a quality education.

2. To fulfill with the schedule set by the institution for academic activities.

3. To participate in the different activities and processes programmed in the institution.

4. To daily fulfill with the homework, tasks, assignments, research and evaluations assigned, in each area or subject and other activities.

5. To fulfill with the rules about use of the library, new technology room and other common spaces.

6. To bring and take care of the supplies, texts and notebooks necessary for school work respecting those of the classmates.

7. To assume and fulfill with the corrective measures proposed against the poor academic performance, adopted in the institutional evaluation system.

8. To respect the symbols that identify the country and he institution (Flag, emblem, anthem)

9. To abstain of saying words or to do actions that produce mockery or discrimination towards the members of the institution.

10. To have a good image inside and outside the institution, demonstrating the formal education reflected in attitudes and behaviors that are part of daily life (in the street, with neighbors, in the means of transport, and public spaces).

**Educations authorities**

The educational community is formed by several member as following:

· Principle

· Teachers

·   Parents council

·   Parents association

·   Students

·   Students council

**Curriculum**

**Curricular conception**

      The schools must face several challenges related to education such as the inclusion of every student. This demands a development of politics which must be cohesive and designed to create a curriculum proposal in order to share a same vision to facilitate the dialogues between the different educational levels. In the educational institution Escuela Normal Superior, the curriculum takes these aspects into account and complement them with pedagogic strategies in order to offer variety to pay attention to students' needs.

**Curriculum design**

      The curriculum aims to bring support and orientation to teachers using didactic material, which agree with the pedagogic project, to implement during their work with their students. This with the purpose of taking into account the educational environment to develop the trained teachers.

**Pedagogical strategy**

      Educational institution Escuela Normal Superior proposes a "Bilingualism plan" as a methodological strategy, which is focused on supporting students about their new language acquisition related to the English learning process. This pedagogical strategy aims

to provide to students the necessary elements to communicate in an appropriate fashion in English. This with the purpose of obtaining better employment and professional opportunities.

**Pedagogical Model**

The Escuela Normal Superior adopted the pedagogical model characterized by a constructivist approach and ecological tendency; it is humanizing creative. This pedagogic model aims to focus on the habits, attitudes and the development of competences in order to gain leverage of pedagogical interaction spaces in a creative fashion.

Moreover, this pedagogical model takes into account the person's integrality at all levels. In this fashion, this model perceives education with the development of the humanizing potential as a first step, including in the process competences of oneself and the environment.

**Pedagogical Model Escuela Normal Superior**

Creative Humanizing

Operationalized through

Constructivist Approach

Ecological trend

| Flexible | Investigative | Participatory | Interdisciplinary | Contextual | Stock Trainer | Learning facilitator | Integrator |

Pedagogical strategy Bilingualism plan

Educators with scientific, pedagogical, and ethical aptitude

**School calendar**

The school proposed a calendar involving academic activities that are included by the office rectory to be developed during the three trimesters.

**Supervisor teacher's schedule**

The educator is in charge of 8th, 10$^{th}$ and 11$^{th}$. Each grade is composed by two courses, A and B. during the week, each course has planned 3 hours, and these classes are divided into blocks of 2 and 1 hours. Moreover, the supervising teacher has assigned the group known as "Nivelaciones" or "Formacion complementaria".

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **7:00 – 7:55** | 8 B | | | 11 A | |
| **7:55 – 8:50** | 8 B | | 10 B | 11 A | |
| **8:50 – 9:45** | | 11 B | | 11 B | |
| **9:45 – 10:40** | 10 A | | | 11 B | 8 B |
| **10:40 – 11:10** | **B** | **R** | **E** | **A** | **K** |
| **11:10 – 12:05** | 10 A | 8 A | 10 A | 8 A | 10 B |
| **12:05 – 1:00** | | 11 A | | 8 A | 10 B |

**Planning**

According to the planning of the Escuela Normal Superior has adopted for this calendar three trimesters. Moreover, the planning is guided by the investigation project of class which is focused on a bilingual program which aims to contribute and improve the English level of the students. This requires a previous preparation of the first trimester, the teacher in charge develops this plan for weeks in order to cover the subjects in a sequential fashion.

The educator uses a digital format, word, to structure and organize her planning's taking into account the standards, basic learning rights and book "way to go" with the purpose of cover the content based on the establish time procedure and resources are reflected in the planning.

**Support material**

Based on the institutional observations during a week, the pre-service could note that the supervisor teacher has access a laboratory where she finds educative material such as flash cards to work on the spelling and pronunciation of the words; books which are used to develop reading activities; computers and a TV to share content such as question, images and web pages using these technological devices to complement the development of the classes. In addition, the educator aims to promote, during the class, the use of these resources and she proposes activities where physical and technological devices have a relevant role.

**Chapter III: Pedagogical and research component**


**Creative writing on 10th grade at Normal Superior school to improve written production in English as a Foreign Language: An action research**


**Introduction**

Language is considered ~~is~~ as one of the most substantial elements of education and literacy. Its efficiency and commands come with the mastery in receptive and productive skills. Conventionally and even today in the eastern world productive skills of language are given significance of which writing is the most preferred outcome expected of students. This standing is justified in the school where the students are required to master good writing compositions ( (Nasir, Naqvi, & Bhamani, 2013). It means that in a public school in Colombia, the foreign language to improve is English. To do just that, it is essential to comprehend that English as a foreign language divided into 4 main key skills: reading, speaking, listening, and writing (Examinations, 2011).

Written production involves cognitive processes in the mastery of knowledge through an idea that is then manifested in the form of a series of words symbolically or in writing. In creative writing, literary works are created through information or the environment which is abstracted into another world, involving visual, imaginary, and emotional experiences (Rini & Cahyanto, 2020). According to mentioned above, the written process focuses on the creative writing making that student's think or imagine in a creative way, have the positive attitude towards writing exercises in which they love creating different things, without leaving aside to respect other people's work and to improve their critical thinking in order to act in front of daily situations.  This method can help with the learning

process of 10<sup>th</sup> grade learners in a dynamic way and to motive its interest towards communicating with theirs partners or even interacting or sharing own thoughts.

**Statement of the problem**

According to the observation conducted last week, the students had good use of English vocabulary and understand it, they practice the listening skill, just when they listen to the teacher but most of the time, the professor speaks in English, and regarding the writing skill, they create short sentences but find it difficult to create a paragraph or texts. As a result, the aim of this proposal is to improve the 10th-grade student-written production of the Normal Superior school through creative writing due to the lack of motivation that the students have when receiving English classes.

In addition to disinterest and little autonomous work, weaknesses in the writing part were observed, such as grammatical errors and lack of vocabulary, so much so that the practitioner noted that the students were unable to create complete sentences. In other words, this problem emerges as a consequence of a lack of skill practice, and learners are unaware of the basic elements of the English writing process. Thus, creative writing serves as a tool in order to enhance written production in which the learners can write their ideas or thoughts in an autonomous way.

The following questions serve as a guide for this proposal:

**General question**

- How does the creative writing method help 10<sup>th</sup>-grade learners to improve their written production skills?

**Sub-questions**

- What types of grammar structures do 10th-graders use in creative writing?

- How does creative writing enhance grammar on 10ᵗʰ- graders?

- How does creative writing enhance vocabulary learning on 10th graders?

**Justification**

According to the necessity founded in The English as a Foreign Language domain at the Normal Superior school, it was possible to evidence the lack of the students' practice regarding their written production as well as the difficulty they had in creating simple sentences using present or past tense. Despite the fact that the professors worked on each of the skills using a variety of didactic and creative ways and is clearly the lack of attention of the students' skill improvement. In brief, learners do not have the habit to produce in English whether orally or written production.

For this reason, through this project in which not only the student body and the school will be benefited but also the pre-service teacher, taking into account she will have the opportunity to perform the different teachers' roles and will be able to develop new teaching skills and in the same way, the pre-service teacher put into practice what they will learn in previous semesters, it will be intended to improve the written production competence since it is a skill that can be worked on through creative writing. Finally, it will be 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 improve the written production in 10<sup>th</sup> grade at Normal Superior School through creative writing.

**Specific objectives**

- To apply creative writing techniques in order to enhance their written production at A2 level.
- To analyze the impact of implementing creative writing as an educational tool for the English as a foreign language learning process.
- To increase interest and participation of 10<sup>th</sup> grade students at Normal Superior school.

**Theoretical framework**

Besides, that this proposal is focus on the 10th graders' written production progress through the creative writing, it is fundamental to describe some essential concepts which are establish during this section and that will help the reader to understand in-depth the study.

**Language skills**

"Language skills are communication skills that help you convey your ideas with clarity and precision. Not only do you learn to speak well but also listen attentively. Writing clearly with brevity is another skill that's considered crucial in a professional setting" (Basic Language Skills – Listening, 2022).

**Written production as a skill**

"Writing is labeled written production and is one of the branches; when learning a second language, it is a skill that students must develop. When expressing oneself in a language, this is only done in an oral fashion; written communication is extremely important in language learning" (Olenka, 2009)

**Indicator of skill for written production in A2 level**

"Can understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need" (Common European Framework of Reference for Languages: Learning, s.f).

**Writing production**

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function. Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, Students need effective writing skills to meet their academic needs and workplace requirements. The process of writing is to teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling (Durga & Rao, 2018 ).

**Creative writing**

Creative writing is closely related to learning literary appreciation in conveying its uniqueness through various types of literary genres. Creative writing allows students to get to know and be creative in producing various types of writing. Creative writing itself can also improve and develop vocabulary, logical reasoning, and analytical skills (concrete operations) in grammar. In learning, creative writing activates the motor and visual areas of students' brains through writing which involves cognitive and linguistic processes, especially those related to memory and semantic integration (Rini & Cahyanto, 2020).

**Creativity**

Creativity is the process of bringing something new to the culture and requires passion and commitment. This brings to our awareness what was previously hidden and helps us gain new points of view. May even regards the experience of creativity as one of "heightened consciousness ecstasy." (May, 1994 cited by Avila, 2015). Creativity is considered as the ability of the person to produce ideas during the process of planning. A person characterized as lacking in creativity will merely manage limited ideas which in turn, confine the planning process and lead to incomplete or limited writing process (Rababah & Melhem, 2015)

**Literature review**

In the literature review section, it describes some relevant studies that support this proposal which aims at 10th grade students' written production in a public school. This section is composing by the following category:

**Creativity in the English Class: Activities to Promote EFL Learning**

Avila (2015), in his study, carry out in a Colombian private English-teaching institute, which was focused on set of creative activities designed to improve the oral and written production of students in the English class. It was observed that participants initially seemed careless about studying the language. As a result, learners were more interested and motivated to participate in chain games, creative writing, and screenwriting exercises after being exposed to the recommended methods. In brief, the activities improved the students' understanding of English vocabulary and structure and helped them become more competent in both oral and written production.

Furthermore, Randolph (2011) in his study, he concludes that he demonstrates how important and necessary creative writing is in order to help language learners in higher education become more effective writers. Moreover, this study showed the exit writing evaluation exam results at his Intensive English Program (IEP) increased significantly, and ESL students began to appreciate writing on a higher cognitive level.

Finally, (Avramenko, Davydova, & Burikova, 2018) considered the relevance of creative writing in language development while emphasizing the role of this type of writing in personal development through boosting imagination, creative thinking, self-esteem and the ability to find original solutions. Also, the authors argue that in order to impart creative writing skills to high school students, teachers need to create favorable conditions to incorporate creative writing in the language classroom by means of different techniques and heuristics. As a conclusion the creative writing should receive more attention as part of the school curriculum since it transforms the learning process by rendering it more stimulating and enjoyable.

**Improving learners' fluency through the implementation of creative writing in the EFL Classroom**

(Pinto, 2016)   in his study, the author's goal was to see how much his students' fluency could be improved through the implementation of creative writing activities and he highlighted the advantages it provides outweighs its disadvantages, generating a large amount of lexis in use. This improvement in language competence is especially significant among the weakest students, though. In other words, creative writing proved to strengthen multiple language skills, while posing a challenge to students to venture to share their own view of their surroundings and inventiveness in a nonthreatening way, which allowed for

the students' engagement and eagerness to be part of the process.

(Dianawati & Mulyono, 2016 ) state that "the writing activity had two main objectives: to provide students with writing exercises that would promote practical use of written English language as a means of communication, and to facilitate students' creativity in engaging with and solving problems in their social community. A real-world pedagogic writing task was developed to achieve these two objectives. Students' perceptions of the writing activity were positive, and more importantly, their awareness of social issues in the community improved as students became engaged in meaningful communicative situations in their real social environment".

**Methodology**

Taking into account to the objectives of this project, it is essential to make a description of the methodology will be implemented. Thus, it is necessary to specify as a first step that the creative writing strategy will be carried out in a public school in Colombia, specifically in city of Pamplona.

**Description of the activities**

To start the pre-service teacher practicum stage, she introduces herself formally first in the tenth grade. Besides, throughout the development of this project, different activities related to either the creative writing project as well as the pedagogical field will be implemented, these are: how to design class plans, prepare and search for the proper 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 is a great experience for the pre-service teacher.

*Table 1 Schedule methodology*

| *Schedule* | | *Date* |
|---|---|---|
| 1 | Foreknowledge- Acrostic | April 6th , 2022 |
| 2 | An wonderful character | April 20th , 2022 |
| 3 | Anagram | April 27th, 2022 |
| 4 | Cube biography | May 11th, 2022 |
| 5 | Poem structure | May 18th, 2022 |
| 6 | Drafting | May 25th, 2022 |
| 7 | Final product /Calligram | June 1st , 2022 |

**Activities implemented in the proposal**

To initiate the pre-service teacher practicum stage, she introduced herself informally first in

the 10th-grade, then she did it during the development of the first class in which she gave

them some keywords related to the creative writing with the aim of offering a

foreknowledge before doing the activity established; in this case an acrostic.



*Figure 2 Acrostics made by 10th A*

The second activity was entitled "a wonderful character" in which the learners had to write a short story by choosing one of four images that the pre-service teacher showed to them to implement the past simple and for creating an imaginary character using their creativity.
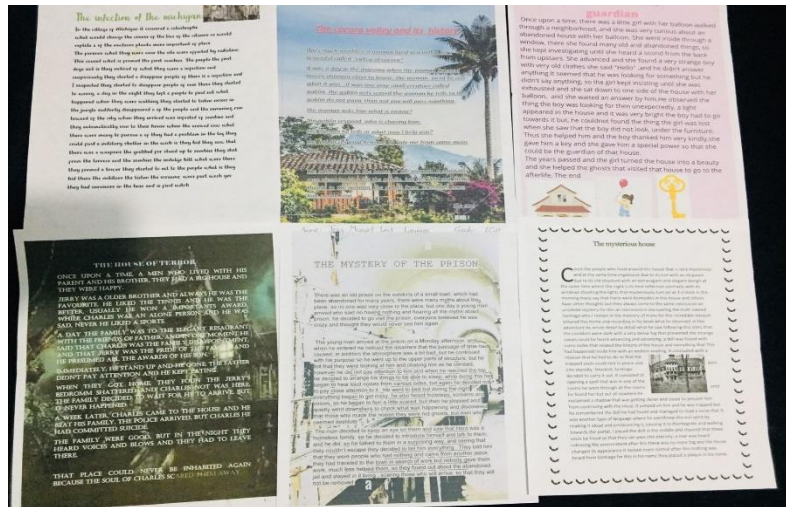
*Figure 4 Stories by 10th grade*

The third activity was entitled "Anagram" in which the learners had to create their own anagram using their names and adding an image according to final anagram. The pre-service teacher gave them some examples and she showed them a video in order to give them a clear idea the how to create an anagram.
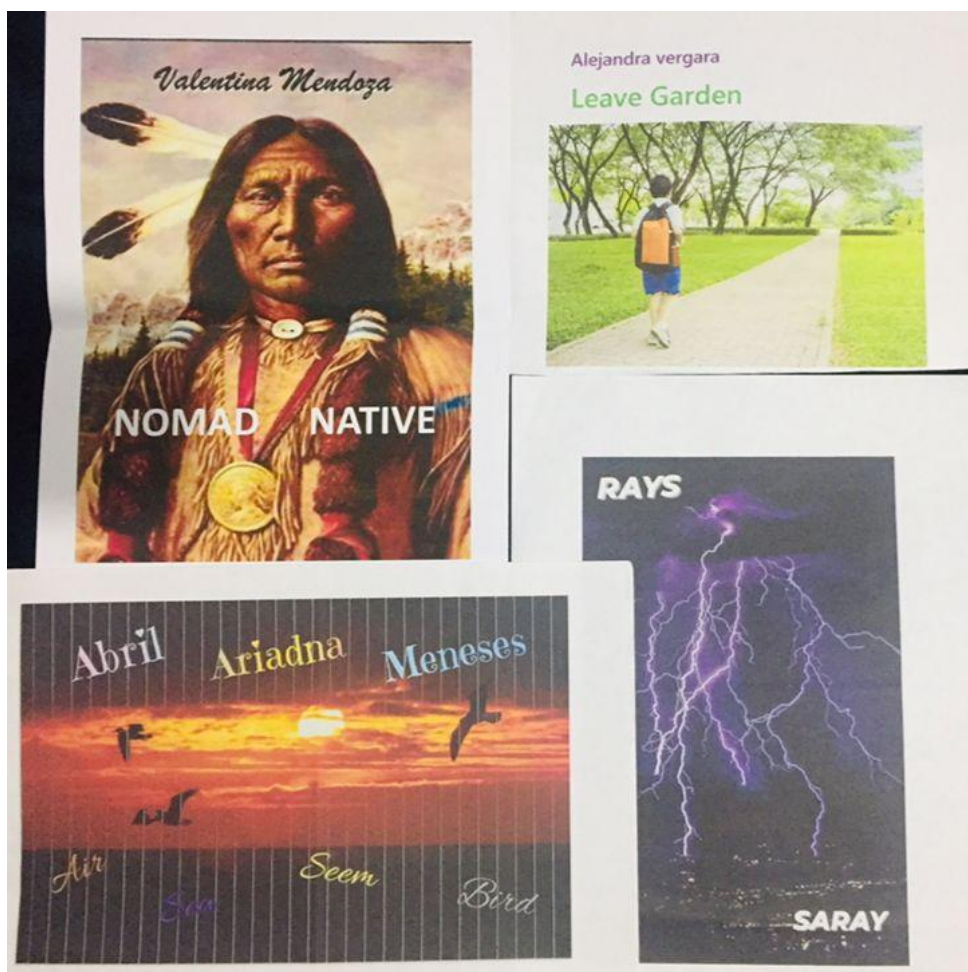
*Figure 6 Anagrams by 10th A*

The next activity was entitled "Cube biography". In this activity, the learners had to create a cube figure with a piece of paper that the pre-service teacher gave them, for elaborating this figure; the students had to take into account some aspects related to their favorite character such as: photo, full name, date of birth, profession, character quote and fun facts about the character.

*Figure 7 Cube biography by 10th A*



*Figure 8 Cube biography by 10th B*

*Figure 9 Cube biography by participants*

The last activity was the creation of a poem and then, a calligram. The topic was free and the pre-service teacher showed them some examples about calligram but before of that, she explained them how to create and to write a poem with some types of rhymes and she showed them her own example. This activity was developed during three classes, in the first one was about the poem structure and types of rhyme and, the second one was about the poem draft and, the last one was about the calligram in which the students had to finish it.

*Figure 10 Poems by 10th grade*

*Figure 12 Calligrams by 10th B*

**Research methodology**

In this section, the research approach, the design, the population, the sampling, the setting, the techniques, and instruments apply for data collection, the analysis, and interpretation of data, and finally, the schedule will be described to set the form in which this proposal is going to be developed.

**Research approach**

The qualitative approach proposed will be used to develop this project. According to Creswell (2003 as cited Williams, 2007) "Qualitative research is a holistic approach that involves discovery. Qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences". This type of approach will allow the pre-service teacher to understand people's experiences and to comprehend how creative writing method will help 10th-grade learners to improve their written production skills.

**Research design**

Following the aforementioned, this project adopts action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. Action research is participative and collaborative. It is undertaken by individuals with a common purpose (Clark, Porath, Thiele, & and Jobe, 2020). In this manner, the pre-service teacher will implement the action research design in order to gather enough information through actions, evaluations and reflections especially with the students in 10$^{th}$ grade with the purpose of improving written production through some activities such as an acrostic, a wonderful character, an anagram, a cube biography, and a poem which the students must create a calligram as a final product.

**Population, sampling, and setting**

The population that was studied is the 10th-grade learners of the "Escuela Normal Superior ". Thus, the sampling is formed by 6 students through the simple random sampling

which is a reliable method of obtaining information where every single member of a population is chosen randomly, merely by chance. According to Olken & Rotem (1986 ) random sampling is used on those occasions when the processing the entire dataset is not and is considered too expensive in terms of response time or resource usage. Nevertheless, each participant has the same chance of being chosen to be a part of a sample, as well as to conduct work and gather data.

**Instruments**

Firstly, it is essential to specify that the instruments that will be implemented in this action research for the data collection process will be applied in their entirety in the mother tongue to avoid participants' misunderstandings with respect to the questions, they are the following:

- ✔ Semi-structured interviews

- ✔ Reflective journal

- ✔ Documentary analysis

Following the establishment of the method, the previously specified instruments will be applied.

***Semi-structured interviews***

(Cohen D, 2016) states that "semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and

meaningful semi-structured questions. Many researchers like to use semi-structured interviews because questions can be prepared ahead of time.  This allows the interviewer to be prepared and appear competent during the interview. Semi-structured interviews also allow informants the freedom to express their views in their own terms. Semi-structure interviews can provide reliable, comparable qualitative data". Moreover, this tool helps to the pre-service teacher to gather the fundamental information in order to identify what are the perspectives, advantages, or disadvantages that the students can find in the study.

Furthermore, it is essential to mention that to carry out this instrument, it was crucial to send a formal letter to participants' parents (See appendix) in order to obtain their approval to their children be interviewed, bearing in mind, students are minors. In the same way, the population known about the parameters of the data collection process and also to let them known about the ethical considerations of the research, all this to obtain their formal participation.

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

**SEMI-STRUCTURED INTERVIEW**

Researcher

Angie Andrea Sierra Fernández

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 décimo grado del colegio Normal Superior de Pamplona, se les plantearán las siguientes preguntas.

La siguiente entrevista tomará entre 10-15 minutos en los cuales puede expresarse libremente puesto que toda la información será tratada de manera anónima.

**Objetivo**:

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

**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 de las actividades de clase desarrolladas por los practicantes en el área de lengua inglesa?

2. ¿Cree que las actividades de clase desarrolladas por los practicantes han mejorado sus habilidades en lengua inglesa?

3. ¿Cómo considera usted que la escritura creativa mejora de su producción escrita?

4. ¿Cómo influye este proyecto en la mejora de sus conocimientos gramaticales y de vocabulario?

5. ¿Cómo cree usted que el taller de la creación del acróstico influyó en la mejora de su producción escrita o en la adquisición de nuevo vocabulario?

6. ¿Cómo cree usted que el taller de la creación del personaje maravilloso influyó en la mejora de su producción escrita o en la adquisición de nuevo vocabulario?

*Reflective journal*

According to Thorpe (2004 as cited Alt, Raichel and Naamati-Schneider, 2022) define reflective journal as "written documents that students create as they think about various concepts, events, or interactions over a period of time for the purposes of gaining insights into self-awareness and learning". In other words, this instrument will facility to the pre-service teacher to analyze the students' attitude during the implementation of the project.

**Reflective journal**

On Wednesday, the class was held with "10th- B" grade students from 7:55 am to 8:50 am, the topic was *"Comparatives and superlatives"*. Teacher did a little review about the topic and she wrote on the board some exercises related with the topic. At the end of the class, she assigned the homework, the students had to write some sentences using the adjectives' vocabulary and using the rules.

On Wednesday, there was not class due to the national strike. In this day, a pedagogical activity was developed, the pre-service teachers had to collaborate with organization in the English lab with the students' help.

On Wednesday from 7:55 am to 8:50am, with 10th –B grade, she did the feedback about the evaluation and she did an explanation about her project, after that they had to write an acrostic with their names. The same activity was developed with the 10th –A grade from 11:10 am to 12:05 pm.

*Figure 13 Reflective journal*

**Documentary analysis**

According to Heffernan (2001)Documentary analysis is an important research tool in its own right and is an invaluable part of most schemes of triangulation. It refers to the various procedures involved in analyzing and interpreting data generated from the examination of documents and records relevant to a particular study. The documentary analysis will provide relevant information in which the pre-service teacher will observe or

identify specific aspects in order to make sure that the creative writing process will be properly developed. Thanks to this tool the pre-service teacher can perceive what are the disadvantages or advantages that the learners have when they write an acrostic, a short story in which they receive some specific instructions such as write sentences in past simple or coherence and cohesion way.

**Data analysis process**

An analysis of the data that was obtained throughout the practice time was essential to respond to questions in this component and the following process was developed by the triangulation technique. Wilson (2014) defines "Data triangulation: using different sources of data. This includes different times for data collection, different places from which to collect the data, and different people who could be involved in the research study", as well as to analyze the data and thus to validate them on MAXQDA software aid.

Consequently, the transcription of the semi-structured interview applied, as well as a general analysis of the participants' writings, was carried out, and also it was copied in a document the information obtained from the reflective journal; documents imported to the MAXQDA software, the above to start the qualitative data analysis (QDA). Then, this data was encoded in order to make a categorical comparison between the information gathered during the development of the project.
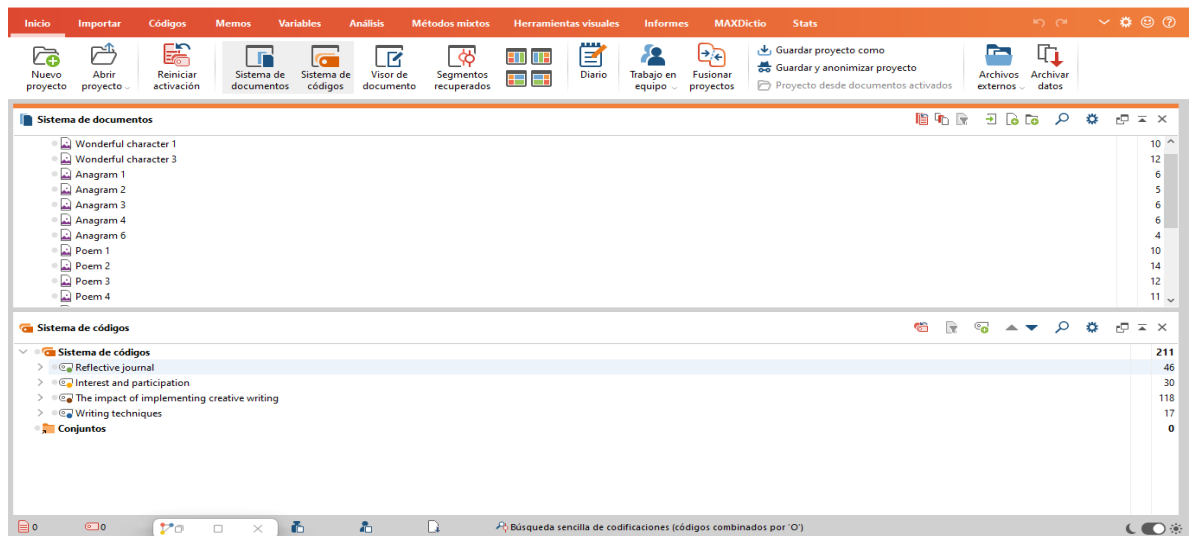
*Figure 14 MAXQDA program*
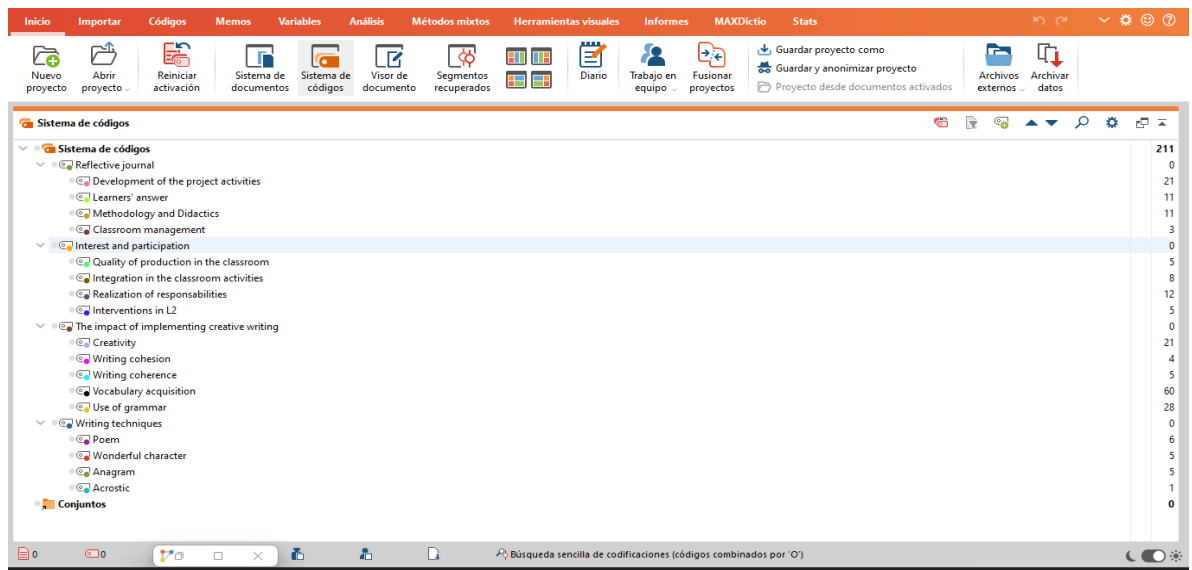


*Figure 15 System codes*
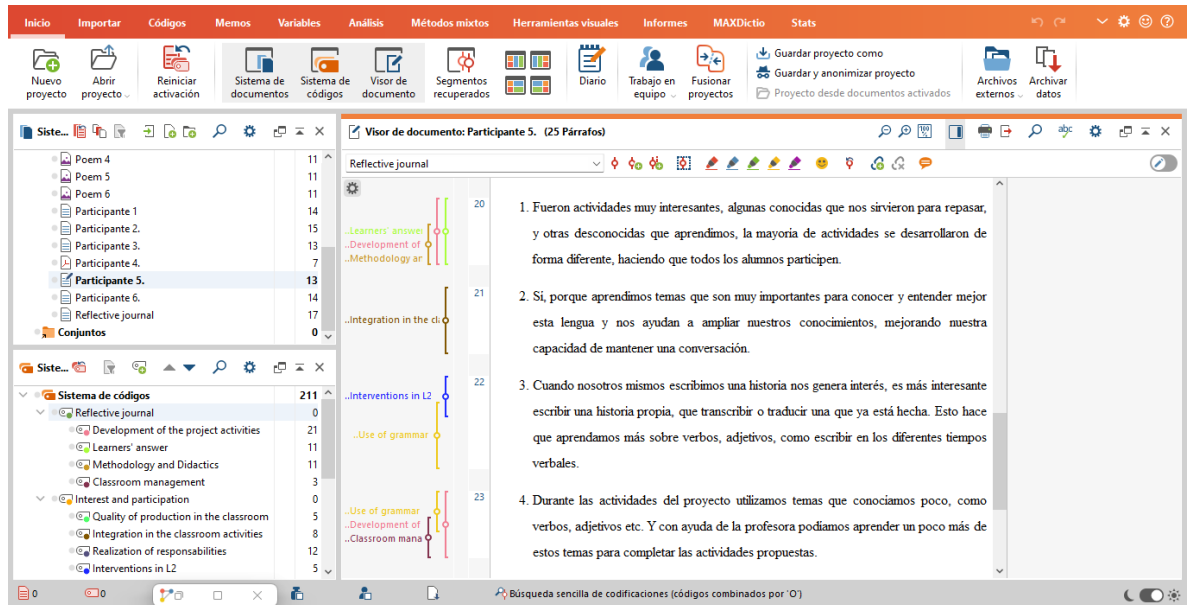
*Figure 16 Data encoded (interview)*
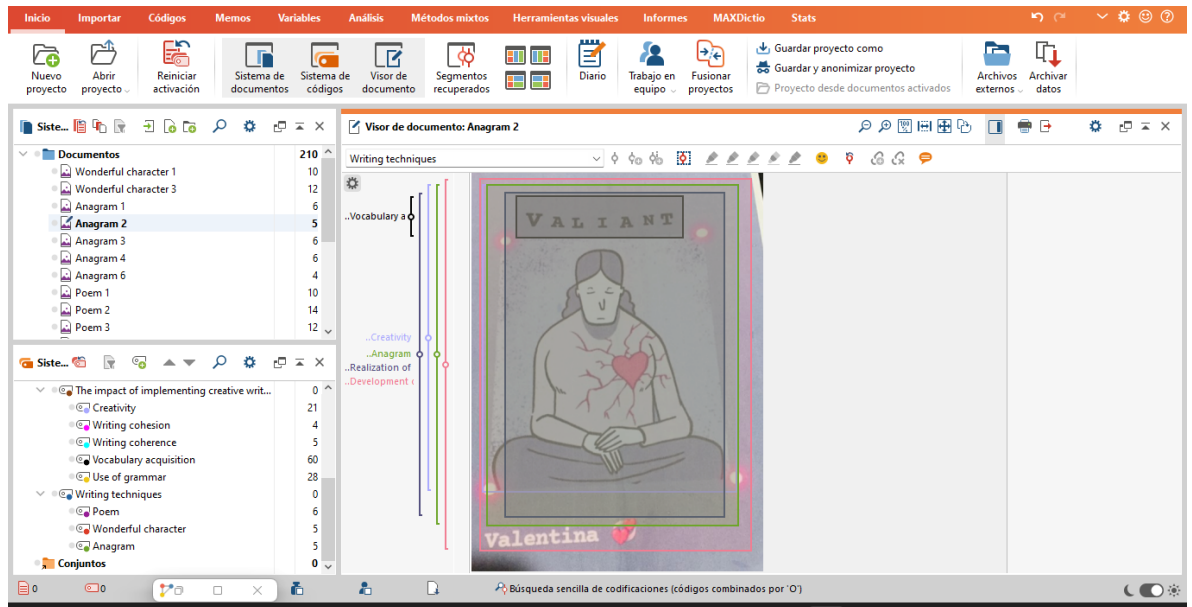


*Figure 17 Data encoded (anagram)*
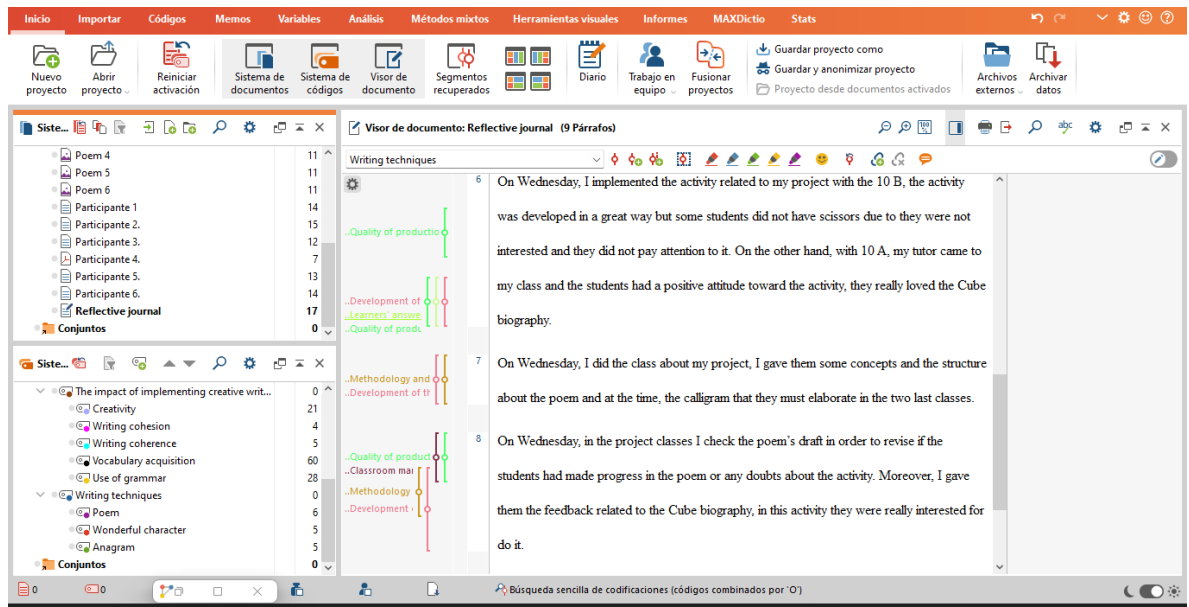
*Figure 17. Data encoded (Reflective journal)*

**Method of data analysis**

Sequentially, as a means to obtain the expected and clear outcomes, a thorough exploration

of the data will be developed through the interpretative analysis.

*Interpretative analysis*

(Palmer, Larkin, & Richard, 2010) define "Interpretative phenomenological analysis (IPA)

is an approach to qualitative research that is now well-established in British psychology.

This approach is concerned with understanding people's experiences of the world and of

themselves. The aims of IPA studies have been met most frequently through the use of

one-on-one interviews". This type of analysis lends to the pre-service teacher analyzes

student's creativity and their thought concerned with situations linked to the daily life.

Moreover, the student's ability in order to elaborate short sentences or paragraphs for

applying the foreknowledge gave by the pre-service teacher.

# Chronogram

The schedule that will be followed during this project is the following:

*Table 2 Chronogram*

| | ACTIVITIES | MARCH WEEK | | | | APRIL WEEK | | | | MAY WEEK | | | | JUNE WEEK | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Institutional Observational | ■ | | | | | | | | | | | | | | | |
| 2 | Creation of the proposal | | ■ | | | | | | | | | | | | | | |
| 3 | Correction of the proposal | | | ■ | | | | | | | | | | | | | |
| 4 | Start of Project implementation | | | | | ■ | | | | | | | | | | | |
| 5 | Interviews application | | | | | | | | | | | | ■ | | | | |
| 6 | Reflective journal | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| 7 | Final report | | | | | | | | | | | | | ■ | | | |

# Ethical considerations

The ethical considerations that were taken into account during the development of the practicum stage mainly aimed to obtain the participants' and the tenth-grade students'

consent in general in order to apply the semi-structured interview related to the creative writing project as a way to obtain their full participation during this process. They were also informed of their decision although they wanted to maintain their anonymity or not, in the same way. Besides, they were free to decide whether to continue in the project or to leave it.

**UNIVERSIDAD DE PAMPLONA**
**FACULTAD DE EDUCACION**
**DEPARTAMENTO DE LENGUAS**

**FORMATO DE AUTORIZACIÓN**

En el siguiente documento, dirigido a los padres de familia de los estudiantes de la Institución Educativa Normal Superior de Pamplona, yo Ángie Andrea Sierra Fernández, estudiante de lenguas extranjeras, cursando la asignatura de Practica integral y sistematización, y bajo la supervisión del docente y tutor Jhon Edinson Pabón Ascanio , me permito extender una autorización para llevar a cabo una labor investigativa con los estudiantes del grado décimo (A-B), especificamente en la asignatura de inglés, donde se llevara a cabo la aplicación de una encuesta, esta será para el estudio titulado; La escritura creativa en los estudiantes de décimo grado para mejorar la producción escrita en el área de inglés de la Institución Educativa Normal Superior de Pamplona, para el cual se hace primordial la participación de estudiantes que se encuentren cursando el curso anteriormente mencionado.

Con el estudio a realizar se pretende mejorar la producción escrita de los estudiantes que forman parte de dicho mediante la escritura creativa, esto a través de una investigación acción con un enfoque cualitativo. De igual manera, durante el desarrollo del proyecto se brindará apoyo al estudiante para así poder mejorar la producción escrita mediante diferentes ejercicios y actividades las cuales tienen como propósito enriquecer el conocimiento de la lengua anglosajona.

De igual manera, la participación durante esta investigación, y datos personales del estudiante serán protegidos con el objetivo de garantizar su privacidad. Por este motivo, el uso de alias o nombres alternativos serán empleados para presentar los resultados y conclusiones obtenidos al final de la presente investigación.

Estudiante investigador

_____

*Figure 18 Consent*

**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 , a semi-structured interview, reflective journal that it contains the eight entries and the documentary analysis. Therefore, the following table illustrates them.

*Table 3 System codes*

| System codes |
| --- |
| **Reflective journal** |
| Development of the project activities |
| Learners' answer |
| Methodology and Didactics |
| Classroom management |
| **Interest and participation** |
| Quality of production in the classroom |
| Integration of the classroom activities |
| Realization of responsibilities |
| Interventions in L2 |
| **The impact of implementing creative writing** |
| Creativity |
| Writing cohesion |

| |
|---|
| Writing coherence |
| Vocabulary acquisition |
| Use of grammar |
| **Writing techniques** |
| Poem |
| Wonderful character |
| Anagram |

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 interest and participation, the second one was focused on the impact of implementing creative writing, and the last one named writing techniques. Later on, this section describes the project findings coming up from the pedagogical research implementation which was aimed at enhancing 10th-grade students' written production at Normal Superior school, answering partially the research questions.

**Interest and participation**

In this first category, it was found that the interest and participation during the learning English as a foreign language in a public school have an essential role in which it influences the quality of the learners of production in the classroom for fostering to acquire knowledge that the students can apply in different daily situations. Thanks to these factors can be shown that students really improve 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 activities as was stated by one participant *"This activity was very complete*

*because it put most of our knowledge into practice, and since our likes are there is more interest, and although we did not know all the vocabulary, we learned those new words that we can apply in our daily life"* (Participant 5, interview 1).

It is important to highlight 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. It is linked to their enthusiasm with the classroom activities or even, with the accomplishment of their responsibilities, as stated by some of the participants *"Yes, because each activity motivated me and aroused my interest in learning this language in different ways, as was shown"* (Participant 6, interview 1), *"Yes, because we learned topics that are very important to better know and understand this language and help us broaden our knowledge, improving our ability to hold a conversation"* (Participant 5, interview 1).

To sum up, and as it was corroborated in the class exercises development, some of the learners were afraid to participate in the proposed activities; notwithstanding, throughout the process and through the reception of the participants' writings, it showed great progress as they had authenticity and originality to create it.
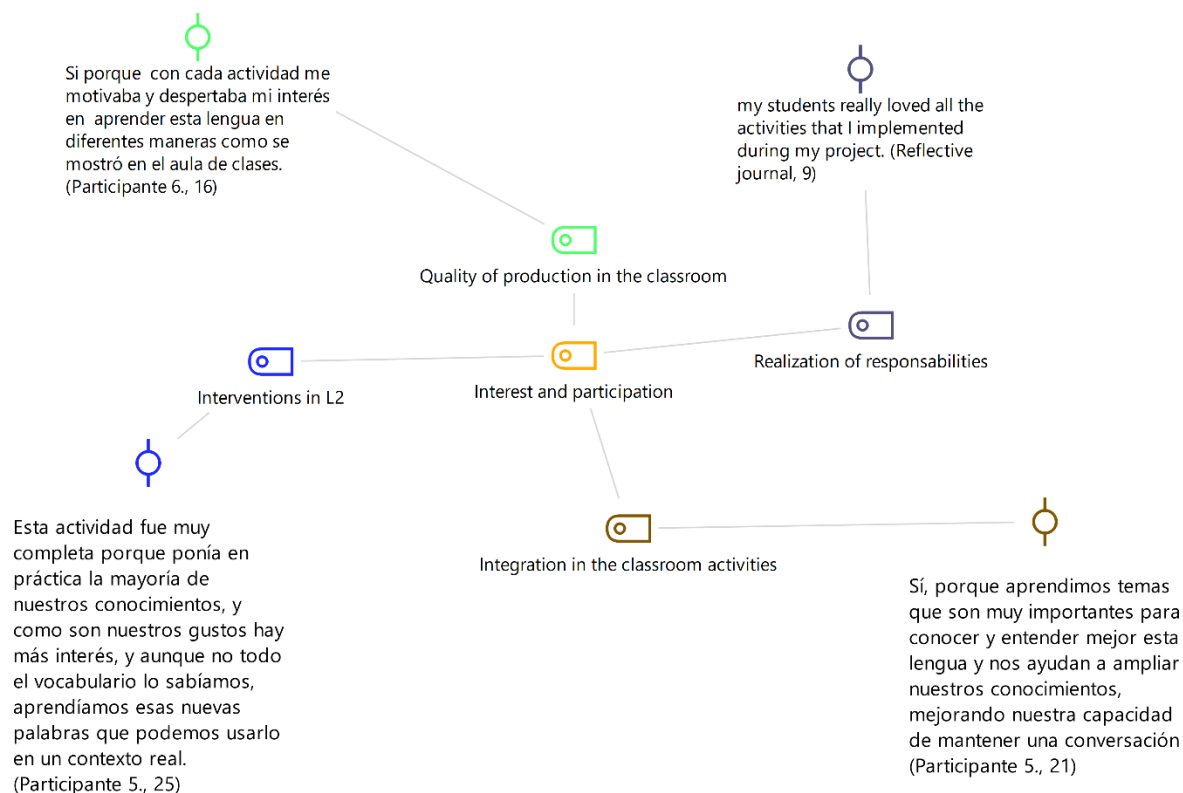
# INTEREST AND PARTICIPATION



Si porque con cada actividad me motivaba y despertaba mi interés en aprender esta lengua en diferentes maneras como se mostró en el aula de clases. (Participante 6., 16)

my students really loved all the activities that I implemented during my project. (Reflective journal, 9)

Quality of production in the classroom

Realization of responsabilities

Interventions in L2

Interest and participation

Esta actividad fue muy completa porque ponía en práctica la mayoría de nuestros conocimientos, y como son nuestros gustos hay más interés, y aunque no todo el vocabulario lo sabíamos, aprendíamos esas nuevas palabras que podemos usarlo en un contexto real. (Participante 5., 25)

Integration in the classroom activities

Sí, porque aprendimos temas que son muy importantes para conocer y entender mejor esta lengua y nos ayudan a ampliar nuestros conocimientos, mejorando nuestra capacidad de mantener una conversación (Participante 5., 21)

*Figure 19 Interest and participation*

**The impact of implementing creative writing**

In this second category, the impact of implementing creative writing in the written production had a complex effect in which the writing coherence, cohesion and the use of grammar structures on basic topics were the relevant facts that the learners must enhance because in the creation of story with their own words in which they had to include a wonderful character, the most common mistake was the punctuation marks or even, in some cases, some students did not know to use the verb to be or simple past, or even some of them committed plagiarism.

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 (adjectives, pronouns, simple past, etc.) according to what they wanted to express in each one of the writings presented, for enhancing in this way their linguistic skill and wonderful workshops were collected during the development of this study, as confirmed by the pre-service teacher *"I received amazing poems and calligrams. I think that my students really loved all the activities that I implemented during my project" (Reflective journal, entry 9).*

In the same way, creative writing as a tool to improve the written production in the tenth-grade at the Normal Superior school, not only helping them to implement grammar in the right way but also to learn basic vocabulary that they never had read or written. In other words, it serves for them to apply in their daily life, as stated by a student *"We learned new words that we can use in the real context" (Participant 5, interview 1).*

As a final point, the implementation of the creative writing had a notable result with the population that made part of it, in which they could reinforce some grammar structure or to acquire simple words such as: comfortable, fairy and strange. Moreover, they took advantage from their creativity to elaborate some activities like a poem, acrostic, cube

biography, anagram and a wonderful character in a short story.

## The impact of implementing creative writing



*Figure 20 The impact of implementing creative writing*

**Writing techniques**

This last category refers to a constant that was presented and that could be verified through the documentary analysis 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 as confirmed by one participant *"In the activity of the wonderful character helped me to understand or to know the meaning of some words" (Participant 3, Interview 1).* Furthermore, the writing techniques were the poem creation, the anagram, the acrostic, and the wonderful character in an imaginary story that lent the learners know how

much creativity they had through the different activities proposed by the pre-service teacher.

Hence, 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 tenth-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 and to develop the activities thus improving their written production. Finally, the learners loved all the activities applied by the teacher in training in which they participated positively throughout the study.

**Conclusions**

Taking into consideration some student's difficulties had faced in the English learning process due to the change to the remote education to the presential method since not all learners had the same level to understand English as a foreign language, it affected their learning process in the way that they did not understand simple explanations or they did not do their task-related with the creative writing workshop. Moreover, the pre-service teacher offered tutorials as a help for them but their level of interest about to enhance their knowledge of the English language was unselfish.

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

In brief, in terms of progress, this action research concluded that the implementation the creative writing as a strategy allowed students to increase their English knowledge throughout this new teaching technique, and in this way to learn new vocabulary while fostering their written production. It is fundamental to clarify that for this entire process, it was considered necessary not only the constant accompaniment of the practitioner but also the responsibility of the part of the population in order to achieve the objectives of this component, a factor that was evidenced in the whole process.

**Recommendations**

It is recommended for future studies based on creative writing, to implement more workshops or didactic activities, since in this way the students are in constant practice. Thus, 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 is advantageous to work on this type of project in the 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.

<center>**Chapter IV: Community Outreach Component**</center>

<center>**Enhancement of vocabulary learning throughout the recycling flashcards in 4th grade at Normal Superior school**</center>

**Introduction**

The foreign languages program: English-French at the University of Pamplona in its professional field makes pre-service teachers available to contribute as a support in the educational training of this population in effort to enhance English as a foreign language (EFL) learning process in primary school children in Colombia, more particularly in public schools, in which children's learning process in a low percentage.

Moreover, this experience is an essential part of the pre-service teachers' practicum in which they must put into practice their knowledge related to English field with the learners in 4th grade at Normal Superior school. Therefore, the supervisors' teachers have the opportunity to guide, to provide their knowledge and to teach them relevant factors which are involved inside the classroom environment during the teaching practicum.

In addition, the flashcard's implementation is a benefit in order to enhance vocabulary for primary students. According to Daulay (2016) A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be

learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

Furthermore, the use of flashcards as a pedagogic strategy aims to enrich the student's vocabulary with images in order to connect the picture with its English translation. This methodology reinforces linguistic competences such as the oral production giving that the students practice the correct pronunciation of the words. Thus, the educator catches the learners' attention due to the elaboration of flashcards by themselves developing in this fashion their gross and fine motor skills, it means that their motivation will be in high level using recycling material as an ecological support during the development of the English class because the students' perspective is positive and they participate in actively fashion.

**Justification**

Following these lines, learning a foreign language enriches society, in this case, learners. That is why, the present project will intend to benefit the "Normal Superior" school, the children school population as well as the trainer teacher since this experience will serve as a method of acquiring the management of courses in primary. Moreover, with the flashcard's aid students can acquire basic vocabulary related to some topics such as body parts, greeting and farewells, colors and family members, and this experience gives some perspectives to the pre-service teacher when working with students who are part of the methodology implemented in the Escuela Nueva because they present some difficulties some difficulties during the process of learning English as a foreign language. Thus, this experience enriches the students and increases their level of interest in English through the creation of flashcards with recycled material.

**Objectives**

**General objective**

To foster the EFL primary students' vocabulary at Normal Superior school by

using recycling flashcards.

**Specific objectives**

To provide vocabulary through the use of recycling flashcards.

To use recycling material during the development of the class.

**Methodology**

In this section, the outreach component with 4th -grade English courses at Normal

Superior school, will be carried out in the class spaces stipulated by the institution. The

course has a workload of four hours a day which are going to be developed in two different

headquarters those being the Cariongo Escuela Nueva and (Instituto Superior de Educación

Rural) ISER Escuela Nueva. The teacher in training will be an active part of the

development of the classes and of supporting the area teacher in the planning and

management of the courses.

**Chronogram of activities**

*Table 4 Schedule Cariongo-ISER Escuela Nueva*

| Date | Cariongo Escuela Nueva | ISER Escuela Nueva |
|------|------------------------|--------------------|
| 24th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 31th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 7th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 21th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 28th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 5th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 12th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 19th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 26th | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |
| 2nd | (7 :00 - 7:55)    (7:55 - 8:50) | (9:45 - 10:40) (11:10 -12:05) |

| DATE | VOCABULARY | CONTENT | DESCRIPTION | MATERIALS |
|------|-----------|---------|-------------|-----------|
| March 24th /2022 | FAMILY MEMBERS | Pictures related with the family members | ● Give the key vocabulary <br> ● Explain linked with the worksheet <br> ● Create a flashcard | ▪ Worksheet <br> ▪ Flashcard <br> ▪ Color paper <br> ▪ Stick <br> ▪ Recycled paper <br> ▪ Glitter |
| March 31st /2022 | COLORS | Nemo's characters | ● Give the key vocabulary <br> ● Explain linked with the worksheet <br> ● Create a flashcard | ● Worksheet <br> ● Flashcard <br> ● Color paper <br> ● Stick <br> ● Recycled paper <br> ● Glitter |

| | | | | |
|---|---|---|---|---|
| *April 7th/ 2022* | *GREETINGS AND FAREWELLS* | *Worksheet related with the greeting and farewells* | • *Give the key vocabulary*<br>• *Explain linked with the worksheet*<br>• *Create a flashcard* | ✔ *Worksheet*<br>✔ *Flashcard*<br>✔ *Color paper*<br>✔ *Stick*<br>✔ *Recycled paper*<br>✔ *Glitter* |
| *April 21st/2022* | *TRIMESTRAL EVALUATION* | *The previous topics* | *Review about the topics.* | ✔ *Worksheet*<br>✔ *Board* |
| *April 28th/ 2022* | *BODY PARTS* | *Worksheet* | o *To draw a person and put the body parts in the correct place.*<br>o *To provide relevant vocabulary.*<br>o *To sing a song related to the topic.* | o *Worksheet*<br>o *Play dough* |
| *May 5th / 2022* | *There was not class due to the cultural week* | | | |

| | | | | |
|---|---|---|---|---|
| *May 12th/ 2022* | *Professions* | *Worksheet* | o *To provide fundamental vocabulary about the topic.*<br>o *To cut and to paste some figures linked to the professions in the notebook.*<br>o *To decorate an image with playdough* | o *Worksheet*<br>o *Flashcard*<br>o *Color paper*<br>o *Stick*<br>o *Recycled paper*<br>o *Glitter*<br>o *Playdough* |
| *May 19th / 2022* | *Animals* | ● *Worksheet* | o *To provide key vocabulary.*<br>o *To create an animal mask.* | o *Worksheet*<br>o *Flashcard*<br>o *Color paper*<br>o *Stick*<br>o *Recycled paper*<br>o *Glitter* |
| *May 26th /2022* | *The Alphabet* | ● *Worksheet* | o *To paste a worksheet with the correct pronunciation of the alphabet.*<br>o *To paint and to create a worm with carton egg.* | o *Worksheet*<br>o *Flashcard*<br>o *Color paper*<br>o *Stick*<br>o *Recycled paper*<br>o *Glitter*<br>o *Paints*<br>o *Carton egg* |

| June 2nd / 2022 | Free activity | ● Performance<br>● Letter | o To create a performance with English songs.<br>o To write a letter to the English Teacher. | o Piece of paper<br>o Colors<br>o English songs |
|---|---|---|---|---|

Figure 22. Family members

*Figure 22 Colors*



*Figure 23 Nemo's characters*

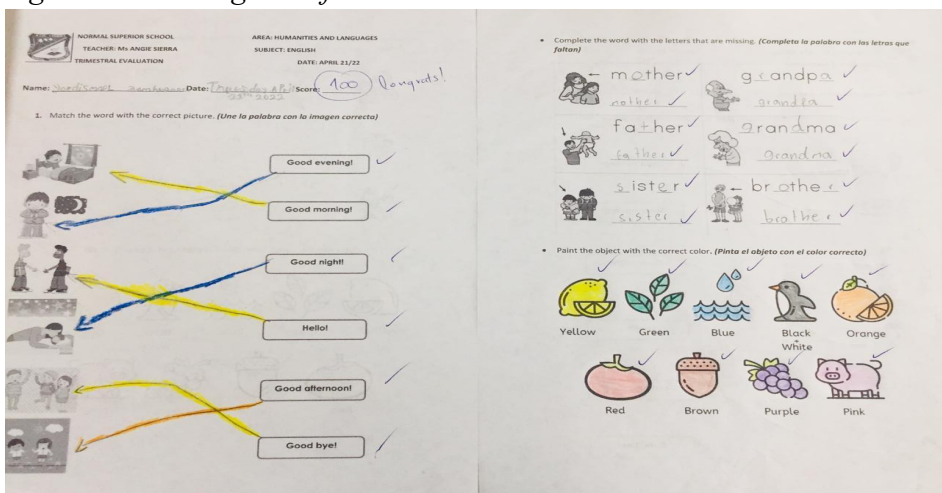*Figure 24 Nemo- Colors*



*Figure 25 Greetings and farewells*



*Figure 26 Trimestral evaluation*
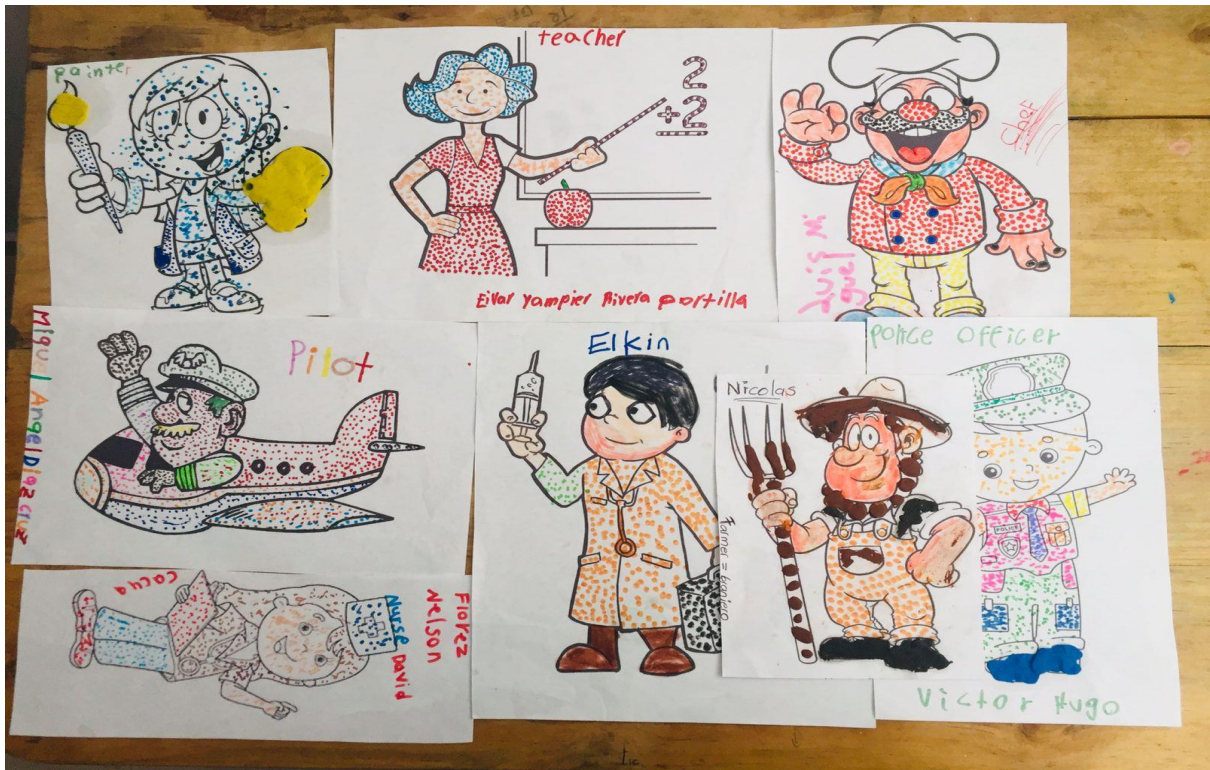
*Figure 27 Body parts*



*Figure 28 Professions*

*Figure 29 Professions*



*Figure 30 Animals mask*

*Figure 31  Animals*
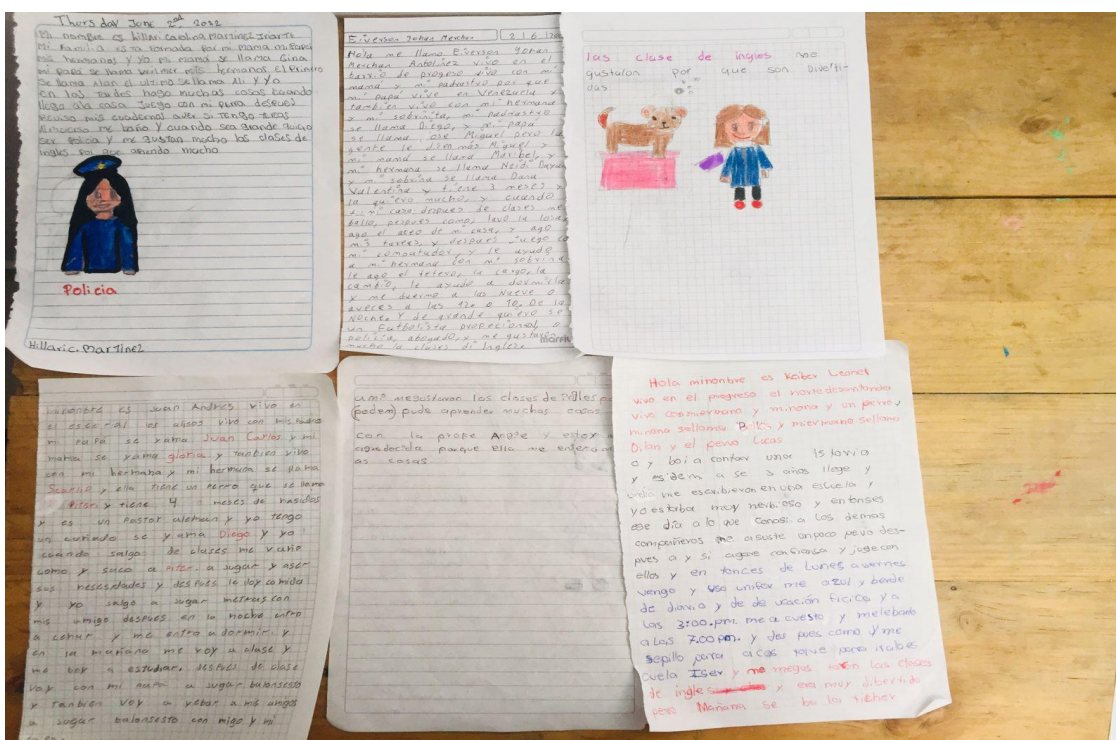


*Figure 32 Free activity*

**Conclusions**

In this perspective, the pre-service teacher hoped that with the present project and its active implementation, students had been able to acquire new knowledge of the English language and found an interest in it, as well as learn the different ways of learning a second language through recycling flashcards.

In the same way, the implemented activities, song and games, helped to increase their motivation. It can be seen that children are very interested in learning a foreign language considering that their active participation during the development of the English class.



*Figure 33 Children ISER*

## Chapter V: Intra-institutional Activities Component

**Introduction**

As pre-service teacher of the educational institution, it is essential to participate in extracurricular activities over the course of time in which one will take part in each of them and thus develop an understanding of the cultural characteristics that support institutional work.

In this period of integral practicum, students and parents must attend and participate in events that take place in the institution in order to gain a greater understanding of how an educational institution acts not only in the academic field, but also in the cultural and social field, by getting to know the student population, the administrative community, and teachers of other subjects, as well as the activities that students and parents engage in.

**Justification**

As future educators, you must be familiar with the educational institution and actively participate in all academic, administrative, and cultural activities that are required outside of foreign language instruction. Understanding that professional practice is the final step in the university component, it is critical to be aware of the types of places and activities that can be useful later in the teaching role, as well as how to be an active member of an educational establishment.

**Objectives**
**General objective**

To engage in extracurricular and cultural activities carried out at the institution.

**Specific objectives**

- To acquire knowledge during the integral practicum.

- To give support to other teachers in the organization of the different

  extra-curricular activities.

**Methodology**

In order to developed the intra-institutional activities at Normal Superior school by many members as teachers, pre-service teachers and learners. This component is concerned with all of the activities that the pre-service teacher must complete during the time that the practitioner is unable to engage in integrated practice in the institution where he or she is employed. Its responsibilities include not only being present in the classroom to develop their activities but also being involved in other actions that the institution has established.

**Chronogram**

## MARZO

| FECHA | ACTIVIDADES | RESPONSABLES |
|---|---|---|
| 1 | Día nacional del reciclador y del reciclaje | Núcleo 1 |
| 1 - 4 | Revisión del planeamiento curricular | Coordinador |
| 2 | Miércoles de ceniza. | Administrativos |
| 8 | Taller sobre los derechos de la mujer | Núcleo 3 |
| 1-8-15 | Jornada pedagógica | Rector y coordinador |
| 15 | I Comité de Convivencia Escolar | Rector |
| 22 | Consejo académico | Rector |
| 24 | Consejo directivo | Rector |
| 22 al 25 | Rincón pedagógico ( Sexto a Noveno) | Núcleo 4 |

## ABRIL

| FECHA | ACTIVIDADES | RESPONSABLE |
|---|---|---|
| 5 | Jornada pedagógica | Rector y Coordinador |
| 11 al 15 | Desarrollo institucional Semana Santa | SED-IE |
| 18 al 22 | Rincón pedagógico ( Décimo a Undécimo) | Núcleo 4 |
| 19 | Consejo académico | Rector |
| 21 | Consejo directivo | Rector |
| 22 | Día internacional de la tierra | Núcleo 1 |
| 25 al 29 | Homenaje al día del Idioma | Núcleo 2 |
| 25 | Taller derecho de los Niños | Núcleo 3 |
| 26 | Jornada pedagógica | Rector y Coordinador |
| 29 | Terminación del 1er trimestre | Rector y Docentes |

*Figure 34 Intra-inst activities 1*

## MAYO

| FECHA | ACTIVIDADES | RESPONSABLE |
|---|---|---|
| 2 | Inicio del 2do trimestre | Rector y Docentes |
| 2 - 6 | Semana cultural Efemérides Fundación de la Escuela Normal Superior | Rector y Núcleos de Formación |
| | Año internacional de las Ciencias Básicas para el desarrollo sostenible | Núcleo 1 |
| | Inauguración juegos Intercalases | Núcleo 2 |
| | Izada de Banderas | Núcleo 3 |
| | Festival de rondas infantiles | Núcleo 4 |
| | Desfile de Faroles | |
| 10 | Jornada pedagógica | Rector y Coordinador |
| 15 | Día del maestro | |
| 17 | Consejo académico | Rector |
| 18 | Consejo directivo | Rector |

## JUNIO

| FECHA | ACTIVIDADES | RESPONSABLE |
|---|---|---|
| 3 | Día mundial de la bicicleta | Núcleo 1 |
| 4 o 5 | Presentación pruebas T y T | Estudiantes PFC |
| 14 | Jornada pedagógica | Rector y Coordinador |
| 17 | Terminación de semestre Programa de Formación Complementaria. | Rector y Docentes |
| 20 | Inicio receso estudiantil y docente | SED |

**Activities**

*Farewell to two teachers.*

The educational community gathered to celebrate the years of service of two teachers who are retiring to enjoy their retirement. The pre-service teachers attended as observers.

*Institutional beautification day.*

The pre-service teachers attended a day in which the English laboratory was organized and decorated, and at the same time an inventory of the materials and implements available in the laboratory was made.

*Book's day.*

The educational community, headed by the Spanish teachers, led some activities in which the students organized themselves in different stands and did playful and interesting activities to present the importance of reading and books.

*Spanish language day.*

The Spanish language day was held, in which different students from all grades presented poems by famous authors, songs, readings, dramatizations and even the writing contest was awarded.

*Anglo-radio*

Every week, the pre-service teachers worked in the Normal Superior school radio station sharing information about the Anglophone music in English and fun facts with the aim of sharing relevant aspects about Anglophone culture.

The project in the radio was developed in the journey's brake on Tuesday and Thursday, that needed a previous preparation at home for the pre-service teacher to organize all the information share.

### Cultural week

In this week, some events were developed every day with the purpose of celebrating the 62nd anniversary of the school. The first day was carried out an institutional beautification in the last two hours of the school day, and in the second day was the inauguration of the interclasses of sport matches. On Wednesday, some nursery rhymes were developed by each grade, and on Thursday, the candles parade was developed at night in which everybody had to bring a candle during the parade that finished with a mass linked to the Virgen del Prodigio at the school. Finally, on Friday was the raising flag that was composed by some performances, one of them was the English radio in charge of the pre-services teacher that was about history and relevant facts related to the Normal Superior school.

### Teacher's day

The learners that made part of the complementary training program organized an activity to highlight the role of the teaching staff in the school. The schedule was composed by some songs, performances, poems, acrostics and special gifts.

*Figure 38 Writing activity*



*Figure 39 Children's day*

*Figure 40 Language day*



*Figure 41 La pobre viejecita*

*Figure 46 English Teachers Day*

**Conclusions**

The activities in which the pre-service teacher participated demonstrate the importance of being part of the development of those as a leader and as a participant, to get close for the learners. Thus, 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.

**Chapter VI: Integral practice reflective approach**

The narratives have been a medium to write a description of each activity during the implementation of the project. The aim is to highlight and write down every detail and behavior of the students, why they do something, how they learn during the classes, what they like the most and how the pre-service teacher can contribute to improve their learning. During these narratives, the pre-service teacher wrote their experiences and if the objectives were accomplished during the classes.

Moreover, these spaces help to the pre-service teacher to share these experiences with the teachers and receive favorable comments about the process or if necessary to improve in some aspects. The purpose is to evidence each activity and plan each class to take advantage of the spaces the institution gives during the integral practicum.

Thus, having the experience of sharing with students help in the formation of the pre-service teacher, listening to them and motivate their opinions and thoughts, create a relation between teacher-student, and even this helps to propose them to improve day by day of being part of their scholar process. The pre-service teacher is a referent of students that have future plans to study and have the opportunity to tell the experience of studying at the University.

**Conclusions**

Regarding the development of this practicum stage, the progress of students in both primary and secondary school towards the English language could be seen through the classes in which were implemented the activities previously proposed. Furthermore, the pre-service teacher realized what manage a class, implement new teaching strategies, and acquire the value of patient, responsibility, punctuality, compromise and leadership.

Likewise, the link pre-service teacher made with other teachers that can contribute to the process, teaching strategies and ideas to implement in the English area. Then, the research process helped the pre-service teacher to look for information, analyze and interpret students' behaviors, finding new strategies to implement for teaching English.

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Appendix