Creativity as an effective way to enhance 8th graders oral and written production at San José de Cúcuta school

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Table of contents

Chapter I - General Presentation of the Project Page

Presentation ……. 9

Introduction……..... 10

Justification…….

11

General objective ……..……. 12

Specific objectives ……. 12

General conclusions ..……. 13

Chapter II - Intrainstitutional Observation Component

Description ……...……. 14

Chapter III - Pedagogical and Research Component

Brief description ……..…….16

Statement of the problem ……...…….17

Justification ……..……...….18

General objective ……...……..18

Specific objectives ……..18

Research questions …….……19

Theoretical framework……..……..…….19

Literature review .. …….22

Pedagogical methodology ……..……..…22

Lesson sequences/ Lesson plans ……..... 22

Pedagogical sheets designed ……..25

Description of the implemented activities of the proposal …… 26

Research methodology ……..……..……29

Approach …… 29

Design ……..29

Setting & Population ……..29

Ethical considerations……..30

Methods for data collection ……..... 30

Methods for data analysis……..... 32

Data analysis and interpretation …….……... 33

Results ……..…. 38

Conclusions …….……..…. 39

Recommendations ..…….……..…. 41

Chapter IV: Outreach Component

Design and implementation of English reinforcement workshops to strengthen the learning process of fifth grade students of the San José de Cúcuta School

Introduction……. 42

Justification……. 42

Objectives …….. 43

Description of the implemented activities ……. 44

Methodology …….. 45

Methodology proposed and implemented ……. 45

Degree of progress of the schedule of activities …….……... 45

Progression towards the achievement of the objectives …….……... 46

Material designed to support the process and planning ……. 46

Conclusions ……..…….…. 47

Enhancing English Communication Skills through the Establishment of the English Conversation Club JT 2023

Introduction……. 48

Justification……. 48

Objectives …….. 49

Project implementation process …….……. 49

Methodology proposed and implemented …….……. 49

Designed material …….……. 51

Project chronogram……. 51

Objective achievement ……..…….…..…. 52

Conclusions …….……..…. 52

Chapter V: Intra-Institutional Activities Component

Introduction……. 53

Objectives …….. 54

Methodology ….……. 54

Description of intra-institutional activities in which I have participated…… 54

Description of intra-institutional activities in which I have led ……..56

Chronogram of activities ……..... 56

Conclusions …….……..…. 57

General conclusion of the proposal…….…….…. 57

Chapter VI: Reflective approach to integral practice

Objective …….58

Description of the process …….. 58

General reflection ……..……. 59

Conclusions …….……..…. 59

Conclusions of the implementation of the project components….……. 60

Tables

Table 1: Workshops implementation progress schedule ……..……. 20

Table 2: Conversation Club progress chronogram ……... 29

Table 3: Intra-institutional activities chronogram…….. …….……. 31

Figures

Figure 1. I am free to use my creativity in English class……...…….. 34

Figure 2. I feel that I have learned English with the class activities……..…….. 35

Figure 3. I always use my creativity in English class. own elaboration graph……...…….. 35

Figure 4. The activities done in class motivate me to speak in English.…….……. 36

Figure 5. During class activities, I feel confident speaking in English.……... 36

Figure 6. The activities done in class motivate me to write in English.…….….. 37

Figure 7. During class activities, I feel confident writing in English.…….…. 37

Pictures

Picture I: Workshops Stages and components …….……..…….
22

Annexes

Annex A. Example of a lesson plan. Use of should and shouldn't ……..……. 66

Annex B: Pedagogical project letter of consent …….…… 67

Annex C: Reflective journal format ……..…….……..... 68

Annex D: First interview format ……...……. 68

Annex E: Second interview format …….. ……...……. 69

Annex F: Survey format …….. …….……. 69

Annex G: First interview matrix and coding …….. …….…….. 70

Annex H: Second interview matrix and coding …….. …….……. 70

Annex I1: Outreach project Diagnostic test evidence...…….……..... 71

Annex I2: Outreach project The alphabet workshop evidence……..…….……..…. 71

Annex I3: Outreach project The numbers workshop evidence…….……. 72

Annex I4: Outreach project The dates workshop evidence…….……..…. 72

Annex I5I: Outreach project The countries and nationalities workshop evidence……. 73

Annex I6: Outreach project The occupations workshop evidence……. 73

Annex I7: Outreach project The parts of the body workshop evidence……. 74

Annex I8: Outreach project The adjectives workshop evidence……...……. 74

Annex I9:Outreach project The daily routine workshop evidence…….…….…...…. 75

Annex I10:Outreach project The parts of the house workshop evidence…….……..…. 75

Annex I11: Outreach project Parts of a computer workshop evidence…….……..…..…. 76

Annex J: Example of a reinforcement workshop plan…….……..…. 76

Annex K: Conversation Club letter of approval……..……..…. 77

Annex L Conversation Club project registration form …….……...……..…. 77

Annex M: Conversation Club technical file planning…….…….……..…. 77

Annex N: Conversation Club example of planning session …….……..……..…. 78

Table 4: First English area meeting Intra Institutional activity description……..…. 78

Table 5: Second English area meeting Intra Institutional activity description……..…. 79

Table 6: Election debate Intra Institutional activity description…….……..…..….

79

Table 7: Open School - First Academic Report 2023 …….……..…….…….…. 80

Table 8: Men's and Women's Day Celebration …….……..…..…. 81

Table 9: Eucharist on St. Joseph's Day: Patron Saint of the institution…….…..……..…. 81

Table 10: Election day…….……..…. 82

Table 11: English song Festival, organizing: El Rodeo school …….…….…..…. 83

Table 12: Stations of the Cross in commemoration of the Holy Week…….…..……...…. 84

Table 13: Flag raising in commemoration of Language Day…….…….…….…..…. 85

Table 14: Conversation Club opening ceremony…….……..…. 86

Table 15: Socialization of the English song festival event…….……..……..….

86

Table 16: Teacher's Day Celebration…….…….

87

Table 17: Teacher Dedsys was decorated as the best teacher in the school…….……..…. 88

Table 18: Submission of academic report…….……...……..…. 89

Table 19: Best costume made of recyclable material contest…….…….……..…. 90

Chapter I - General Presentation of the Project

Proposal presentation

This project is structured into four distinct chapters, each of which delves into a different component: institutional observation report, pedagogical and research component, component, outreach component and intra-institutional activities components.

The institutional observation report offers a wide range of information concerning the administrative, documentary, pedagogical and methodological components that make up the institution where the project is carried out.

On the other hand, the pedagogical and research component, focuses on an action research project that was conducted in an eighth-grade class at the San Jose de Cucuta School. The primary objective of this action research project was to enhance the productive skills of 8th graders by implementing creative thinking activities.

The next section, the outreach component, discusses how certain workshops are going to be created to encourage reinforce previous knowledge and prevent academic underachievement.

The final chapter, intra-institutional activities, deals with the various. This chapter provides an overview of the activities in which the pre-service teacher should be involved and is a great opportunity for educators to gain a greater understanding of their educational institution, build professional relationships with students and colleagues, explore new teaching methodologies and resources, participate in educational research and innovation projects, and demonstrate their dedication to their own professional growth.

Introduction

Language has been a major driving force in the development of modern society. This demand has become even more prominent in our current era, where oral and written expression is a core requirement of everyday life situations. Nowadays, the English language has become a common means of communication among people around the world, enabling them to collaborate and cooperate to advance their collective goals, problem solving and conflict resolution. However, it is important to keep in mind that English grammar is an essential tool for communication and should not be seen as a goal in itself. That is to say that simply memorizing English grammar may not be sufficient to become proficient when talking in this language. For that reason, it is essential to practice using the language in real situations and authentic contexts to gain full communicative proficiency (Bernat & Lloyd, 2007).

Moreover, in an ever-changing and evolving world, it is important that children learn to adapt and develop thinking skills to overcome daily-life challenges since a quality education provides children with the tools they need to understand and address current issues such as climate change, social inequality, poverty and lack of access to health care. Indeed, Kolodner et al., (2003) suggests that through active learning and exploration of relevant issues, children can develop reflective skills to analyze complex problems, evaluate information and seek innovative solutions. Therefore, the implementation of creative activities in the classroom could be a crucial investment in future foreign language academic success. According to Van den Broek (2012), considering a situation in a thoughtful manner enhances its depiction and, in turn, augments the probability of recalling past instances from memory that share similar attributes with the present situation.

Along with that, delving deeper into the situation through elaboration leads to a more profound level of comprehension, thus transforming the new situation into a valuable experience that learners can recollect and utilize for future reference (Wismath et al, 2014). In today's rapidly changing world, students need to develop thinking abilities to tackle the complex challenges they will face in both their personal and professional lives. Moreover, by providing students with a more engaging and dynamic learning experience, they are more likely to stay motivated and focused on their studies, which can lead to better academic performance. Likewise, creativity allows for the development of collaborative solutions by encouraging the use of the foreign language, as different perspectives are shared and different answers are provided. In this sense, it is essential to recognize and accept differences, while at the same time avoiding superimposing personal convictions on those of others, in order to disrupt ambiance and impede the learning process.

In addition to the benefits for individual students, it is intended that the implementation of creative activities can also have broader benefits for the school community as a whole. According to the OECD, in its 2011 publication, school leadership really matters, that means that by fostering a culture of innovation and creativity, schools can help prepare students to become leaders and contributors to their communities in meaningful ways. By prioritizing the development of creative thinking skills, schools can help ensure that their graduates are well-equipped to meet the demands of an ever-changing world, which can lead to greater success and prosperity for the entire community. This is especially important when we are referring to an educational entity that has played a major role in the development of the metropolitan region for about 60 years in the search for constant change to respond to the needs of the multiple communities that the educational institution embraces.

Justification

Creativity plays a fundamental role in students' development as it empowers them to devise original problem-solving approaches and engage in diverse thought processes. It also encourages students to think more independently and develop skills that are important for success in the future (Barkóczi, 2012). However, many students struggle with developing these skills. There are various reasons why this may be the case. Perhaps these students lack exposure to creative activities or perhaps the school has a heavy focus on traditional rote learning methods (Holbrook & Kolodner, 2000). This method often focuses on the repetition of facts and figures, rather than on engaging with the subject matter in a creative or analytical

way. It involves memorizing and repeating information and it doesn't always encourage them to think critically or explore their own ideas.

In this way, it is important to ensure that students have a strong foundation of basic knowledge, it is equally important to develop thought processes that may result in critical thinking and problem-solving abilities (Van den Broek, 2012). One effective way to achieve this is by integrating creative activities into the classroom. That is why creativity allows students to explore their ideas and find new ways to approach a task. It also helps them develop the ability to better think critically, analyze information, and come up with original solutions. This is supported by Bailin (1987) who stated that thinking creatively "involves the generation of new ideas because it involves breaking out of old frameworks; creativity is thought to exhibit characteristics which are precisely the opposite of critical thinking" (pp. 24). That is to say that creativity encompasses unconventional thinking, defying established rules, setting aside judgment, and embracing imaginative leaps. Rather than relying on logic or rationality, it heavily depends on intuition and subconscious processes.

Moreover, according to its Institutional Educative Project (PEI), The San Jose de Cúcuta school is taking an active role in helping its students to become empowered members of their community. As the reality of the border city is a challenge, the school is focusing on providing resources to help students succeed. It has put in place a bilingual program to help students acquire English language skills, as well as to develop their communication skills. Additionally, the school is investing in the development of its students' leadership and critical thinking skills, which will be essential for them to become productive members of their community. It is also providing resources to help students gain access to higher education, internships, and job opportunities.

In this way, the project aimed to align with the guidelines and goals proposed by the school's mission and vision, and foster in the school's students the ability to communicate effectively in English and in their native language, through the development of productive skills such as writing and speaking, so that they can propose innovative and creative solutions to the problems of their environment.

General objective

- To enhance the productive skills of 8th graders by implementing creative thinking activities at San José de Cúcuta school.

Specific objectives

- To employ a reflective disposition as a transformative tool for enhancing the pedagogical processes of the integral practice.
- To address the English language learning needs of the San José de Cúcuta school primary school students.
- To engage in the administrative activities proposed by the educational establishment of San José de Cúcuta school.

General conclusions

The implementation of creativity as a pedagogical tool has proven highly beneficial in fostering speaking and writing abilities, enabling students to express their ideas more fluently.

The reinforcement workshops conducted with fifth-grade students have demonstrated to be an impactful intervention, providing additional opportunities for practice and consolidation of language skills already learned in the classroom.

The establishment of a conversation club has facilitated an interactive and dynamic space where students can enhance their communicative competence in a relaxed and informal setting.

The use of reflective journals has allowed the pre-service teacher to document and analyze their learning experiences and the development of learner autonomy.

Lastly, through careful description and analysis, the pre-service teacher was able to develop a comprehensive understanding of the various processes and activities that shape the school's functioning.

Chapter II - Institutional observation Component

This chapter provides an overview of the essential components of the institutional observation phase that greatly facilitated the integration into the school environment and the comprehensive development of the project across various dimensions.

These dimensions encompassed administrative aspects, pedagogical elements such as teaching methodologies and curriculum design, technological factors like the use of educational technology and digital resources, considerations related to the student population and its characteristics, as well as gathering information about the subjects involved in the study.

Understanding the school in terms of its physical infrastructure, history, philosophy, and guiding principles fosters a sense of belonging to the institution. By recognizing the school's geographical location and the diverse backgrounds of its members, including students from various areas in Cúcuta and neighboring regions in Venezuela, it becomes apparent how the school's mission revolves around fostering personal and societal progress. This mission emphasizes the development of individuals who are committed to promoting the common good, while embracing scientific knowledge and embodying spiritual, ethical, civic, cultural, and social values. Given the school's unique border situation and the realities it faces, teachers play a vital role in creating an inclusive environment that celebrates differences and encourages freedom, autonomy, and responsibility among students.

What is more, the process of institutional observation proved advantageous in providing a comprehensive understanding of the target population with whom the individual would be working. By closely observing the teacher's methodology, daily routines,

procedural guidelines, and assessment methods, and other valuable insights were gained. This knowledge enabled the individual to tailor their approach, effectively engage with the students, and ensure alignment with existing evaluation practices, thus enhancing the potential for a successful intervention or project.

In addition, the study of the school's documentation provided a better understanding of the school's values, objectives and guidelines and enabled the school to adapt pedagogical practices accordingly. In turn, understanding the code of conduct clarified behavioral expectations and disciplinary procedures, ensuring a conducive learning environment. Moreover, the institutional educational project shed light on the school's overall vision and mission, helping it to integrate its teaching strategies into the broader educational framework. Finally, the review of the English curriculum provided her with guidance on the content, objectives and progression of English language instruction, enabling her to plan lessons that met the curriculum requirements and addressed the needs of her students effectively. Overall, the knowledge gained from these institutional documents facilitated the ability to perform and contribute effectively to the educational environment.

In summary, the examination of these key aspects during the institutional observation phase has provided a strong understanding of the school context, serving as a solid foundation for the project's future stages. The insights gained have enabled informed decision-making and effective planning, ensuring that strategies are tailored to the unique needs and characteristics of the school environment.

Chapter III - Pedagogical and Research Component

Creativity as an effective way to enhance 8th graders written and oral production at San José de Cúcuta school

Introduction

Language production skills encompass the abilities related to actively generating language, including verbal and written communication. The importance of working on productive skills is that they may help students develop creativity, comprehension and self-confidence (Coleman & Deutsch, 2006 as cited in Péter-Szarka, 2012). This can be especially helpful in dealing with presenting ideas and speaking in public to defend their opinions. However, these skills are usually very little developed inside the classroom, which means a setback in the students' ability to develop communicative skills that will be useful in events and occurrences that take place in everyday life.

According to Putri et tal (2017) “In the language educational setting, through speaking and writing activities, students are given the opportunity to experience the target language”. That is to say that, by engaging in these speaking and writing activities, students can experience firsthand how the target language is used in real-life situations which would help students to build confidence and fluency in the language, and develop their ability to communicate effectively in both oral and written forms.

In conclusion, reinforcing language production skills in the classroom helped 8th graders at San José de Cúcuta school develop effective communication skills, creativity, comprehension, and self-confidence. This was particularly important in a setting surrounded

by various challenges that required students to think beyond the presented realities and find alternative solutions and also in the context of the 21st century, where these skills were crucial not only for academic achievement but also for fostering a sense of community and adapting to the demands of a metropolitan area.

Statement of the Problem

During the pre-service teacher's observations, it was evident that the students showed greater motivation and commitment in the classes when topics related to social problems were addressed, since these topics were of interest to them and allowed them to express their opinions and points of view. However, despite the fact that the students showed great interest in participating in the discussions, many of them had difficulties in expressing themselves in the second language.

In this sense, it was observed that although the students had a good level of listening and reading comprehension of the language, they had difficulties when expressing themselves orally or in writing. This was largely due to the fact that the teaching focused mainly on the development of receptive skills (listening and reading), and little emphasis was placed on the improvement of productive skills (oral and written expression).

Therefore, it became evident that it was important to include activities that would allow students to practice and develop their productive skills in the language, in order to improve their ability to express themselves and communicate in the second language. In this way, greater student participation and involvement in class discussions and activities could be achieved, which in turn could improve their motivation and performance in language learning.

Justification

The school's vision and mission aims to educate students capable of thinking critically and proposing solutions to problems that affect society. Indeed, the Institutional Educational Project (PEI) seeks to teach children to think of solutions that address the needs of Cúcuta

and the metropolitan area, especially as a border limit. For this reason, to explore the students ability to provide solutions and ideas that contribute to solving the problems of the environment, it is proposed to strengthen the productive skills of students, especially writing and speaking.

On one hand, the improvement of writing focused on the development of writing skills, text comprehension and structuring of ideas, so that students could express their thoughts by reviewing structures and spelling. On the other hand, the improvement of speaking centered its attention on the development of oral skills, such as pronunciation, expression of opinions and presentation of ideas, so that students can communicate effectively in everyday situations and, in turn, present their ideas clearly and persuasively in front of an audience.

In addition to the benefits for individual students, the implementation of creative activities had broader benefits for the school community as a whole. By fostering a culture of innovation and creativity, schools can help prepare students to become leaders and contributors to their communities in meaningful ways. Furthermore, by prioritizing the development of creativity, schools can help ensure that their graduates are well-equipped to meet the demands of an ever-changing world, which can lead to greater success and prosperity for the entire community.

By placing students in simulated real-world situations, studentsare forced to think on their feet and come up with innovative solutions to problems. Additionally, this project can help students develop their communication and collaboration skills as they discuss and refine each other's ideas. By allowing students to think freely, students become more likely to come up with innovative solutions that they may not have thought of otherwise and at the same time, they promoted the use of a second language to express their ideas and using the language in a real life context.

It is evident that fostering creativity in students is an essential investment in the future success of San José de Cúcuta school. Providing students with opportunities to develop their creativity and critical thinking skills can lead to better problem solving, greater innovation, and improved academic performance.

General Objective

- To enhance oral and written production of students through activities that involve creativity at San José de Cúcuta school.

Specific objectives:

- To develop creativity and problem-solving abilities.
- To encourage further creativity and innovation in the classroom.
- To increase student engagement and motivation when learning the English language.

Research questions

This project aims to answer the following research questions:

1. How do creative activities influence oral and written production of 8th graders at the San José de Cúcuta school?
2. What are the most effective types of creative activities for enhancing oral and written production of 8th graders at the San José de Cúcuta school?
3. How can teachers effectively implement creative activities in the classroom to enhance students' oral and written production at the San José de Cúcuta school?

Theoretical Framework

This section gives an overview of the main ideas discussed in the proposal, which is focused on improving productive skills through creative thinking activities used in real-life situations. The proposal covers several topics, including Skills in foreign language learning and teaching, productive skills, writing, speaking, fostering productive skills, creative thinking, and the significance of creative thinking activities.

Skills in foreign language learning and teaching

Two sets of skills are commonly discussed and studied within the educational context of both teaching and learning. According to Golkova & Hubackovab (2014), one type of language skills is called receptive skills, also known as passive skills, which encompass activities such as reading and listening. Alternatively, language production skills, referred to as active skills, involve communicating information in either spoken or written form.

Certainly, foreign language learning and teaching can significantly contribute to the development of creativity. These skills enhance linguistic flexibility and promote innovation. On the other hand, by fostering creativity through foreign language learning and teaching, learners and teachers can not only improve their language acquisition, but also apply their enhanced creativity to other areas of their lives.

Language production skills

Jaramillo and Medina's (2011) perspective on language production skills as a vital form of expression is grounded in the recognition that the ability to persuade, convince, share ideas and feelings is essential in various social contexts. These skills involve a range of competencies that enable individuals to effectively communicate their thoughts, feelings, and ideas to others. This involves the capacity to articulate one's thoughts and emotions in a clear and concise manner, using appropriate language and non-verbal cues.

In this way, productive skills, such as speaking and writing, are crucial for promoting critical thinking, problem-solving, and decision-making in students. When students practice these skills, they learn to express their thoughts effectively, engage in collaborative learning environments, and analyze complex issues.

Writing.

Silva (1990) cited in Namaziandost & Rahimi (2018), stated “writing typically follows a predefined form of grammar, structure, and vocabulary, which is intertwined with the structure of spoken sentences.” Consequently, writing practice not only increases students’ mindfulness of sentence structures when speaking, but it also facilitates their speaking proficiency by sharpening their knowledge of the language. Hereby, it can be seen the correlation between the two productive skills terms.

This means that, by developing writing skills, educators can help students become more effective communicators and analytical thinkers, better equipped to navigate complex issues and make informed decisions.

Speaking.

In the words of Mundhe (2015) "Oral communication is essential; the main function of language is for interaction and communication. We speak when we want to express our ideas, opinions and desires, and to establish social relationships and friendships.” For this specific author, it is essential that students have the opportunity to speak, as only then can they develop their communicative skills and improve their ability to interact in English. He emphasizes that it is important not to neglect the oral skills that students need to practice. Therefore, the teacher should provide more opportunities to interact in English, rather than in their native language.

Consequently, speaking skills provide students with the opportunity to engage in collaborative learning environments, where they can share and receive feedback on their ideas. This type of interaction encourages them to consider alternative perspectives, and develop a deeper understanding of the topic at hand.

Creativity

As defined by Peter-Szarka, (2012), the creative process should not only be understood as referring to the artistic field, but by tolerating ambiguity, it is responsible for fostering new ideas and promoting the acceptance of different points of view, which increases tolerance, understanding and cooperation (Peter-Szarka, 2012).

In addition, studies have found that creativity has a positive impact on problem solving, collaboration and quality of life by fostering optimism, persistence and subjective well-being both at the individual level and in the environment (Barkóczi, 2012). This is why, it has been chosen to work creativity within the student context of the proposal, in an effort to facilitate the bridge between learning and being aligned with the mission of the institution.

Creativity and creative thinking are closely related. Creativity refers to the ability to conceive new and unique ideas, while creative thinking is the mental process that allows to explore, connect and transform those ideas into innovative solutions. Both concepts involve breaking free from traditional patterns, combining different elements and seeing things from new perspectives. As Bailin, (1987) says, creative thinking It is a type of thinking characterized by the ability to see beyond the immediately apparent and to generate new ideas that challenge existing assumptions and structures.

Moreover, unlike critical thinking, which is primarily concerned with analyzing and evaluating information to form judgments and make decisions, creative thinking emphasizes the generation of new and unique ideas. It is about pushing boundaries and exploring new possibilities, rather than merely conforming to established norms and structures (Glaser, 1985) cited in Bailin, 1987).

Overall, creative thinking is a valuable skill that can lead to new and innovative solutions, and is essential for success in a rapidly changing and increasingly complex world.

Literature Review

Research has shown that creativity is essential for success in a variety of fields. By encouraging students to think creatively, they are taught to approach problems from different angles and find innovative solutions that can make a difference in the real world (Bernat & Lloyd, 2007). Additionally, research has shown that students can enjoy a more dynamic and interactive learning experience by engaging in such activities, which will keep them motivated and focused on their studies (Bolivar & Rodríguez, 2017). To overcome the language teaching challenges, these authors emphasize it is important to provide teachers with adequate training and resources. This may involve workshops and the creation of educational materials.

Another study conducted by Putri et al (2017). “Project-Based Learning Activities and EFL Students’ Productive Skills in English investigated the effectiveness of using problem-based learning (PBL) to enhance the productive skills of high school students”. The PBL approach involves presenting students with complex, real-world problems and encouraging them to work collaboratively to find solutions. The results of the study showed a significant improvement in the students' thinking abilities, indicating that the PBL approach can be an effective way to enhance creative thinking skills.

In 2018, Gursoy and Kübra carried out a research project involving 12 participants aged between 12 and 13 years. The aim of the study was to improve the creativity of students through suitable training methods and to evaluate its effectiveness. The researchers employed a pre-experimental research design to conduct the study. The findings showed that both groups demonstrated an improvement in their thinking abilities, with the visual group exhibiting a more significant increase. Based on the results, the study recommends the inclusion of activities to foster creativity as a crucial learning skill in the high school English as a foreign language curriculum.

On the other hand, in the research article "Developing Creative Thinking Skills in EFL Classes in Morocco " the authors Smare & Elfatihi (2022) used a combination of quantitative and qualitative methods and examined educational policy documents, a specific textbook, questionnaires, classroom observations, and a semi-structured interview. The results suggest that, although the importance of creativity is emphasized in the educational policy documents, the textbook and teaching practices focus on lower-order thinking skills, such as remembering and understanding.

In this way, it is necessary to understand the importance of the mental processes resulting from the implementation of creativity in the classroom in the development of productive skills. If these needs are not met, it is very likely that the student will feel frustrated at knowing the systematic aspects of the language but will be unable to speak. In this way, the effects of academic failure can lead to years of retention and the development of a poor self-esteem that makes the learning process impossible. Bonyadi, A. (2019) the difficulties faced by foreign language students and suggests that teachers should be comprehensive and look at ways to reorient this process to a more engaging education.

Pedagogical methodology

Lesson plans

The planning format consisted of three sections. First, a header with elements to identify the document and the institution to which it belongs, followed by information such as the area or subject to which the planner belongs, the grade, the year and the teacher

The second section of the planning format included the competencies and their indicators that constitute the thematic axes on which the lesson planning will be based, such as: environmental awareness or healthy habits. These competency indicators comprised knowledge, knowing how to be and how to do as well as the design of three types of objectives for each lesson: communicative, linguistic and cultural allowing a comprehensive approach to the development of communicative skills, language learning and the understanding of relevant cultural aspects.

In the third place, a chart provided a detailed description of the in-class activities, organized by stages. This structure facilitates an overview of the planned activities, allowing for efficient management of time and resources, and ensuring coverage of the relevant language skills and materials needed to carry out each stage of the class.

It is important to clarify that this proposal followed the four moments of the class proposed by Fernandez (1995) the stage of preparation, enunciation, implementation and abstraction, which will be explained below.

Preparation stage.

According to this author, classes should begin with an activity where the vocabulary the student already has was explored and, through the use of appropriate materials to guide the student's intuition in their discovery of the subject matter. As an example, the use of emojis helped the students begin with an exploration of the concepts they knew about healthy food. It should be noted that the use of a language close to them and that they use in their daily life facilitated the relationship between concepts.

Enunciation stage.

Then, the second stage took place, where, according to the author, "it is necessary to state or symbolize what has been understood regarding the correct nomenclature or symbolism of the concept, within the area in which one is working" (p. 2). Returning to the case of the class, the metalinguistic elements subject, verb, complement, contraction, were used to explain the use of the modal verb, making use of the vocabulary already worked on.

Implementation stage.

In the third stage, students usually reinforce what they have learned with a series of short exercises in which, according to Fernandez (1995), "the student applies the concept or relationship understood to known situations and clear examples linked to his or her experience", thus facilitating a better understanding of the subject.

Abstraction stage.

Once the previous stage was completed, the students were prepared for the production activity which was specially designed for the students to make use of their foreign language speaking and writing skills and to test the implementation of the proposal.

At that point the student was expected to feel confident to make use of these skills since the student, according to the author mentioned before, "is able to generalize the identification of that concept or relationship in the world around him,

invent situations where the studied relationship is perceived or create other relationships from it" (p. 3).

It should be mentioned that in the class sequences, graphs were attached representing how the activities must be reflected on the board for a better understanding of the description of the activity. The above described can be seen in the annex A where the lesson planner corresponding to the modal verb of the example described above can be found.

Pedagogical sheets

In class, two types of pedagogical sheets were implemented. The first focused on addressing grammatical aspects and offering students different practical exercises. The second consisted of didactic workshops in which, through activities such as crossword puzzles, word search puzzles and images, students explored and delved deeper into the topic of the class.

Usually the pedagogical sheet format consisted of four sections. The first one is a header with the identification information of the institution, the subject, the student and the topic to be addressed. The second section is divided into four subsections, the first one is a reading and explanation of the subject and the second one includes a series of mechanization exercises. Subsequently, there was the exposure to the cultural objective and several free writing exercises to encourage written production. Finally, there is an activity of application of the acquired concepts.

For example, in the first stage of the workshop corresponding to the explanation of the gerund in English, the grammatical rules to be taken into account were defined and in the second stage there were application exercises. A special section is dedicated to the exploration of cultural aspects through reading where students were later prepared to reflect on their own cultural environment and contrast it through free writing.

Description of the implemented activities of the proposal

The mood board.

In order to introduce themselves to their classmates, an activity was initially proposed for students to write their personal information (name, age, date of birth) along with likes, fears

and aspirations in a picture which they could decorate and show to their classmates according to their personality.

> It was evident that (1) there was little participation at the time of going to the board and presenting themselves before their classmates, (2) most of the students who wanted to present their picture were those who had more ability to decorate, (3) most of the students who excelled in the decoration of the picture, had spelling errors and basic level confusions such as mistaking the verb to be with the to have to express age, and that they did not remember the translation of common verbs, among others. Because of the above, it became necessary to investigate the reason why they had such a basic level and were not able to speak out loud.

Drawing consequences.

On the other hand, for talking about Environmental concerns, at the beginning of the class the students were given a glossary to counteract the fact of the lack of vocabulary identified in the past class. In this manner, it was noted that it was easier for them to develop an activity that consisted of describing an image that showed the before and after of the footprint left by humans on the planet and thus generate environmental awareness. After that, they were able to talk about their different opinions concerning the biggest consequence of not taking care of the environment. Then, they created a drawing to exemplify it.

> Although the debate was partly in their mother tongue, there was an increase in the effort to show their work before their classmates and to speak in English. The following conclusions were drawn: students show more confidence in speaking in English if they are provided with vocabulary and the level of oral participation increases if it is about answering problematic questions from which debates can be derived.

The collaborative drawing.

The collaborative drawing consisted of an activity in which each of the students was in charge of drawing a part of the body (head, torso, limbs) and then to exchange it with their classmates. The objective was to make the students feel inspired to describe their character based on the collaborative drawing.

In this activity the students showed a high degree of motivation to write about their character and show it to their classmates. It should be worth noting that in this opportunity, the exercise was not eclipsed by the students that usually demonstrate great artistic skills, but it highlighted the creativity with which the drawing was created and the originality with which the ideas were written.

Comic asking for advice.

With the main focus on healthy habits, an activity was developed where students created a comic in which a patient consults a doctor. The communicative objective was for students to be able to request advice for healthy eating using the modal verb "should". Students were free to choose different characters representing various dietary needs, such as a child, an older woman, an overweight man, and a muscular man. The purpose of this was to encourage writing through the creation of dialogues that included both questions and answers. At the same time, it sought to generate awareness of the importance of taking care of one's health through proper nutrition.

Although significant progress was observed in the students' oral production, the lack of commitment of some of them considerably affected the outcome of the activity. Some students did research on the Internet to add terms and grammatical structures beyond those already explained. Others limited themselves to using the structures taught in class and presented a minimal margin of grammatical and spelling errors. However, there were students who chose to submit work obtained from the internet, which represents a setback, as they did not dare to write on their own due to lack of commitment.

The informative poster.

The informative poster activity consisted of presenting as creatively as possible the food pyramid in order to raise awareness about healthy eating habits. In doing so, the students had to write three sentences using the verb should to express some healthy eating tips. To encourage students' creativity, they can use different kinds of materials to make their poster, such as paint, foami, icing, wool, cardboard, tissue paper, colors, and markers. While the students were working on the activity, the teacher played music in English to create a relaxed

atmosphere that encourages creativity. Once ready, the posters were submitted to a vote among the eighth grade classes to choose the most attractive one. The poster that won was hung on the institution's public board so that all members of the educational community could appreciate it.

In this activity the written production was greatly favored because the competition took a fundamental role in the fast and original writing of the posters in order to win the prize. It can be said that the competition favored the written production even though it can be counterproductive because the speed of the productions can sometimes lead to committing spelling mistakes.

Guess the guest.

The activity consists in creating role-plays of pairs where one is going to be a journalist and the other is going to be a famous guest, however, during the presentation the name of the guest can be said instead small clues were to be given. At the end of the two questions the audience will guess who the special guest was. A point will be given to the students who have guessed the character. This activity aimed to motivate students' oral and written production by proposing an interview in which they needed to use the expression "how often", respond with adverbs of frequency and also use the vocabulary learned about healthy habits (exercising, eating healthy, etc.).

Initially, there was little participation, but the students who were more confident and eager to show their work took the initiative, which motivated the others to join in and present the roleplay. It was found that this activity not only strengthened oral and written production skills but also listening comprehension as they had to pay attention to the clues that the classmates gave about the character to win the point. It was observed that they made inferences about the character from known words. In addition, it can be said that the success of this activity was in part due to the fact that they correctly followed the instructions and combined their favorite tastes in the creation of the script, making the activity a space to share with their classmates.

Research Methodology

This section outlines the methodology of the research conducted, including the study's design, the setting, how participants were chosen, the tools used to gather data, ethical considerations, and any constraints that may have impacted the research.

Approach

This project used a mixed-method approach to investigate the impact of implementing creative activities to enhance the oral and written production of 8th graders at San José de Cúcuta school. Both qualitative and quantitative research types of research were chosen based on the assumption that each type of data collection has inherent limitations and strengths. Therefore, Creswell & Creswell (2018) stated it is pertinent to consider how these strengths can be effectively combined to foster a more robust understanding of the research problem.

Design

In accordance with the Creswell & Creswell (2018), “mixed methods involve combining or integration of qualitative and quantitative research and data in a research study”. However, it is necessary to determine the relationship between these two types of research leading to research design. For that reason, an exploratory sequential methods design was implemented, which involves initially conducting qualitative research to explore participants' perspectives. The data obtained then moves on to a second phase of quantitative research.

Setting & Population

This project was carried out at the main campus of the San José de Cúcuta school at the afternoon session. The participants were 15 males and 18 females students from 13 to 16 years old members of the 8-02 class. 6 students from which 4 of them were accepted to be key participants. The selection was based on the previous observations of their high and low performance in activities that involved creativity.

Ethical considerations

For this project, the eighth-grade students provided informed consent through a letter. The results were kept anonymous and pseudonyms were created to protect their privacy. Upon request, they were provided with individualized information, which was treated confidentially. The data collected were used exclusively for research purposes and they were assured of the sensitivity of their data. The evidence referring to the letter of consent of the participants is attached in annex B.

Methods for data collection

The qualitative component of the project involved conducting four participant observations, two semi-structured interviews and a final survey to explore students' perspective in terms of creativity in the English class.

Participant observations.

The observation format was composed of three sections: first, a description of the location, taking into account aspects such as the physical facilities, the lighting of the room, the arrangement of the desks and other aspects that influence the learning process. Then, a brief description of the students and the seating arrangement was presented. Finally, a table was included that recorded the time given in minutes during each activity, as well as the reflections derived from them. These reflections generated questions that would be addressed in future interviews or surveys. It should be highlighted that the observations constituted a narrative of everything that happened in class, i.e., the student-teacher, student-student interaction, the degree of attention, participation and response of some students to certain activities.

Reflective journals.

The process of using reflection journals as a data collection instrument consisted of documenting thoughts and experiences related to creativity as a teacher. In it, reflections were made on the creative activities and strategies used in the classroom. Then, the journal entries were reread to identify themes and patterns to better understand perceptions of creativity and its impact on language learning. This process was conducted weekly and included not only project experiences but all those experiences involved in being a teacher.

The entire reflection process will be described later in the reflection component. In addition, an image of how the reflection journal was carried out can be found in the annex C.

Semi-structured interview.

The first interview format consisted of a heading specifying the institutions involved, such as the university and school, the faculty, the degree program and component to which the instrument belongs. This is followed by the title of the project and a table containing relevant information, such as the interview number, interviewer, interviewee, date, time and place. Next, the objective of the interview and the main question were included, followed by the six interview questions. The objective of the interview was to find out the perceptions of creativity and how it was used in the classroom.

> During the first interview, it was examined how each student perceived the concept of creativity, how they perceived themselves in terms of creativity, and how they perceived creativity in their school, particularly in the English class. The goal of this exploration was to understand the role of creativity in the learning process and whether they were aware of this relationship. Annex D shows the above described as to the format of the first interview and the number of questions it addresses.

The second interview format followed a similar structure to the first one. It included a heading that provided general information. Subsequently, the project's title was presented, accompanied by a table containing pertinent interview details for its identification, the objective and the driving question. In this case, the purpose of the interview was to find out what types of creative activities are considered most effective in improving the oral and written production of 8th grade students.

> During the second interview, it was explored the degree of acceptance of the activities carried out during the 8th grade English classes in order to evaluate their impact on oral and written production skills. In this sense, it was sought to determine which activity contributed the most to the development of a given activity and whether they considered that they had learned. To

visualize the above, the annex E in the annexes illustrates this interview format with its respective questions.

Surveys.

Lastly, a survey was conducted, following the guidelines of the Likert scale, which is widely recognized as a prominent instrument for measuring key dimensions (Alvarez & Romero, 2022, p. 42). For example, the dimensions to be explored were related to the way in which their creativity was treated and how it influenced their motivation, confidence and English language learning.

According to Alvarez & Romero (2022), “separate or individual analysis can be drawn out of the concise and exclusive questions or statements that capture participants' attitudes and behaviors” (p. 45). In this particular case, students were asked to rate their agreement or disagreement on several statements. These statements covered topics such as the freedom to use creativity in English class and whether the activities stimulated them to write or speak in English. In the annexes, the annex F is attached, which represents the survey format previously described.

Methods for data analysis

This project used the interpretative analysis method, which according to Hatch (2003) "provides a process for constructing meaning from data that goes beyond the analytic emphasis of the models described so far" (p. 180). Consequently, the aim was to give meaning to the data collected by contrasting the interviews with the surveys and observations in order to understand what occurs in the classroom as closely as possible to the reality of the students. In addition, for conducting an interpretative analysis, a series of steps were followed according to his book, Doing Qualitative Research in Education Settings published in 2002, which included writing reading and reviewing the data, recording impressions in notes, identifying interpretations, coding supporting or challenging sections, writing a draft summary, reviewing understandings, and revising the summary with excerpts that support the results.

To facilitate the analysis of the data collected, matrices have been developed to organize the information and responses provided by the students. According to Creswell & Creswell (2009) “when comparing data in a concurrent type of approach, combine

information from both the quantitative and qualitative data collection into a matrix" (p. 219). Therefore, these matrices are used to identify possible relationships of similarity or difference between the responses, which in turn has allowed the identification of patterns and key codes. These codes have been fundamental in clarifying conclusions and obtaining results. The above description about the matrices is illustrated in image G and H of the annexes.

On the other hand, the quantitative descriptions resulting from the survey were analyzed under the form of descriptive statistics which according to William (2006, as cited in Sharma, 2019), enable the simplification of vast amounts of data into a more concise summary. That is why the variety of tables and graphics facilitated a clearer understanding of the impact of creative activities in fostering oral and written production.

Data analysis and interpretation

As a starting point for the development of the study, it was of vital importance to explore students' perceptions of creativity. In that order of ideas, some key participants concurred in the interview. For example, two students noted that creativity is related to the feeling of freedom to express themselves. One of them associated creativity with imagination, while the other related it to relaxation. In fact, three of them expressed feeling confident doing these types of activities, but for different reasons. Some of them mentioned that they feel recognized by the teacher by excelling in decorative activities, while others considered that, despite not being good at the subject, creativity is a way in which they can excel in front of their peers.

For some students, creativity is not something that is externally fostered, but arises naturally in each person and it is the responsibility of each individual to seek to be creative in everything he or she does. However, there are also students who believe that teachers should play a role in the development of creativity. In this sense, it is recognized that students possess innate creativity from an early age, therefore, teachers should seek ways to stimulate this creativity through the design of creative activities that resemble games, which facilitates more playful learning. As participant P3 mentions, "we are children and we learn that way". In summary, the importance of taking advantage of the creativity inherent in students and using it as a tool in their learning process is highlighted.

It is believed that students who relate creativity with freedom think this because during their oral interventions they feel that they will not be judged by their peers and can express their opinions, sometimes generating a small debate. This promotes greater participation and exchange of ideas in the educational environment thus a higher degree of interaction in oral type activities. Furthermore, fostering a "valuing of others' ideas" instills students with the confidence to actively participate and contribute their own thoughts. Figure 1 below illustrates this idea, where the majority of students in course 802 expressed feeling free to use their creativity in class.

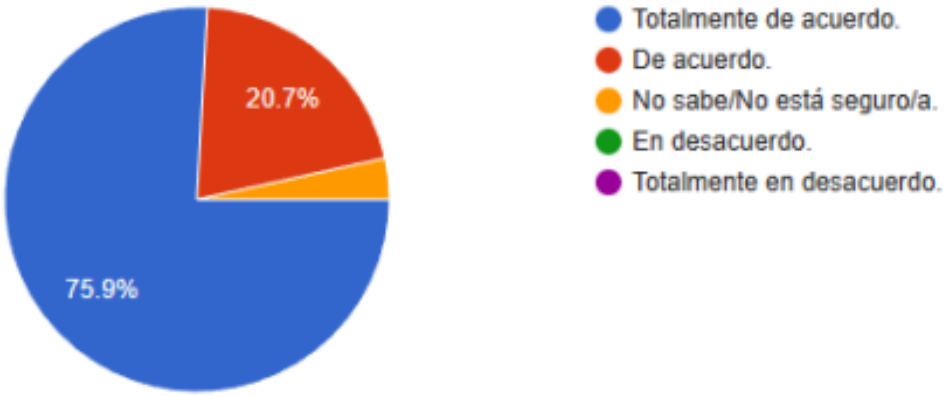


Figure 1. I am free to use my creativity in English class. *own elaboration graph*

On the other hand, when exploring their perceptions of the effectiveness of creativity for learning, students highlighted that imagination had helped them to think better before giving answers, that the relaxation they experienced with these activities predisposed them to learn, and that the freedom of expression allowed them to lose the fear of sharing their opinions. However, one student felt that creativity could not be a means of learning, as she felt it was more about aesthetics and considered that learning did not require decorating as much as memorizing. This perspective may have been due to little exposure to activities that allowed them to explore creativity beyond coloring exercises, as well as a lack of awareness of how to apply their creativity in their work.

In this study, it could be observed that by examining emotions through creative activities, students showed a greater response and commitment in completing the tasks, which in turn contributed to their progress in learning. These findings are supported in Figure 6 resulting from the responses collected in the surveys, where a significant difference is evident

between students who feel totally confident of having learned through creative activities and those who do not experience it in the same way.

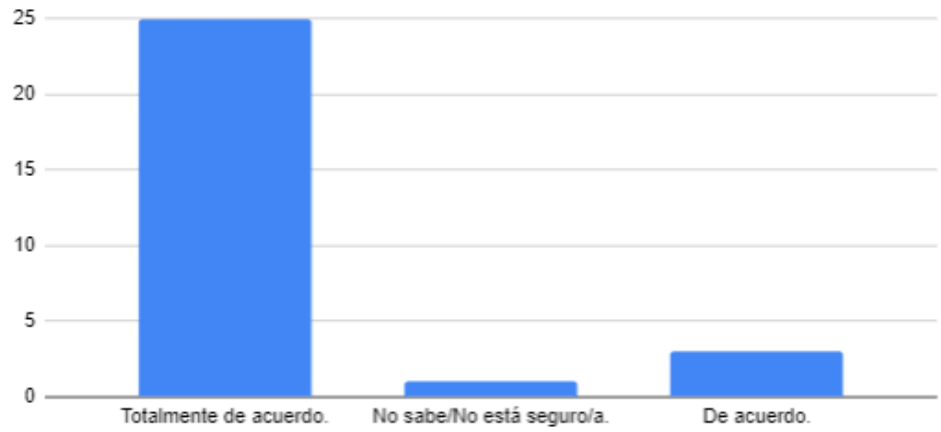


Figure 2. I feel that I have learned English with the class activities. *own elaboration graph*

Although students recognized the different facets of creativity (imagination, relaxation, freedom of expression), they did not notice their presence in regular classroom activities. This was evidenced when they were asked about how they had worked in class, since they only mentioned activities related to coloring. In other words, at the beginning of the project, students were not clear about how they could use their creativity in the English class. However, this notion clearly changed after having implemented the activities of the proposal as shown in Figure 7, where only 3.5% said they were not sure about using their creativity in class.

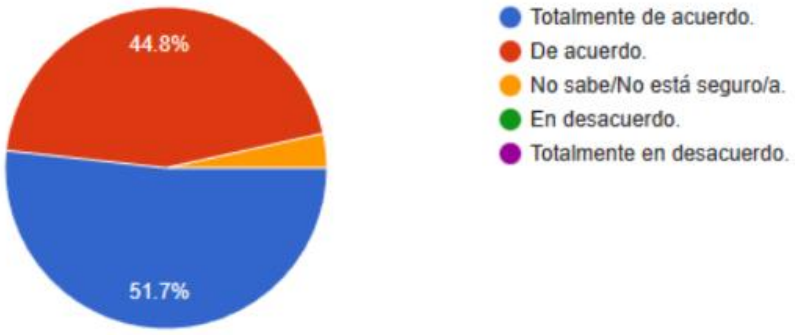


Figure 3. I always use my creativity in English class. *own elaboration graph*

In addition, while investigating the above point, some students made it clear that they wished they could improve their oral and written production through activities such as those explored above, suggesting that the project was aligned with the needs of the students.

Moving into the data obtained on the effectiveness of this type of activities on language production skills, the results of the survey conducted confirmed the positive effect of creative activities on the improvement of FLE students' oral and written production. When analyzing the different components of the survey, such as freedom, motivation, confidence, usage and learning outcomes, a significant correspondence was found between the current methodology and the expected response (see Figure 4).



Figure 4. The activities done in class motivate me to speak in English. *own elaboration graph*

However, despite this positive impact on participation, there is no correspondence between the motivation to speak in English and the confidence they feel to speak as shown in Figure 5. First, getting distracted by experiencing confusion and second, getting nervous despite being well prepared. According to the informant, these feelings are independent of the class and teacher assistance, and they recognize that they need to work on overcoming it.

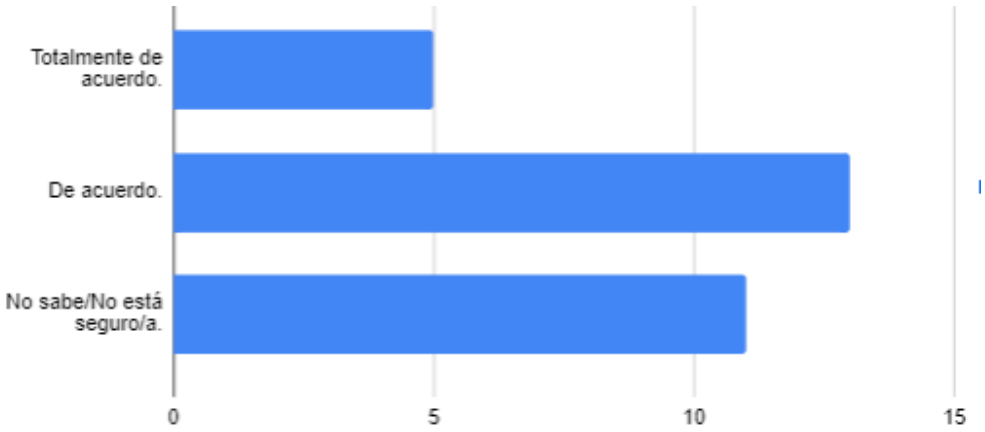


Figure 5. During class activities, I feel confident speaking in English. *own elaboration graph*

When it comes to exploring the effectiveness of creative activities on written production skills, a similar picture emerges. When we explore the effectiveness of creative activities on

written production skills, we find a similar picture. These types of activities are believed to motivate students to write in a foreign language (see Figure 6).

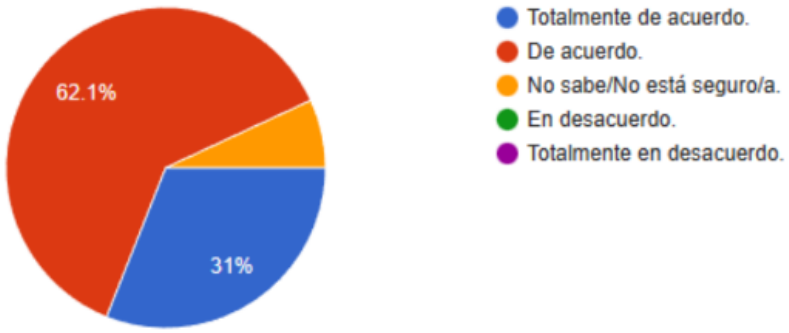


Figure 2. The activities done in class motivate me to write in English. *own elaboration graph*

However, there is still work to be done to make them feel confident in doing so, as shown in Figure 7. During the study, students were asked what aspects made them feel confident writing in English during the creative activities, with the aim of applying these findings to future writing activities. The results revealed that students feel more confident paying attention to explanations, knowing how to spell words, listening to directions, and following instructions. Therefore, one way to provide them with confidence in developing their writing skills is to make sure they have a clear understanding of how to do the activities and what they can learn from them.

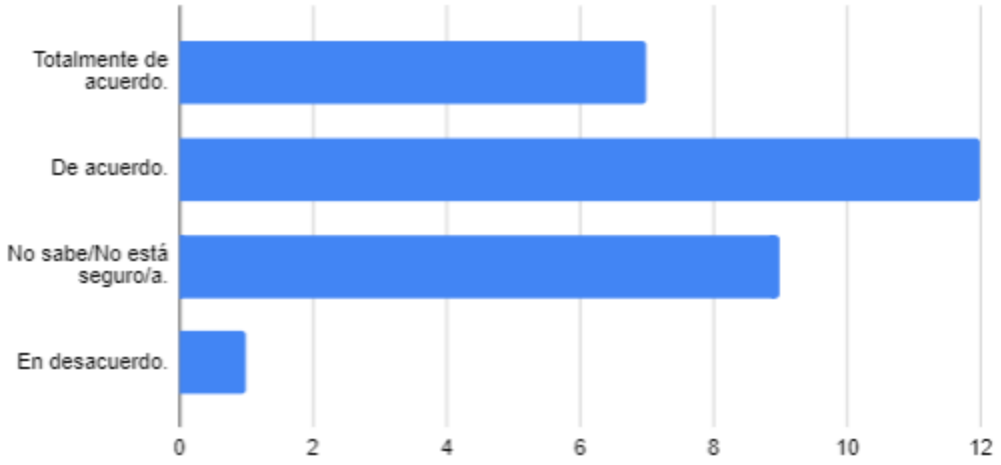


Figure 4. During class activities, I feel confident writing in English. *own elaboration graph*

Results

When exploring the effectiveness of the creative activities proposed in the project, it was found that some contributed more to the improvement of certain linguistic production skills than others.

The comic book is a highly effective creative activity for improving writing for several reasons. First, the imagination needed to create the scenes in the comic stimulates writing, as students are inspired to write more to develop the story. In addition, by generating a conversation, continuity of writing is encouraged, as students feel motivated to capture that conversation in their notebooks. It is also observed that students feel that they are learning English by using the structures they have previously learned in class. On the other hand, having to draw in the comic helps to minimize the feeling of "having to write", since by merging an activity they enjoy, such as drawing, with writing, students find pleasure in the activity, despite the demand of "having to write". In short, the comic becomes a motivating tool that facilitates writing and learning English.

The activity of interviewing a celebrity or "Guess the guest" proved to be highly effective in developing both written and oral skills. This role-play based activity required students to first write a script and then practice pronunciation, learn their lines and finally present it in front of their peers. Let's analyze this activity in detail. First of all, writing a conversation with their favorite artist significantly encouraged students to capture their ideas in the script. In addition, this activity motivated them to research and look for more information on the Internet, which allowed them to expand their vocabulary. Secondly, there was a noticeable improvement in pronunciation, as some students did not want to present if they did not feel confident in their pronunciation. This led them to reflect on words they already knew and to discover new ones during their learning process. Finally, by presenting the role-play in front of their peers, students overcame their fear of public speaking, thanks to prior preparation. Some mentioned that they would not have had the confidence to present if they had not memorized their roles well.

In addition, it is important to note that presenting something they enjoyed encouraged students to show their work to their peers, which was not always the case in other oral

production activities. In addition to addressing the research questions, it was found that this role-play activity also contributed significantly to the development of listening comprehension. Students had to listen for clues to guess which famous person was being portrayed, which kept them attentive, allowed them to retain words, make connections to context, and use visual clues such as costume and acting to guess the character. At the end of this activity, many students expressed that they had not imagined themselves capable of doing this, which improved their self-esteem and motivated them to continue developing their communication skills.

Conclusions

The implementation of creative activities significantly enhances oral and written production skills as it is associated with various factors that stimulate cognitive processes, foster self-confidence, motivate active participation, encourage students to take ownership of their learning process, and create conducive learning environments.

For example, creativity is related to creativity with imagination, which is aligned with the view of Robinson (2009), who considers that imagination in the creative process involves the generation of original ideas. Likewise, Cropley (1995) argues that this generation of ideas in the creative process involves the use of systematic cognitive processes. Therefore, it can be inferred that by stimulating these cognitive processes, creativity can be enhanced and production skills improved.

Moreover, this stimulation of idea generation contributes to conflict resolution. This is consistent with what Báthory (2000) and Vass (2012) state regarding the exposure of students to real-life problems, which can motivate them to express their point of view and enhance their oral production. Therefore, by incorporating creative activities that address the issues students face on a daily basis, greater participation in oral production can be ensured.

Talking about different points of views, creativity is also related to self-confidence, since, according to Ekvall 1996 as cited by Péter-Szarka 2012, it encourages "everyone to dare to present ideas and opinions, since initiatives can be taken without fear of being ridiculed in case of failure" (p. 9). This helps to overcome the fear of mispronunciation, one of the main

barriers when speaking in a foreign language. Therefore, creativity helps oral production in a way that makes them lose the fear of speaking in public and practice their pronunciation.

Creativity is related to freedom which, in the words of the aforementioned author, consists of "the independence of behavior, the autonomy to define work" (p. 9). It was found creativity fosters self-reliance and freedom the most in the writing process. This is due to the fact it motivates students to assume responsibility for their work and mold their writing based on their distinct viewpoints and thoughts. This sense of self-determination instills a feeling of control of their progress in their writing.

It has been proven that creativity is closely related to the expression of feelings, which is beneficial for learning a foreign language. This idea is supported by the affective filter theory proposed by Stephen Krashen in 1982. According to this theory, when learners are in a positive, receptive and relaxed emotional state, the affective filter is reduced, allowing them to process and assimilate linguistic content more effectively.

Creativity is closely related to playfulness, since creative activities are presented in the form of games, which increases students' motivation to participate in them. This idea has been supported by Ekvall (1996) as cited by Péter-Szarka 2012, who highlights “the ease and spontaneity with which these activities are perceived from the social environment." In this way, a belief that learning English is easy is fostered and contributes to a better willingness to learn.

Similarly, the same author reveals that these types of activities create a "relaxed atmosphere with laughter and jokes" (p. 9). Thus, creativity is also associated with relaxation, which ensures an environment conducive to learning a foreign language. Wagner & Urios-Aparisi (2008), as cited in He (2017), emphasize that a relaxed classroom atmosphere "stimulates students' desire to participate in speaking activities" (p. 168). This positive disposition towards learning subsequently leads to increased receptivity to English and enhanced attention from the students. In terms of oral communication, a relaxed classroom environment encourages students to feel more comfortable expressing themselves, reducing anxiety and fear of making mistakes. In terms of written production, a relaxed atmosphere promotes creativity and openness, enabling students to explore their writing abilities with confidence.

In short, this connection between creativity, freedom and respect implies that when an environment where diversity of ideas is valued and respected is fostered, students feel more comfortable expressing themselves both orally and in writing.

Recommendations

A class in which creative activities are implemented should be characterized by interactive activities that favor integration, collaborative work and the sharing of ideas in order to achieve knowledge and practice communication skills. This type of class should also be characterized by the use of playful activities which make students believe that learning English is easy and make the environment suitable for speaking and writing in English.

The teacher should look for ways to stimulate students' creativity beyond traditional coloring activities. For example, when designing a creative activity, the teacher can adapt the content to be worked on, whether vocabulary or grammar, and ensure its application in situations where students need to use those words or structures to communicate. Indeed, it is essential that teachers provide clear instructions and ensure that students understand the purpose of the activity and the learning objectives to ensure the success of the activity. It is important to emphasize that oral and written production skills are only means to achieve learning, and this must be made clear to students.

However, It is important that teachers do not limit creativity only to artistic and drawing activities, but focus on fostering idea generation, decision making and problem solving. In this way, a biased creative assessment is avoided, as not all students demonstrate their creativity through drawing activities.

It is suggested that more creative activities to enhance oral production skills could be explored in the future. The idea is to look for innovative and creative approaches that stimulate students' active participation and motivate them to develop and improve their communication skills.

In summary, the teacher should look for new ways to foster creativity in students, adapting the content to be worked on and ensuring its application in communicative activities. It is essential to provide clear instructions and help students understand the importance of production skills for learning.

Chapter IV: Outreach Component

Design and implementation of English reinforcement workshops with didactic material to strengthen the learning process of fifth grade students of the San José de Cúcuta School

Introduction

Academic achievement is an important indicator of student success, yet many fifth grade students face difficulties in reaching their full potential. Academic failure is a concerning reality that can have long-term consequences for students and their future (Bonyadi, 2019). In addition to affecting their school performance, it can have a negative impact on their self-esteem, confidence and motivation to learn.

To address this problem, it is important to provide students with the necessary tools and support to enable them to deal effectively with academic challenges. The focus of the project will be on conducting close and personalized monitoring of each student in order to identify their strengths and weaknesses. By designing workshops adapted to the individual needs of the students, it is expected that participants will be able to acquire skills and knowledge that will enable them to overcome academic challenges with confidence and effectiveness.

In this project, reinforcement workshops specifically designed for fifth grade students will be implemented. These workshops will seek in a didactic way to stimulate the motivation to learn the English language in order to overcome the lack of didactic resources due to the socio-economic strata within the student population. Moreover, the creation of engaging material will depend on the pre-service teacher since EFL teachers are in total capacity to design workshops in an interactive way and adapt to the students' interests (Bolivar & Rodríguez, 2017).

Justification

Academic failure is a complex problem that affects both students and the education system as a whole. When a student loses a school year, his or her learning process, self-esteem, motivation and self-confidence as a student are affected. In addition, school failure has a negative impact on the efficiency of the educational system, as it increases the costs of repeating courses and decreases the time available for teaching other content. According to OECD (2016) this is why school-based interventions may not be effective for students who do not succeed in their subjects, as they lack perseverance and self-confidence, and feel

disconnected from school. To break the pattern of underachievement and low motivation of these students, interventions are needed that begin in elementary school and extend beyond school.

Therefore, it is necessary to implement effective measures to prevent and reduce failure. One of these measures is the design and implementation of reinforcement workshops for students who present greater difficulties in their learning process. These workshops can help students improve their skills and knowledge in specific areas, boost their confidence and motivation, and foster their interest in learning.

In addition, reinforcement workshops can be an effective tool to address the underlying causes of school failure, such as lack of support and guidance from teachers, lack of adequate teaching resources, lack of attention to students' individual needs, among others. Workshops can provide a more individualized learning environment focused on the specific needs of each student, which can help prevent grade repetition and improve academic performance (Reily, 2001).

General objective

- To raise awareness to learn the English language in fifth graders of the San José de Cúcuta School.
- To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages to the educational reality of English teaching in elementary schools.

Specific objectives

- To identify the main difficulties and needs in English language learning of fifth grade students according to the guidelines of the English language Area Plan for fifth graders at San José de Cúcuta school.
- To develop customized English reinforcement workshops that cater to the specific learning needs of fifth-graders at San José de Cúcuta school.
- To enhance motivation to learn the English language by incorporating elements of personal interest and engaging exercises.

Description of the implemented activities

Diagnostic test

It was conducted to identify the students' areas for improvement. For doing so, a documentary analysis about the English curriculum and the fifth-grade basic learning standards allowed the design of the diagnostic test. The test consisted of two pages and had a time limit of one hour and twenty minutes. It included exercises such as matching, completing, writing, and coloring.

After analyzing the test results, it was found that first, the students were not familiar with basic expressions like greetings or classroom commands in English; and second, by the time students remembered the vocabulary, they struggled with spelling, often writing words as they heard them. The aforementioned process provided valuable insight for designing subsequent workshops, emphasizing vocabulary and incorporating mechanization exercises to reinforce spelling, as well as readings to encourage pronunciation.

It was also identified that the workshops should include a wide variety of exercises and incorporate topics or characters of the students' interest to enhance their motivation to learn English, as the initial encounter revealed a low level of motivation in this regard.

Implemented workshops

The workshops were carefully designed to progress in a structured manner, building upon previous knowledge and fostering continuous improvement. Starting with foundational elements like the alphabet, spelling exercises, and word searches, students were motivated to pay attention to spelling. They then moved on to numbers, dates, body parts, adjectives, occupations, and verbs, with each topic incorporating interactive and engaging activities. These activities included collaborative learning, monster creation, hidden messages, personal information forms, and reading comprehension exercises.

It is worth noting that throughout this project, several teachers recognized the importance of integrating English into other subjects, thus promoting interdisciplinary learning. For instance, an IT teacher specifically requested a guide to teach computer parts. Annexes I1 to I11 show the different workshop evidences described above.

Methodology

Methodology proposed and implemented

The reinforcement workshops and lessons used to follow the three stages. First, a brief opening moment to introduce the topic to be discussed that day, followed by a warm-up activity to engage students and activate their prior knowledge. Then, a short explanation typically focusing on grammar is provided, reviewing the vocabulary to be used in class. Afterwards, the main workshop is carried out, where students apply the information written on the board. The foregoing is described in annex J.

Degree of progress of the schedule of activities

Sessions that took place on Thursdays were carried out normally, but Friday sessions, being a day before the weekend, were usually occupied by various intra-institutional activities that often reduced the time for the lessons or meant that lessons had to be carried out twice a week in order to ensure that all students had the same level of progress. The above is described in the following table.

	Outreach component Chronogram										
N°	Reinforcement workshops by thematic content	Practicum weeks									
		1	2	3	4	5	6	7	8	9	10
1	Diagnostic test	**X**									
2	The alphabet		**X**								
3	Numbers			**X**							
4	Dates				**X**						
5	Parts of the body					**X**					
6	Adjectives					**X**	**X**				
7	The occupations								**X**		
8	The daily routine								**X**		
9	Countries and nationalities									**X**	
10	Parts of the house										**X**
11	Computer components										**X**

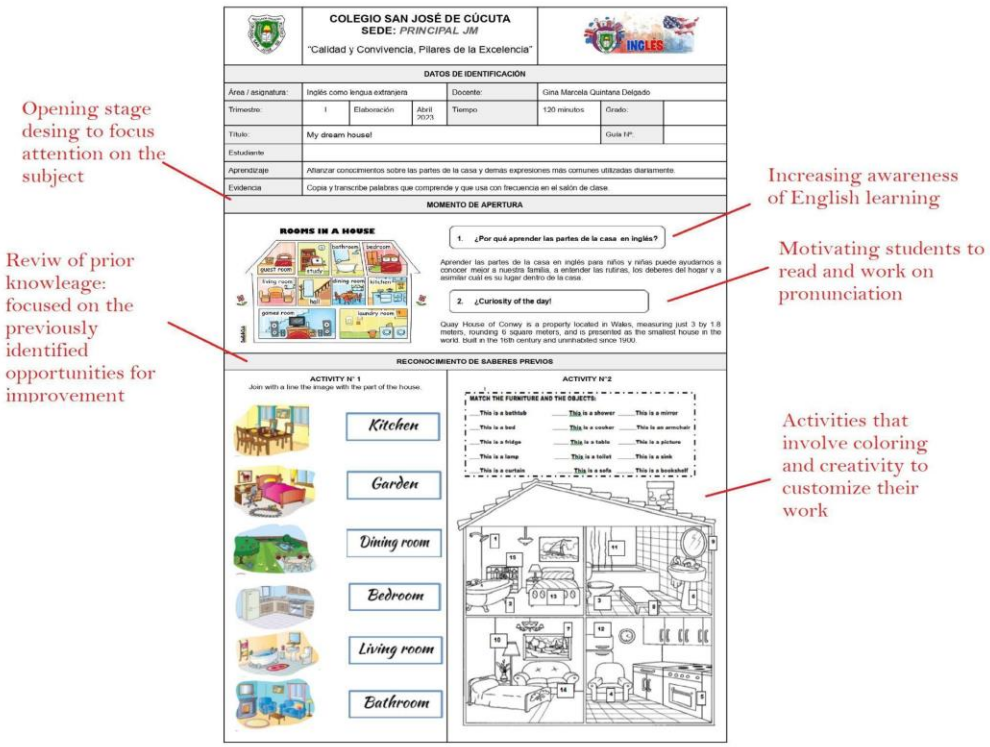
Table I: Workshops implementation progress schedule

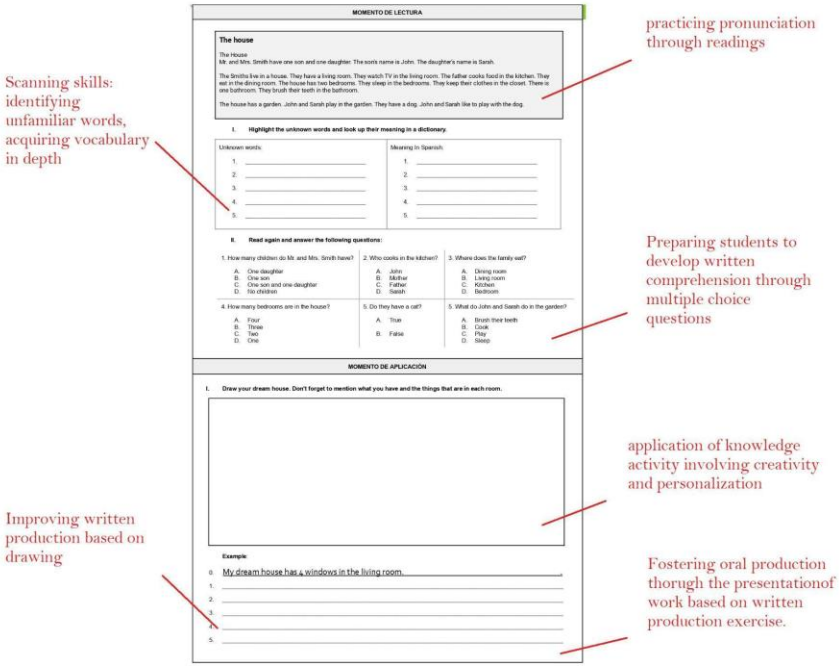
Progression towards the achievement of the objectives

Initially, discipline and lack of commitment posed challenges to the reinforcement sessions; however, by introducing engaging activities like word searches, puzzles, and drawing tasks, students became more motivated to complete the workshops. As they advanced through the classes, it became evident which activities resonated with them, leading to a gradual and sequential learning process. Students learned to value the importance of previous activities, resulting in increased engagement in subsequent ones. Notably, official reading activities saw improved participation, indicating successful outcomes as students overcame their fear of speaking English in front of their peers.

Material designed to support the process and planning

The workshop format consists of three sections: an introductory section with institution and student information, a reading section in Spanish and English to promote awareness and curiosity. For designing the workshop format, the four moments of the class as established by Fernandez (1995) were considered, but adapted to a workshop format in order to achieve the same effectiveness as a standard class. In that sense, the preparation stage refers to the exploration of prior knowledge, the enunciation stage is equivalent to the explanation stage in the workshop, the implementation stage corresponds to exemplification, and the abstraction stage is found under the form of application. The following image depicts the above:





Picture I: Workshops Stages and components

Conclusions

The use of printed worksheets provided students with diverse and creative exercises, such as engaging in coloring activities, making the learning process which turned English learning more enjoyable and interactive. Moreover, the inclusion of activities such as puzzles, word searches, and mazes not only added variety but also helped create a relaxed and engaging learning environment that allowed them to be more receptive to acquiring new knowledge.

The progressive nature of the workshops proved to be an effective method for fostering vocabulary development and improving spelling skills. This sequential approach with which the workshops were designed allowed the students to reinforce their understanding of vocabulary and apply spelling rules in a cohesive manner as they were continuously challenged to use and apply the words they had learned in previous sessions.

By consistently exposing students to initial readings, significant improvements have been observed in students' pronunciation and ability to infer meaning and enhance their reading comprehension skills. It is important to mention that this process of deciphering these texts and inferring meaning based on familiar words has also boosted their self-esteem and changed their initial perspective of "not being good at English" at understanding simple texts with ease.

Enhancing English Communication Skills through the Establishment of the English Conversation Club JT 2023

Introduccion

In today's globalized world, effective communication skills have become more crucial than ever. The ability to express oneself fluently and confidently in a foreign language is a valuable asset that opens doors to new opportunities and enhances intercultural understanding. Recognizing the significance of providing students with ample opportunities to practice their communicative competencies, an engaging project was initiated to establish a Conversation Club at San José de Cúcuta School.

The project aimed to create a supportive and engaging environment where students could hone their language skills through meaningful conversations. The Conversation Club served as a platform for students to develop their speaking and listening abilities, expand their vocabulary, and improve their overall language proficiency. By fostering a space dedicated to practicing communication, the goal was to empower students to become effective and confident communicators in real-life situations.

Through this project, it is intended to reinforce the importance of communication skills as an essential component of language learning. By actively participating in the Conversation Club, students gained practical experience in expressing their thoughts, ideas, and opinions in a foreign language. The project aimed to enhance their language abilities, boost their self-confidence, and increase their intercultural awareness.

By creating this space for students to practice their communication skills, they were provided with a valuable resource that would serve them well beyond the classroom. By engaging in meaningful conversations and interacting with their peers, they developed the skills necessary to function in diverse linguistic and cultural contexts, preparing them for success in an increasingly interconnected world.

Justification

In the institution, it became evident that there was a significant number of students who demonstrated exceptional proficiency in the English language. Their knowledge of grammar was commendable, reflecting the emphasis placed on this aspect of language

learning in the school's curriculum. However, upon closer examination, it became apparent that there was a noticeable gap when it came to developing students' communicative skills.

The Ministry of Education, through the Basic Standards of Learning for Foreign Languages (2006), emphasizes its efforts to achieve a Bilingual Colombia. This document states that the extent of learning depends on the hours of exposure to the foreign language, as "despite not being used in circumstances other than academic ones, students of a foreign language can reach high levels of proficiency to become efficient communicators when required" (MEN, 2006, p.5). This is the reason why the San José de Cúcuta school intends to open more spaces where the foreign language is used and thus expand the exposure to it in order to achieve the objectives of forming competent and good students in all the competencies involved in speaking a foreign language.

By recognizing the need to address this imbalance, it is sought to explore new avenues and pedagogical approaches that would emphasize the development of communicative competence. It is believed that by creating a dedicated space for students to engage in conversational activities, a supportive and dynamic environment conducive to language practice can be fostered. Indeed, Swain (1985) and Canale and Swain (1980), who emphasized the importance of communicative language teaching and the role of meaningful interactions in language learning, proposed the implementation of a conversation club as a pilot program. This initiative aimed to investigate the viability and effectiveness of integrating a conversation club into the school's curriculum.

By initiating this project, we aimed to assess the impact of the conversation club on students' communicative abilities and their overall language learning experience. It is believed that by nurturing their speaking and listening skills, we would empower students to effectively express themselves, understand others, and navigate diverse linguistic and cultural environments. The insights gained from this pilot program would inform future decisions regarding the integration of the conversation club as a valuable component of the school's English language curriculum, ensuring that students receive a well-rounded education that prioritizes both grammar and communicative competence.

General Objective:

- To provide a homely and welcoming environment for students to improve their ability to speak and understand English.

Specific Objectives:

- To provide a safe and welcoming environment for members to practice their spoken and written English in a real-life context.
- To encourage active participation and collaboration among members of the English Conversation Club through the organization of various activities and interactive exercises.
- To provide resources and educational tools to English Conversation Club members, such as grammar and vocabulary guides, as well as audiovisual materials to complement their language skills.

Project implementation process

The creation of the conversation club involved a step-by-step process. It began with observing the institution to select participants and determine suitable locations and schedules. A poster was then designed to showcase the project's objectives, session details, methodology, and benefits, which was shared with the school administration. Documentation, including a project approval letter and participant lists, was prepared once the project was deemed feasible. The document corresponding to the letter of approval can be found in Annex K and the list of demographics in Annex L.

A technical file was created, outlining objectives, resources, activities, and expected results. The club's logo was established through student input and voting. The inauguration ceremony was planned, involving setting a date, creating invitations, organizing talent shows, and presenting project details. The opening ceremony was successfully conducted, adhering to the planned agenda and capturing the event's highlights. Lastly, resources and educational tools were provided to ensure the project's continuity, such as materials, slides, games, and videos. The documents described above are in annexes M.

Methodology proposed and implemented

Each week, the session began with a weekly challenge which aimed to increase the students' motivation through an engaging activity that often involved sharing the things they like. Once completed, the session would begin with an activity for a different theme each

class. The objective is to determine which of the activities was the most and least effective in encouraging oral production in a conversation club.

Designed material

Each session had a format containing the program for each session and the proposed exercises that encouraged oral production. These included roulette wheels, presentations, infographics, videos, among others. An example of the documents described above is in annex N.

Project chronogram

Due to the limited time available for the meetings, it was necessary to work twice a week to ensure progress in the sessions. Even though the sessions have been completed, it's important to note that the project has an ongoing nature. In the last session, a leader was chosen for ensuring its continuity by making use of the designed material.

Conversation Club chronogram San José de Cúcuta School														
Month	April					May				June				
Topic	**I**	**II**	**III**	**IV**	**V**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**V**
Opening ceremony		**X**												
Get to know each other			**X**											
Science and technology				**X**										
Love and friendship					**X**									
My favorite series					**X**									
Recreative activities							**X**							
My favorite music							**X**							
Healthy habits									**X**					
My favorite book										**X**				
My future											**X**			
Handover ceremony											**X**			

Table II: Conversation Club progress chronogram

Objective achievement

Several measures were proposed to achieve the objectives due to some limitations in terms of time, schedule and participation. for example, observing that the students were no longer attending the sessions with the same frequency, it was decided to make a complete session to inquire about the topics they would like to address and therefore the schedule was changed, the lessons became twice a week and a weekly challenge was included to keep the students engaged with the project. Thanks to this process of reflection, it can be said that the established goals were achieved within the set timeframe. The progress of specific students was evident, and the project has made a lasting impact, ensuring its continuity in the school.

Conclusions

The establishment of a conversation club provided an opportunity to validate the natural method proposed by Stephen & Terrell (1982) for learning English thanks to the constant exposure to the target language in authentic communication contexts, a marked improvement in fluency, listening comprehension and pronunciation was evidenced, depending on the level at which the students entered the club.

Working on simultaneous comprehension and oral expression in the classroom enhances the fluency of students, particularly those identified with a higher level of vocabulary knowledge and structure proficiency. As they demonstrate more confidence in expressing their ideas and opinions on controversial topics, they become more engaged in oral activities. On the other hand, for participants with a lower level, the extensive exposure to the language without the mediation of their native language greatly benefits the development of their listening comprehension skills, even if their speaking skills in English are not fully developed yet. Regarding intermediate-level students, an improvement in their pronunciation was observed, thanks to the constant process of imitation and repetition, leading to increased self-assurance when expressing themselves in a foreign language.

Chapter V: Intra-Institutional Activities Component

Introduction

It is important for a pre-service teacher to attend all intra-institutional activities because it allows them to learn about the dynamics and functioning of the educational institution in which they find themselves, and thus better understand the context in which they will be working. These activities can be an opportunity to establish interpersonal relationships with other teachers, administrative boards and students, which can improve integration into the teaching team and increase their network of professional contacts.

By attending these activities, pre-service teachers can find the opportunity to become involved in students' school life. By being present at events and activities that take place in the institution, trainee teachers can learn more about students' needs and interests, which can help them develop more effective pedagogical strategies.

In addition, intra-institutional activities can be an opportunity to participate in research or educational innovation projects, which can enrich teacher training and practice. In addition, by attending intra-institutional activities, trainee teachers can demonstrate their commitment to the institution and to their own continuing education process. This may be valued by colleagues and superiors, who may consider them for future professional development opportunities.

In summary, the attendance at intra-institutional activities for pre-service teachers allows them to learn more about the workings of the educational institution, establish interpersonal relationships with colleagues and students, learn about new methodologies and pedagogical resources, participate in research and educational innovation projects, and demonstrate their commitment and interest in their professional development.

General objective

- To get involved in the work, planning, preparation and execution of institutional activities organized by the institution and its board of directors.

Specific objectives

- To attend the several institutional functions that correspond to the attainment of the institutional cultural and educational objectives.
- To recognize the educational importance of the institution's activities for the progression of student learning.
- To develop a sense of ownership towards the institution as a valued member.

Methodology

The project methodology involved attending and recording intra-institutional events so that the trainee teacher was immersed in all those activities that made up school life. This methodology involved observation, note taking, reflection and seeking external feedback to review their practices. By keeping a logbook, the trainee teacher documented his experiences, reflected on them and used external feedback as a tool for professional growth and continuous improvement.

Description of activities and experiences

Description of activities in which I participated

I participated in various in-school activities, gaining valuable experiences and insights. These activities can be described according to the level of involvement in the event.

As a guest, I had the opportunity to attend several events such as the St. Joseph's Day Eucharist, where I was able to attend the religious ceremony, promoting patriotism and a sense of belonging, while reflecting on the values of our school. During the Teacher's Day celebration, I enthusiastically assumed my role as a participant, recognizing the enormous value of teaching and enjoying the camaraderie with my fellow educators. Finally, I had the privilege of accompanying the decorated teacher during the Teacher Dedication ceremony, which deepened my understanding of the importance of recognizing and honoring educators.

In my role as assistant of disciplinary control, I provided support in various events such as the Stations of the Cross, which allowed students to dramatize the passion and death of Jesus Christ, the electoral debate allowed me to witness how the candidates addressed the needs of students and finally, in the Best Costume Contest made from recyclable materials, where I witnessed the promotion of environmental awareness. In all these activities I learned the importance of institutional organization to organize events that promote institutional values.

In my role as a jury member, I actively participated in Election Day, gaining valuable first hand experience with the Ovy platform and realizing the importance of technology in promoting inclusive decision-making processes. Additionally, during the flag raising ceremony for Language Day, I had the opportunity to serve as a judge for the poetry contest, carefully evaluating the entries to determine the best one.

As assistant, I had the opportunity to contribute to the organization of several intra institutional activities such the English Song Festival, where I played a role in the organization and coordination of the event, enhancing my event management abilities. Additionally, during the Open School event, I took part in organizing and presenting academic reports to parents, highlighting the significance of effective teacher-parent collaboration. Moreover, I got actively engaged in the Men's and Women's Day Celebration, where I contributed to the decorations and had the opportunity to witness presentations that promoted and fostered respect and tolerance between genders.

It is important to highlight that during a meeting about the English song festival, I had the honor of representing our institution and actively engaged in discussions about inter-school events and competitiveness. Therefore, throughout this part of the project, I consider that I had the opportunity to attend some events that some teachers in training do not have the opportunity to attend and this is because they saw in me a great level of professionalism, dedication and commitment and deposited in me tasks that allowed me to know the different facts in which teaching is developed.

Description of events I organized

The Conversation Club opening ceremony marked the launch of the club and set the stage for future projects at the school. As a co-organizer and hostess, I handled event planning and logistics. The ceremony featured a dance performance by eighth-grade students, a role play by ninth-grade students, opening remarks in English by the coordinator, a project presentation, words of gratitude from the professor, and a musical intervention by an eleventh-grade student. My responsibilities included organizing the event, managing invitations, coordinating talent shows, assisting with the opening remarks, decorating the venue, facilitating interactions, and ensuring a successful event.It is worth noting that we had the presence of Mrs. Gloria Florez,from the National Bilingualism Program, who attended the event and delivered closing remarks highlighting the importance of promoting such projects.

Chronogram of activities

The following table shows the various intra-institutional activities in which the trainee teacher had to take part.

Intra-institutional chronogram San José de Cúcuta School																
Month	March				April				May				June			
Activity	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
Women's day celebration	**X**															
Electoral debate		**X**														
Partial report of the first period		**X**														
Patron saint Eucharistic celebration			**X**													
Election day			**X**													
Installation of school government				**X**												
Language Day flag raising Ceremony								**X**								

Evaluation & promotion commissions										**X**						
Teacher's Day flag raising ceremony											**X**					
First period report												**X**				

Table IIII. Intra-institutional activities chronogram.

Evidence

The evidence format consists of a table with the following information: the title, objective and description of the activity, a space to write the learning and reflections, and finally there is a space for photographic evidence. Tables 4 to 19 encloses the evidence with more information on each of these events in the annexes.

Conclusions

Description and analysis of intra-institutional activities allowed the pre-service teacher to gain a deep understanding of the processes and events taking place in a school. This exercise provided a comprehensive view of the dynamics and educational practices within the institution, contributing to their development as an educator. The importance of observation and critical reflection as fundamental tools for understanding and improving the quality of education was also highlighted. These findings support the significance of involving pre-service teachers in the analysis and study of intra-institutional activities as an essential part of their professional development.

General conclusion of the proposal

The research project carried out in the Cúcuta school proved to be feasible and effective thanks to its design based on the needs identified during the institutional observation. This approach made it possible to focus on the problem and develop specific projects that precisely addressed areas for improvement in the school context. Through the needs identification process, it was possible to gain a thorough understanding of the demands of the student community and to design precise instruments that effectively addressed those needs. The implementation of the proposal made it possible to foster creativity in foreign language learning, offer reinforcement workshops to fifth grade students, establish a

conversation club and promote the writing of experience journals, in addition to participating in intra-institutional events. These actions contributed to the overall improvement of the school and the achievement of the objectives set.

In short, the research and design based on institutional needs resulted in a successful project that generated a positive impact on the educational community of the school in Cúcuta.

Chapter VI: Reflective approach to integral practice

Objective

- To examine how the use of this reflective journal contributes to the development of self-assessment, self-awareness, and critical thinking skills in students during their practicum experience.

Description of the reflection process

During the practicum stage, a continuous process of reflection has allowed for the exploration of various aspects of teaching. Throughout this journey, has experienced a range of emotions, encountered challenges, and celebrated successes.

The process required reviewing and evaluating classroom activities, materials used, and interactions with students on a weekly basis and writing them up in the form of narratives. Once this first stage was completed, an exploration of how these descriptions influenced the teacher practitioner's state of mind was conducted. This was followed by the creation of reflections that involved analyzing the daily experiences and searching for solutions, including noting down the tutors' suggestions for improving certain aspects.

It can be said being a teacher is a rollercoaster of emotions due to the various situations that one may encounter in the classroom. There are joyful moments, such as witnessing a student's progress or receiving thoughtful gestures from children who care about important dates like birthdays. However, there are also critical moments that require skillful navigation, such as handling conflicts in the classroom or dealing with concerned parents. Additionally, there are sad moments, like when a student falls ill or when a student unexpectedly drops out of school without any explanation. discusión con compañeros y supervisores.

Certainly, these experiences have provided valuable learning opportunities, enabling me to develop communication skills, time management abilities, problem-solving techniques, and adaptability. Furthermore, this allowed me to recognize the significance of collaboration with peers and professionals in the field and the ongoing commitment to make reflections for enhancing their teaching practice.

General reflection, pedagogical and human learning

During the internship stage in the Bachelor's Degree in Foreign Languages, significant growth has been experienced in both pedagogical and personal development. This experience has provided the opportunity to apply the theoretical knowledge acquired in the classroom to a real teaching and learning environment.

One of the main pedagogical lessons learned has been the importance of adapting the teaching approach to the individual needs of the students. Through observation and direct interaction with students, it has been learnt to identify their learning styles, interests and challenges, which has allowed us to design more effective and personalized teaching strategies.

In addition to the pedagogical aspects, this stage of practice has taught valuable lessons at the human level. The importance of empathy and active listening as fundamental elements in the relationship with students has been experienced. By establishing an environment of trust and mutual respect, it has been witnessed how students feel more motivated and committed to their learning process.

In summary, the practicum stage in the bachelor's degree in foreign languages has been an enriching experience both at a pedagogical and human level. It has provided the opportunity to apply theoretical knowledge in a real environment, adapting to the individual needs of students and developing essential skills in language teaching. Through this experience, I have reaffirmed my passion for teaching and am committed to continue growing as an educator, always seeking to improve my teaching practice and positively impact the lives of my students.

Conclusion

The incorporation of a reflective journal proved to be a valuable asset for the researcher, enabling self-assessment and facilitating professional development. The journal provided a platform for ongoing growth, allowing the researcher to confront and overcome obstacles

encountered throughout the project. By engaging in reflective practices, the researcher was empowered to continuously improve and enhance their work, fostering a commitment to excellence in their field.

Conclusions of execution of the various components

The research proposal encompassed various effective strategies to promote the development of communicative skills in a foreign language.

For instance, the implementation of creativity as a pedagogical tool has proven highly beneficial in fostering speaking and writing abilities, enabling students to express their ideas more fluently. The reinforcement workshops conducted with fifth-grade students have demonstrated to be an impactful intervention, providing additional opportunities for practice and consolidation of language skills already learned in the classroom. The establishment of a conversation club has facilitated an interactive and dynamic space where students can enhance their communicative competence in a relaxed and informal setting. The use of reflective journals has allowed the pre-service teacher to document and analyze their learning experiences and the development of learner autonomy. Lastly, through careful description and analysis, the pre-service teacher was able to develop a comprehensive understanding of the various processes and activities that shape the school's functioning.

Together, these strategies complement each other, offering a comprehensive approach to improving communicative skills in a foreign language and enriching the students' learning experience.

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Anexxes

	INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSE DE CUCUTA *Calidad y Convivencia, Pilares de la Excelencia* *PLAN DE AULA*	**Código : F-GA** **Versión Nº: 2** **Fecha: 22-03.2013** **Página 1 de 1**

AREA/ SUBJECT: English GRADE: Eighth PERIOD: Second TEACHER: Alger Rodrigo Dávila & Gina Marcela Quintana Delgado

COMPETENCES	COMPETENCE INDICATORS
• **Sociolinguistic/Intercultural** • Acquiring skills to analyze, interpret and relate. • Learning through interaction	**To know:** - Describe actions that affect health. - Identify the structure of information questions. - Recognizes expressions of opinion. - Describes changes between the past and present. **To do:** - Solicits information from peers about actions that affect health with pre-developed questions. - Recognizes healthy and unhealthy practices of self and others. **To be:** - Shows respect for one's own body through promotion of responsible practices. - Actively participates in activities. - Internalizes the importance of health care.

COMMUNICATIVE OBJECTIVE	CULTURAL OBJECTIVE:	LINGUISTIC OBJECTIVE:
Giving advice	Health as a social concern	Modal verb Should

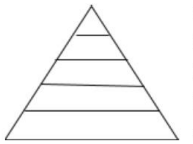
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher first greets the students and checks if the classroom is clean and that the desks are in order. By the end of this lesson students will not only learn how to use the modal verb but also be able to give food advice to their classmates. **Vocabulary box:** Each new topic will include a vocabulary box which students will have to write and decorate in their notebook. The idea is that they take the time to personalize it and make it as eye-catching as possible so that they will remember the vocabulary to use during the lessons on the same topic. The objective with this activity is to provide students with the vocabulary they will use in this lesson. In this case, today's topic is about should/shouldn't, and the vocabulary the students will need for the new lesson is related to healthy eating (protein, carbohydrates, fruit, dairy, vegetables, fibres, minerals, fats and sugar). The teacher will ask the students to please open their notebook and copy today's date followed by the following list of information.	2 min 5 min		Board Markers

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	May 00th, 2023
	
	VOCABULARY
	Healthy eating
	• Protein
	• Carbohydrates:
	  ○ Fruit
	  ○ Dairy
	  ○ Vegetables
	• Fibres
	• Minerals
	• Fats
	• Sugar
	
	It is worth noting that each concept will be given an emoji to help students quickly and easily relate the concept to its meaning plus the teacher will ask for examples of terms that belong to each category as they are copying. For example, strawberry, apple and banana for the fruit category.
		3 min		

Explanation of the topic	**Should / shouldn't:** Today's lesson focuses on the use of the modal verb should. That is why the teacher will explain the positive, negative and interrogative structure to use the verb. Students have 3 minutes to copy the following information to their notebooks. **SHOULD / SHOULDN'T** **(+)** No se le agrega TO. **e.g.** You should eat protein, **(-)** Forma con contracción: SHOULDN'T / Forma sin contracción SHOULD NOT. **e.g.** You shouldn't eat protein. **(?)** El SHOULD siempre va antes del sujeto. **e.g.** Should I eat protein? Yes, you should. No, you shouldn't.	8 min	Written production	Board Markers

	INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSE DE CUCUTA *Calidad y Convivencia, Pilares de la Excelencia* *PLAN DE AULA*	**Código : F-GA** **Versión Nº: 2** **Fecha: 22-03.2013** **Página 1 de 1**

Production Activities	**Healthy eating poster:** Students will make an informative poster with some advice on what to eat and what not to eat in order to raise awareness among the other students of the institution about healthy eating habits. In the first instance the students will present in the most creative way the food pyramid which will draw the attention of the other students and then they will write three sentences using the verb should to express some advice about healthy eating. Before starting, the teacher should explain what a food pyramid is and what it represents: a food pyramid indicates the right amount of food to eat for a healthy diet. Then, the teacher will write an example of how to use the modal verb Should for giving some advice, as shown in the following figure: The food pyramid  Fats Protein Dairy Vegetables and fruit Carbohydrate ○ ***e.g*** *You shouldn't eat too much fats.* ○ . ○ . The teacher will ask the students to form groups of four. To encourage the creativity of the students, they can use different types of materials to make their poster, such as paint, foami, frosting, wool, cardboard, tissue paper, colors and markers. After the teacher hands out the material they will be working with, the students are allowed to arrange the desks in order to have more space to make the posters. While the students are working on the activity, the teacher will play music in English to provide a relaxed environment that encourages creativity. Students will have half an hour to make their poster. The teacher will walk around the room supervising the work of the groups and will check the writing of the sentences using should and shouldn't. The teacher will correct spelling errors if necessary before the students write on the poster. Once the posters are ready, they will be voted to choose the most beautiful one, which will be hung on the school's public board so that all members of the educational community can appreciate the message that invites them to adopt healthy habits. This activity aims to encourage the written production of the topic seen in class through creativity and competition among their classmates.	30 min	Vocabulary Written production	Bond paper Paint Paintbrushes Scissors Foami Frosting wool Cardboards Tissue paper Glue Pencils Eraser Pens Colors Markers
Closure	With 5 minutes left in the hour, the teacher will ask the students to pick up the material they are working with on the poster, to put their desks back in their original positions and to keep their English class supplies. Then,the teacher collects the posters.	5 min		

Annex A. Example of a lesson plan. Use of should and shouldn't



Cúcuta, 13 de Abril 2023

Apreciados Estudiantes
Curso 8-02
I.E. Colegio San José de Cúcuta

Tengo el agrado de dirigirme a Ustedes para agradecerles su respuesta positiva de participar en el estudio de caso: Implementación de actividades de pensamiento creativo como medio eficaz para potenciar las habilidades productivas de los estudiantes de 8° grado del colegio San José de Cúcuta. De este modo, en mi rol de investigador recolectaré la información necesaria durante este semestre.

En términos generales, este proyecto pretende potenciar las habilidades productivas de los alumnos de 8° grado mediante la implementación de actividades de pensamiento creativo en el colegio San José de Cúcuta. En tal sentido, les solicito su colaboración como estudiante de este curso para realizar las siguientes actividades de recolección de información: 1. Cuatro observaciones de Clase; 2. Dos entrevistas semiestructuradas, 3. Un formulario para recolectar información al final del proyecto. Igualmente, debo informar que para propósitos de análisis, la clase será grabada con el fin de mantener la objetividad de los datos. Por otra parte, teniendo en cuenta el propósito del proyecto, necesito seleccionar de dos a tres de sus estudiantes adultos para formar un grupo focal que se tendrá en cuenta para ser entrevistado en dos ocasiones de manera voluntaria. Toda la información que se obtenga, será llevada con la más estricta confidencialidad y anonimato que caracteriza este tipo de investigación.Teniendo en cuenta que todos sus estudiantes comparten las mismas condiciones de enseñanza, la selección de los participantes para el grupo focal se tendrá en cuenta a quienes deseen ser entrevistados de manera voluntaria. Una vez seleccionado el participante del grupo focal, éste participará de dos entrevistas en los tiempos ya estipulados. En cuanto a los resultados, es posible sean publicados en artículos o presentados en congresos. Para este caso, se preservará el anonimato de ustedes docentes como sus estudiantes. Al final del proyecto, habrá una reunión para dar a conocer los resultados antes de ser publicados.

Sin otro particular.
Atentar

Gina Marcela Quintana Delgado
Estudiante Investigador

Una universidad **incluyente** y **comprometida** con el desarrollo integral

Annex B: Pedagogical project letter of consent

Fecha:	Primera semana del Lunes 27 al Viernes 31 de marzo

La etapa de observación resultó ser fundamental para identificar el proceder docente y ajustar las prácticas pedagógicas del docente en formación a las necesidades y maneras de proceder de los estudiantes en la clase. Durante la primera semana, pude percibir que las clases se desarrollaban bajo un marco conductista, y que sin el estímulo del sello los estudiantes no estaban motivados para trabajar.

Por otra parte, la indisciplina en los cursos de grado quinto y sexto era un tema desafiante como docente practicante; sin embargo, la observación me permitió identificar que es aconsejable iniciar la clase con una actividad donde los estudiantes debían escribir en su cuaderno, sólo así estarían lo suficientemente concentrados para permitir el llamado a lista y estar preparados para los demás momentos de la clase.

De esta manera, para ser la primera semana considero que gestioné de manera adecuada el tiempo, cumpliendo con las metas propuestas y los objetivos de la clase tales como, llamar a lista, explicar el tema, aplicar la actividad de la clase y poner el sello. Considero que los estudiantes apreciaban la continuidad de las temáticas y formas de impartir clase. Se mostraron respetuosos y colaborativos, diferentes a como los observaba en clase con el profesor.

A pesar de que la sala de bilingüismo no cuenta con las adecuaciones necesarias para su funcionamiento, aprendí que todas las semanas se debe separar la biblioteca de la institución y preparar una clase de laboratorio en donde se trabajen las demás habilidades lingüísticas. En la primera semana, esto permitió el uso de material didáctico interactivo para que los estudiantes estuvieran más interesados en la clase. Cabe aclarar que para cada actividad propuesta, me aseguré primero que los estudiantes comprendieran las instrucciones.

Me sorprendió el hecho que tanto los estudiantes de grados sextos y octavos no estén familiarizados con expresiones del tipo: very well, good job, great job, excellent. Esto demuestra que el contacto con la lengua extranjera no trasciende del entorno académico y no están aprendiendo el inglés para usarlo en el diario vivir. De esta manera, me propuse aumentar la exposición de los estudiantes a este tipo de comentarios que además de aumentar vocabulario genere en ellos palabras de motivación a realizar un

Annex C: Reflective journal format

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Componente pedagógico - investigativo
Práctica integral I semestre 2023

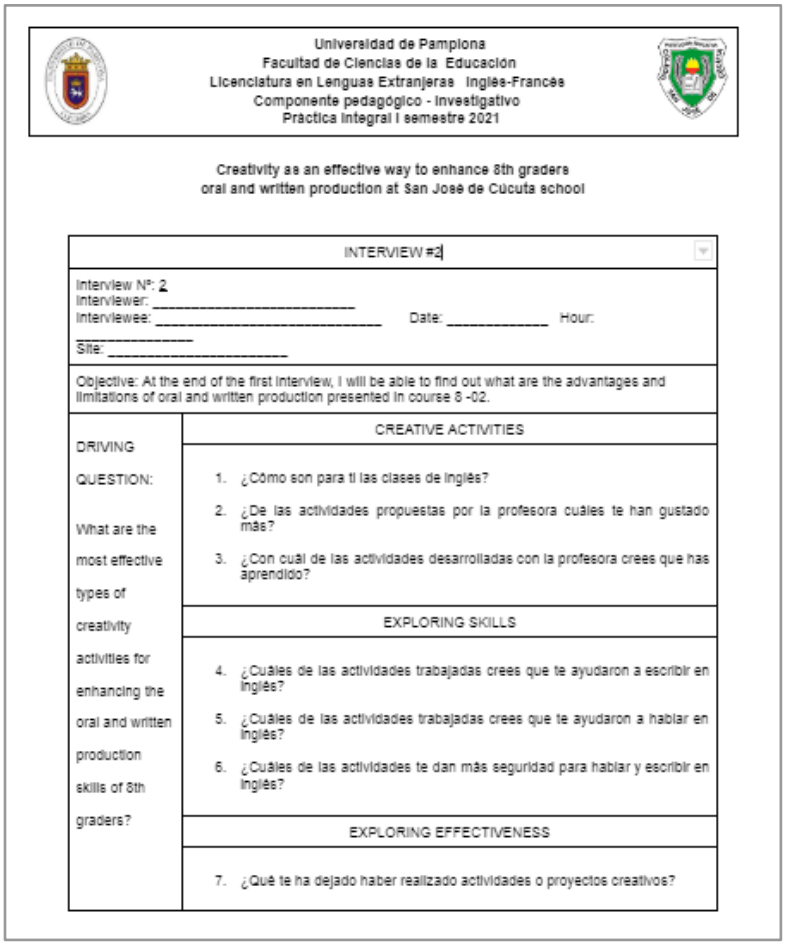
Creativity as an effective way to enhance 8th graders oral and written production at San José de Cúcuta school

PROCEDURE: (first establish a pseudonym, then record)

- **Greetings**
- **Thanking the student for participating in the interview**
- **Remark on the estimated time**
- **Principles of anonymity, privacy and confidentiality**
- **Ask permission to be recorded**
- **Space for questions or concerns about the interview**
- **Purpose of the interview**
- **Interview questions**

INTERVIEW #1	
Interview Nº: 1 Interviewer: _____ Interviewee: _____ Date: _____ Hour: _____ Site: _____	
Objective: At the end of the first interview, I will be able to find out how teachers can effectively implement creative thinking activities in the classroom to enhance students' productive skills.	
DRIVING QUESTION: How do creative thinking activities affect the productive skills of 8th graders at the San José de Cúcuta school?	1. ¿Qué es para tí la creatividad? Cita algunos ejemplos. 2. ¿Haces cosas creativas?, ¿cómo cuáles? 3. Si hablamos del colegio, ¿crees que se puede ser creativo? 4. ¿Crees que las actividades de creatividad son importantes para aprender?
	5. ¿ Qué actividades creativas has desarrollado en tu inglés?
	6. ¿De qué manera puedes usar toda tu creatividad dentro de la materia de inglés? Da algunos ejemplos.

Annex D: First interview format

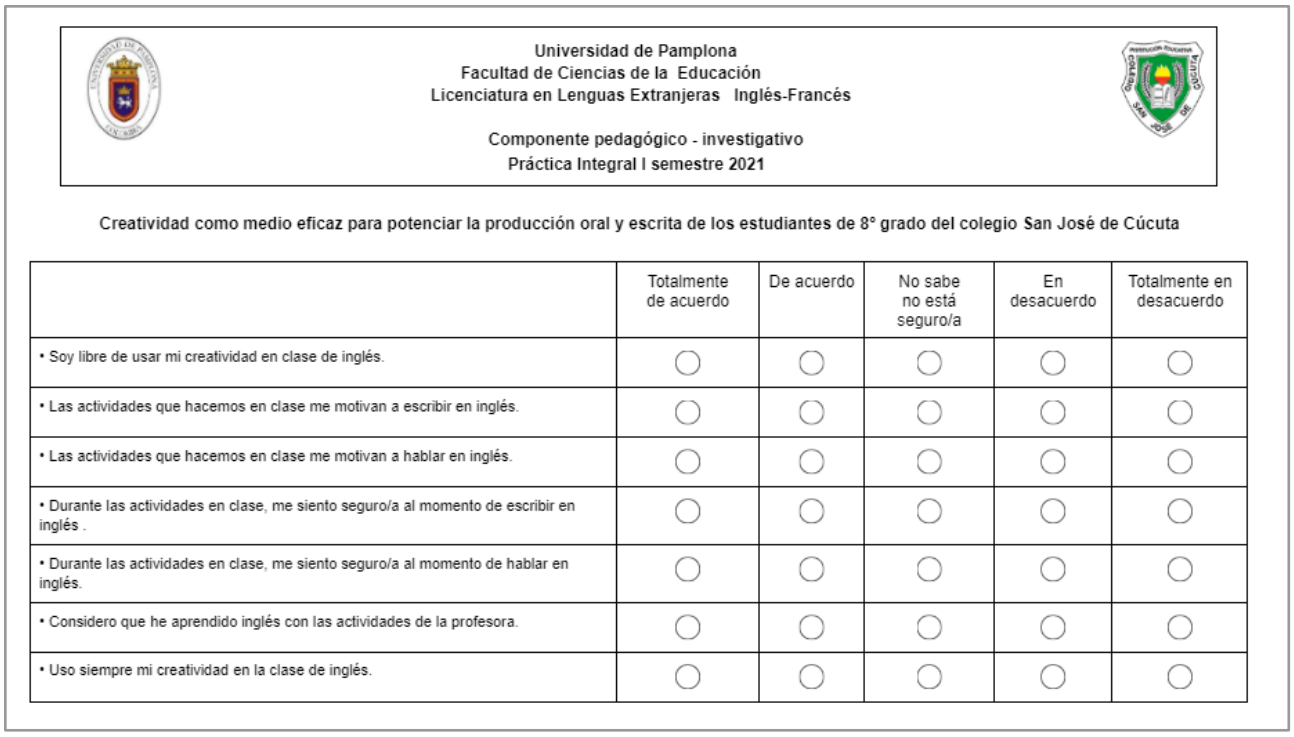


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Creativity as an effective way to enhance 8th graders oral and written production at San José de Cúcuta school

INTERVIEW #2	
Interview Nº: 2 Interviewer: _____ Interviewee: _____ Date: _____ Hour: _____ Site: _____	
Objective: At the end of the first interview, I will be able to find out what are the advantages and limitations of oral and written production presented in course 8 -02.	
DRIVING QUESTION: What are the most effective types of creativity activities for enhancing the oral and written production skills of 8th graders?	CREATIVE ACTIVITIES 1. ¿Cómo son para ti las clases de inglés? 2. ¿De las actividades propuestas por la profesora cuáles te han gustado más? 3. ¿Con cuál de las actividades desarrolladas con la profesora crees que has aprendido? EXPLORING SKILLS 4. ¿Cuáles de las actividades trabajadas crees que te ayudaron a escribir en inglés? 5. ¿Cuáles de las actividades trabajadas crees que te ayudaron a hablar en inglés? 6. ¿Cuáles de las actividades te dan más seguridad para hablar y escribir en inglés? EXPLORING EFFECTIVENESS 7. ¿Qué te ha dejado haber realizado actividades o proyectos creativos?

Annex E: Second interview format



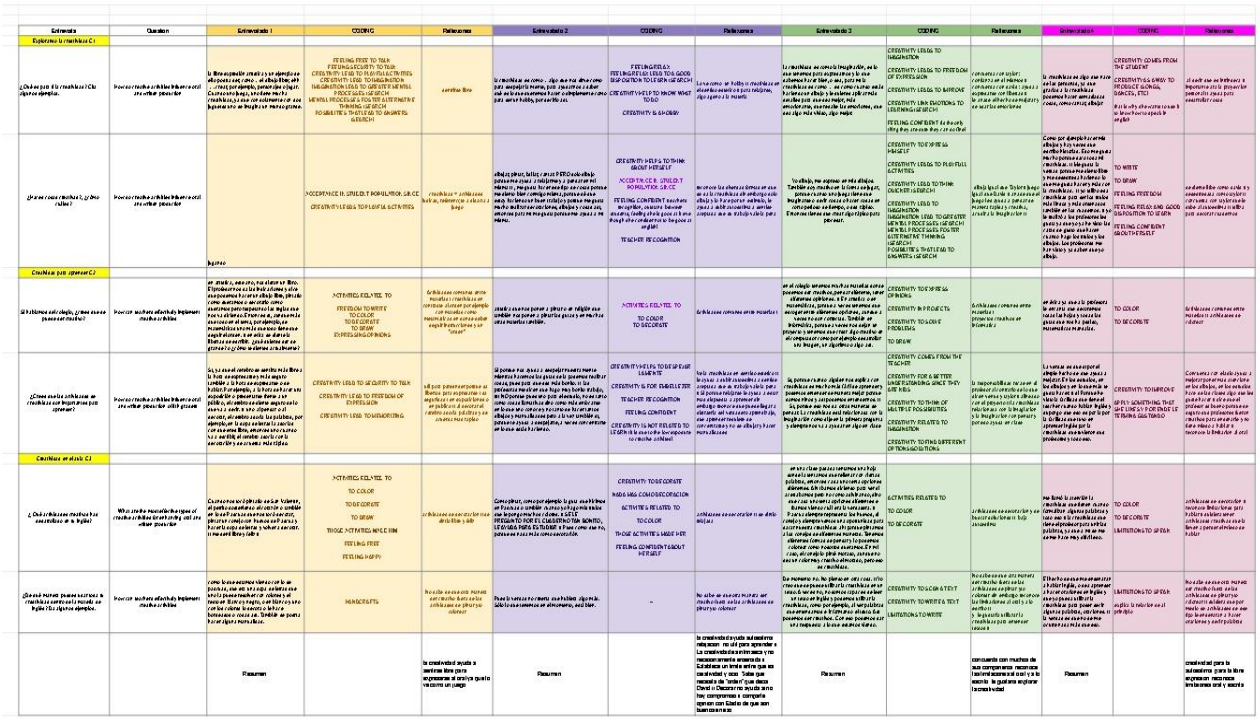
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Componente pedagógico - investigativo
Práctica Integral I semestre 2021

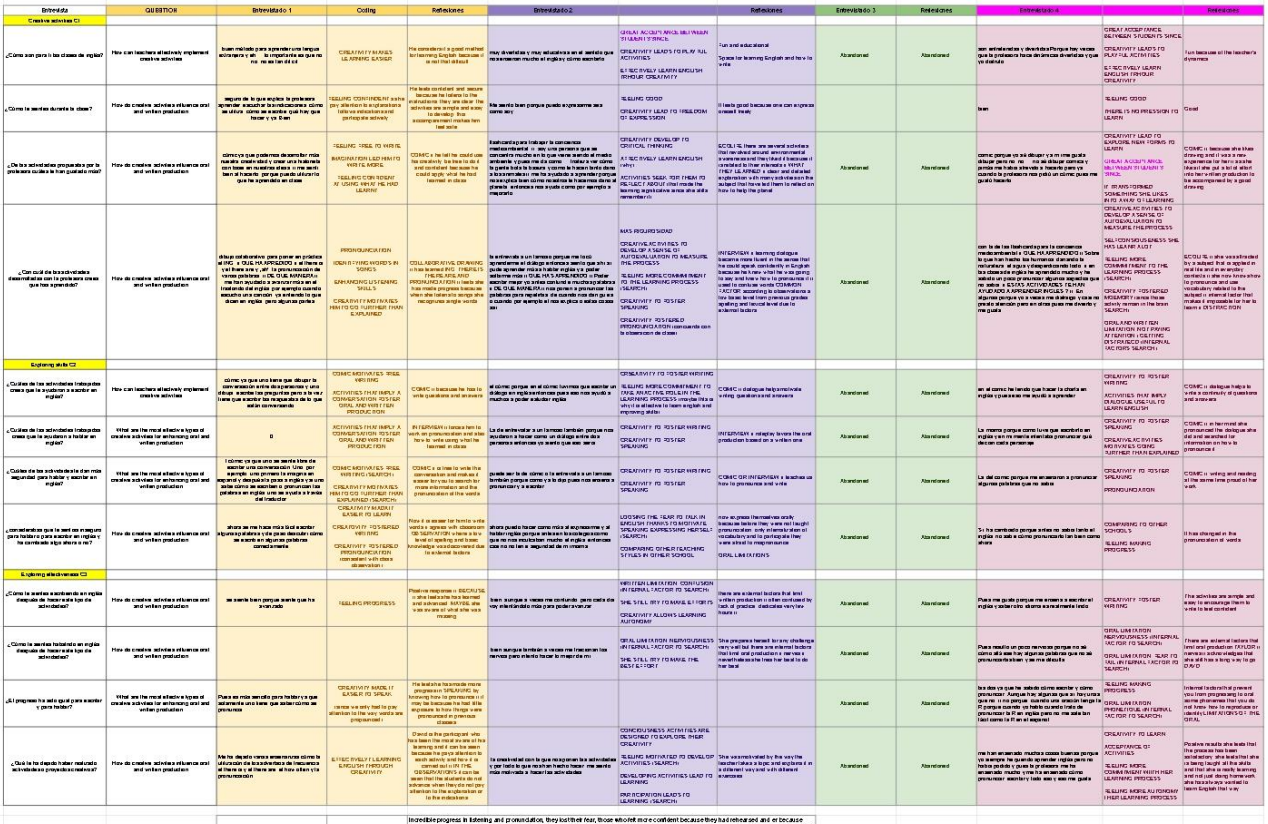
Creatividad como medio eficaz para potenciar la producción oral y escrita de los estudiantes de 8° grado del colegio San José de Cúcuta

	Totalmente de acuerdo	De acuerdo	No sabe no está seguro/a	En desacuerdo	Totalmente en desacuerdo
• Soy libre de usar mi creatividad en clase de inglés.	◯	◯	◯	◯	◯
• Las actividades que hacemos en clase me motivan a escribir en inglés.	◯	◯	◯	◯	◯
• Las actividades que hacemos en clase me motivan a hablar en inglés.	◯	◯	◯	◯	◯
• Durante las actividades en clase, me siento seguro/a al momento de escribir en inglés .	◯	◯	◯	◯	◯
• Durante las actividades en clase, me siento seguro/a al momento de hablar en inglés.	◯	◯	◯	◯	◯
• Considero que he aprendido inglés con las actividades de la profesora.	◯	◯	◯	◯	◯
• Uso siempre mi creatividad en la clase de inglés.	◯	◯	◯	◯	◯

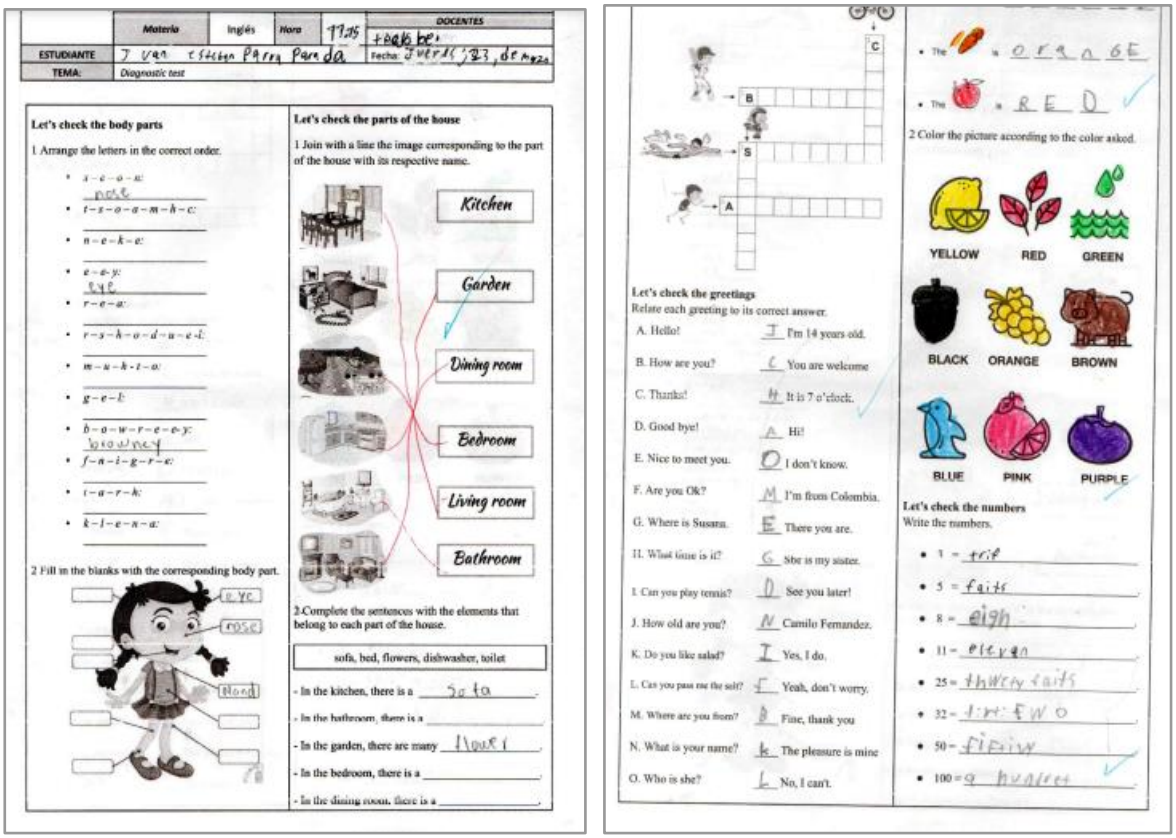
Annex F: Survey format



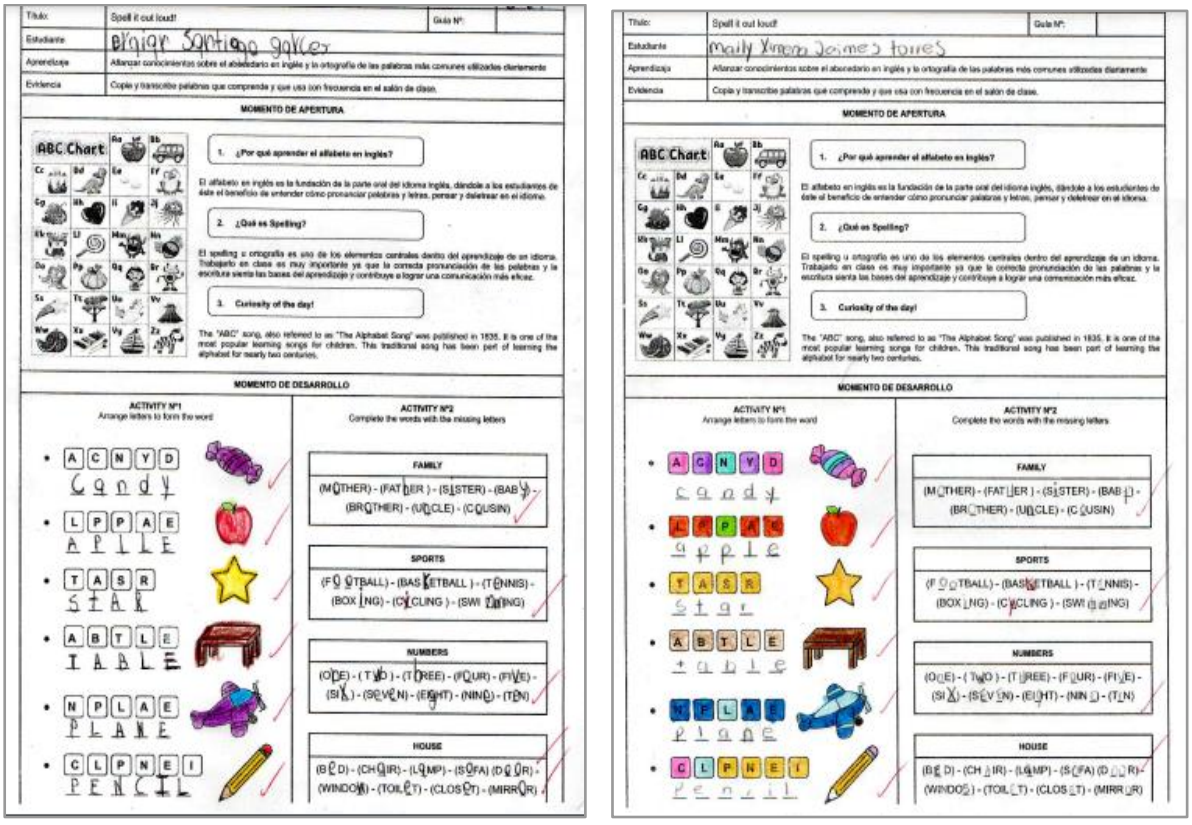
Annex G: First interview matrix and coding



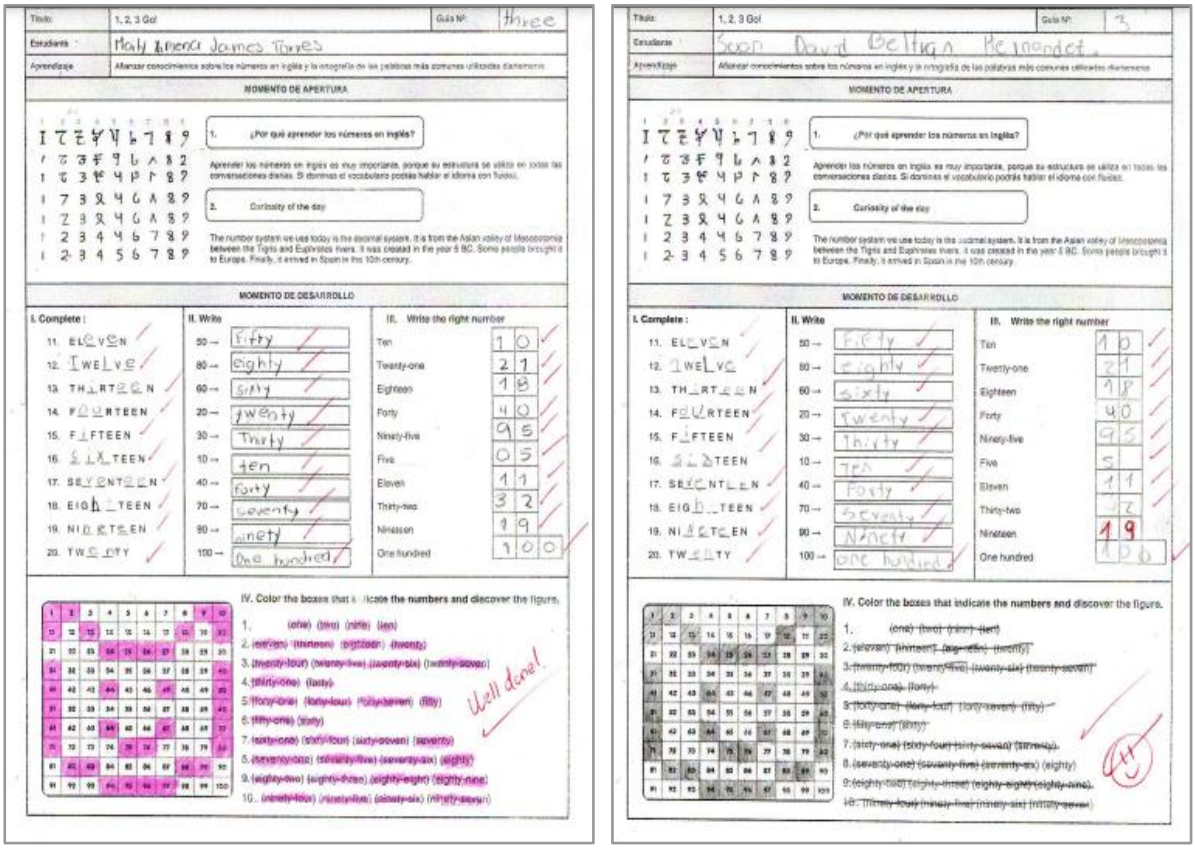
Annex H: Second interview matrix and coding



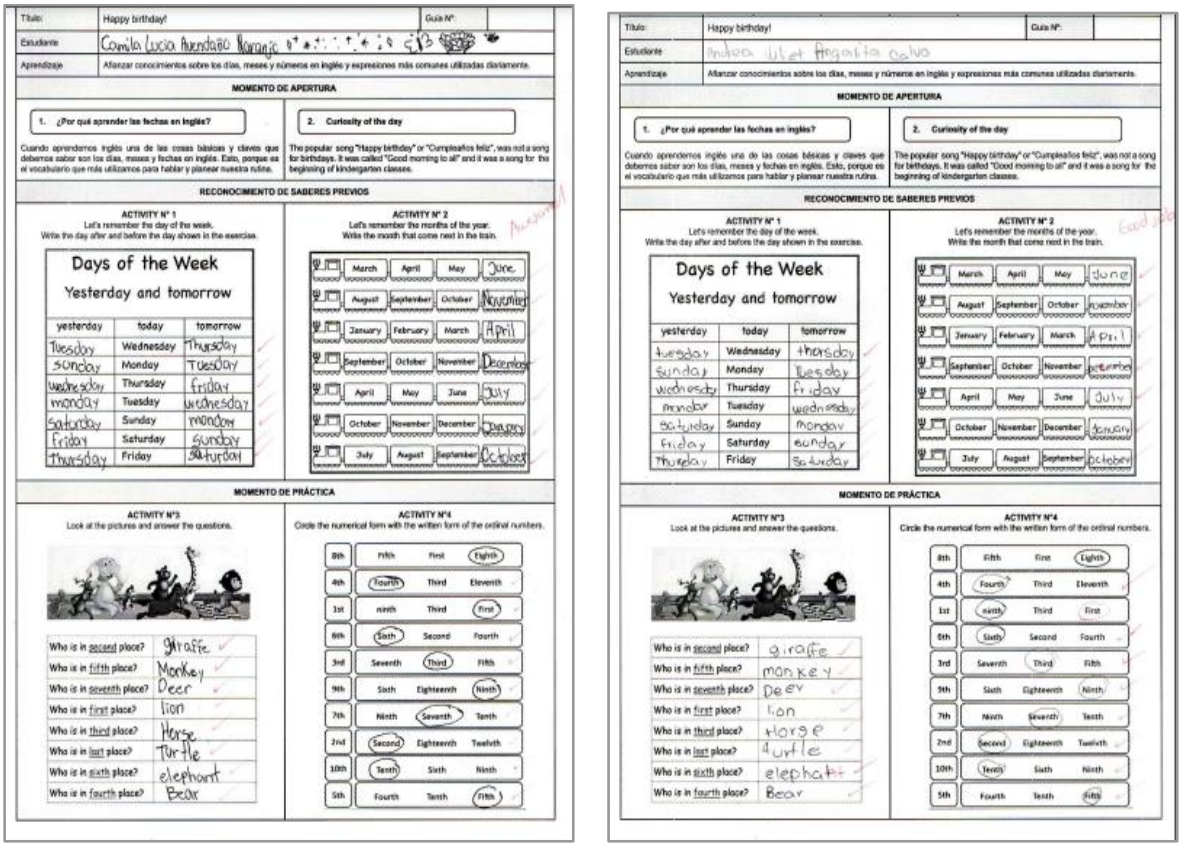
Annex I1: Outreach project Diagnostic test evidence



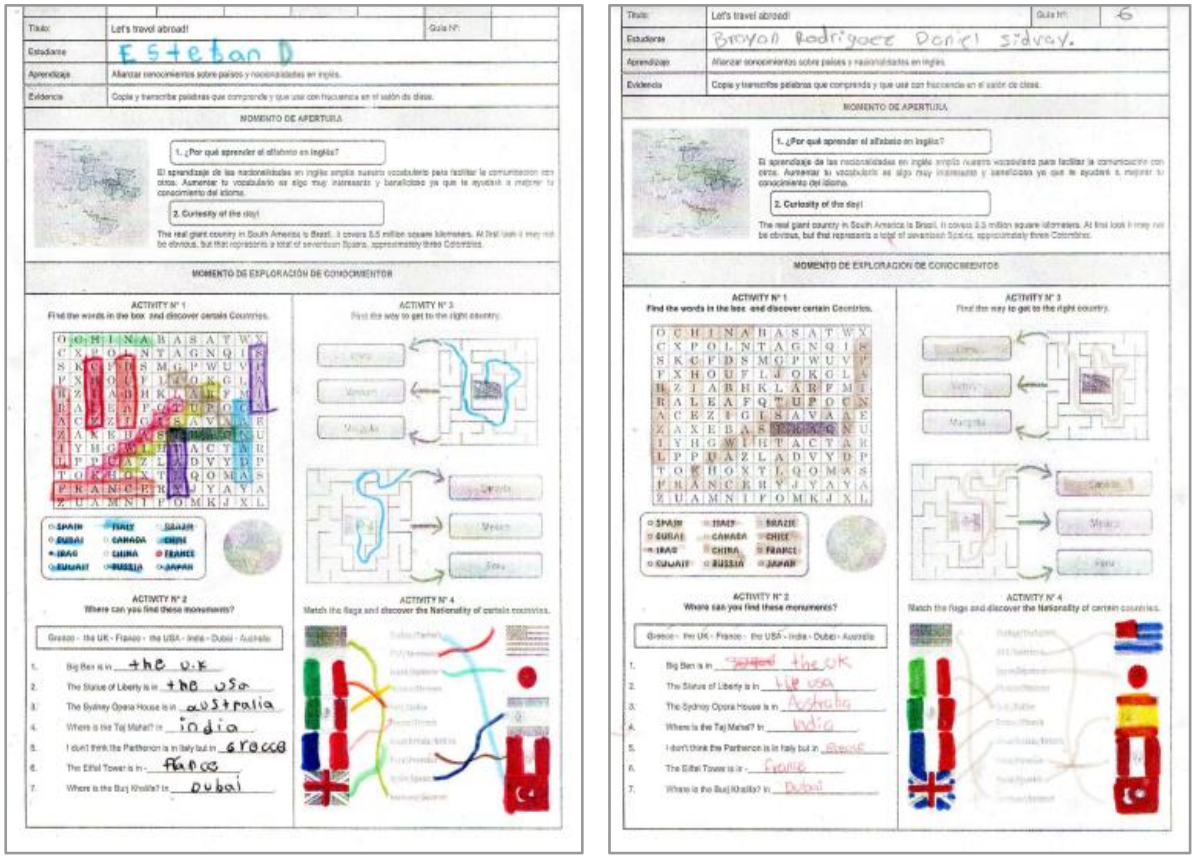
Annex I2: Outreach project The alphabet workshop evidence



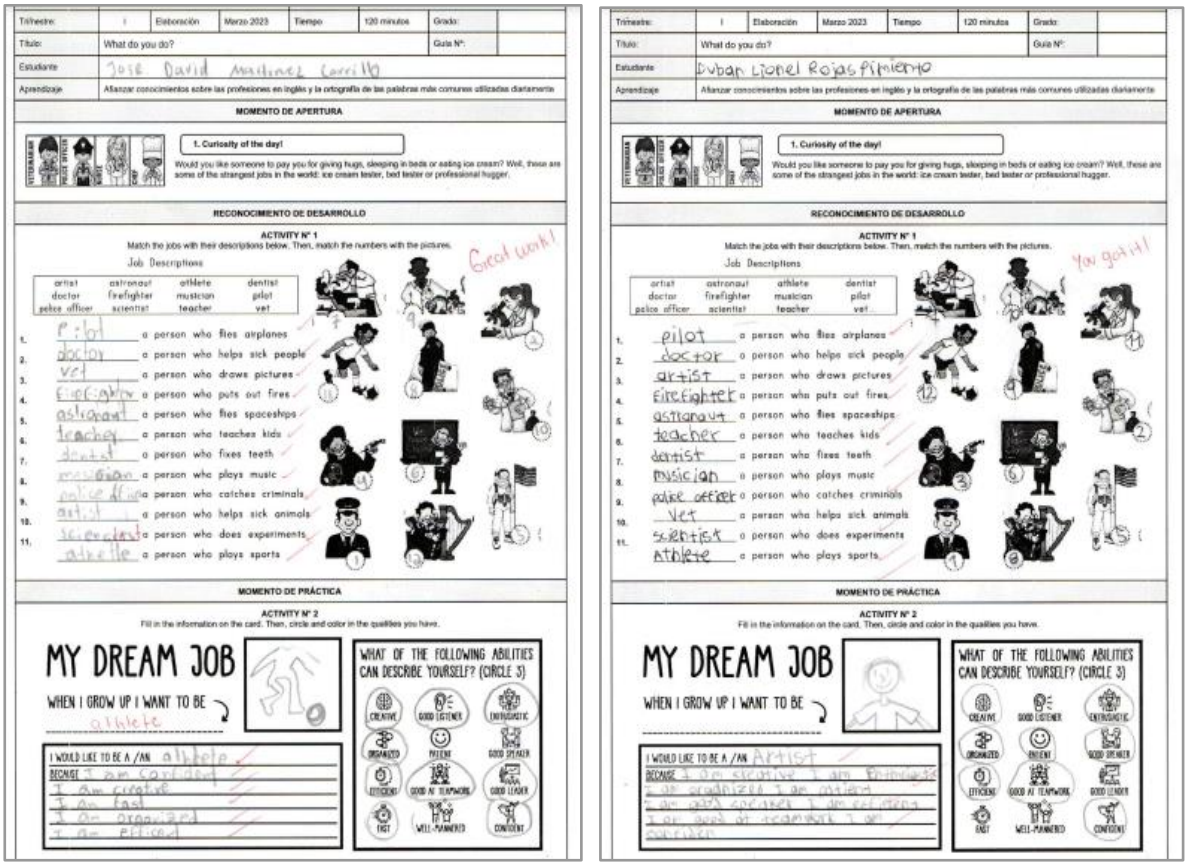
Annex I3: Outreach project The numbers workshop evidence



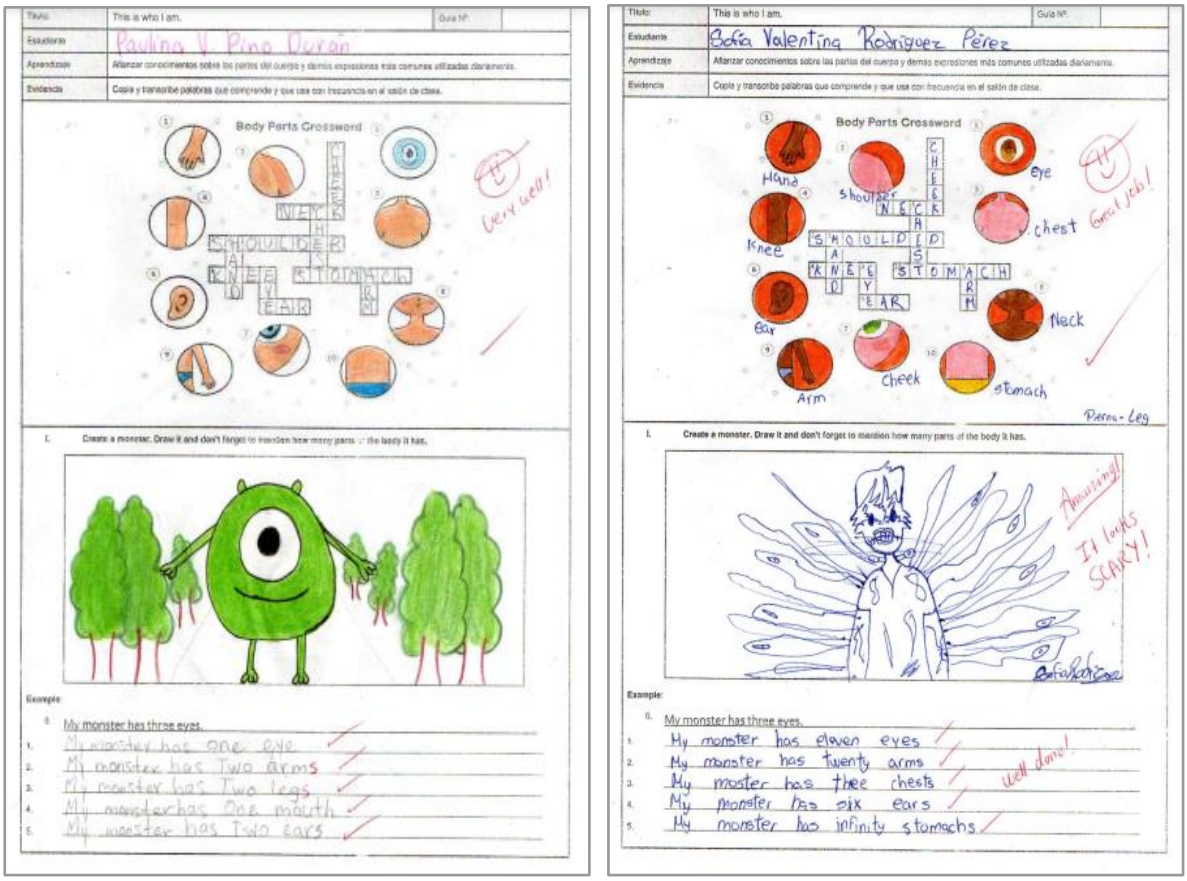
Annex I4: Outreach project The dates workshop evidence



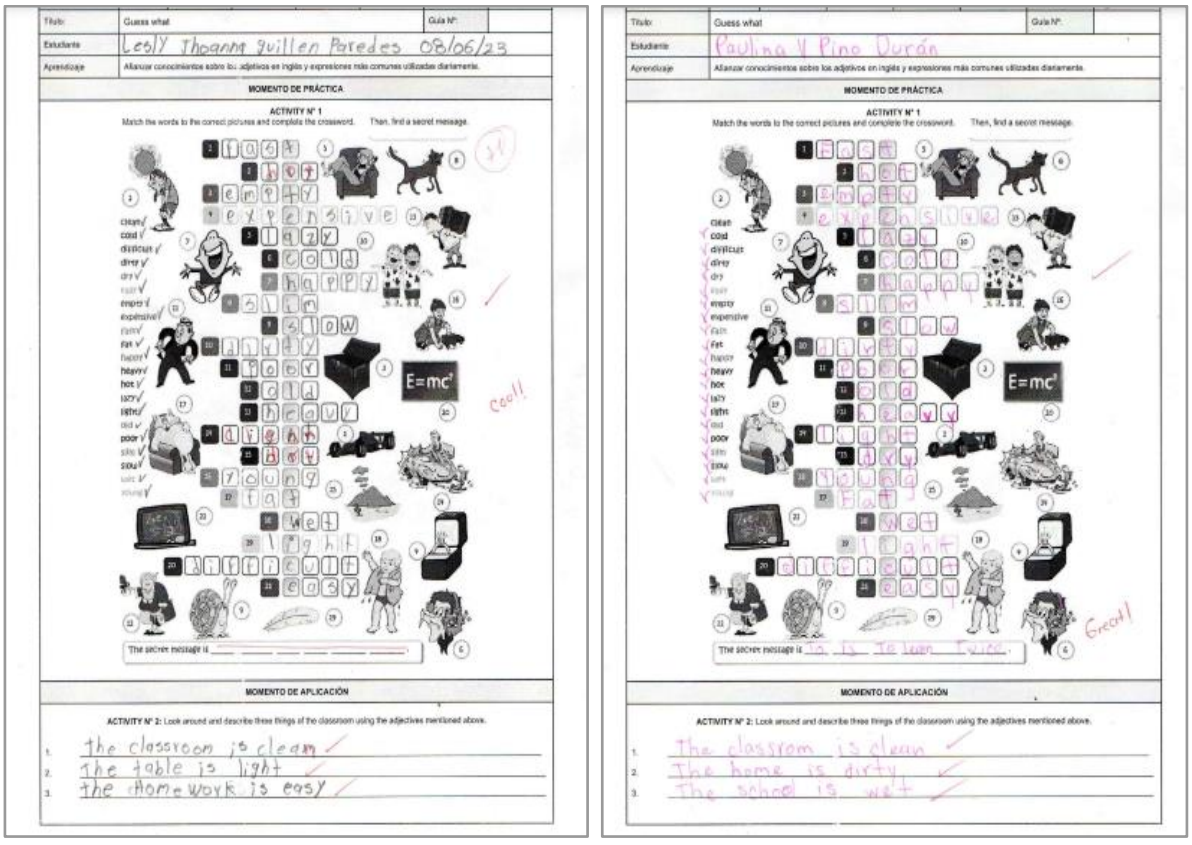
Annex I5I: Outreach project The countries and nationalities workshop evidence



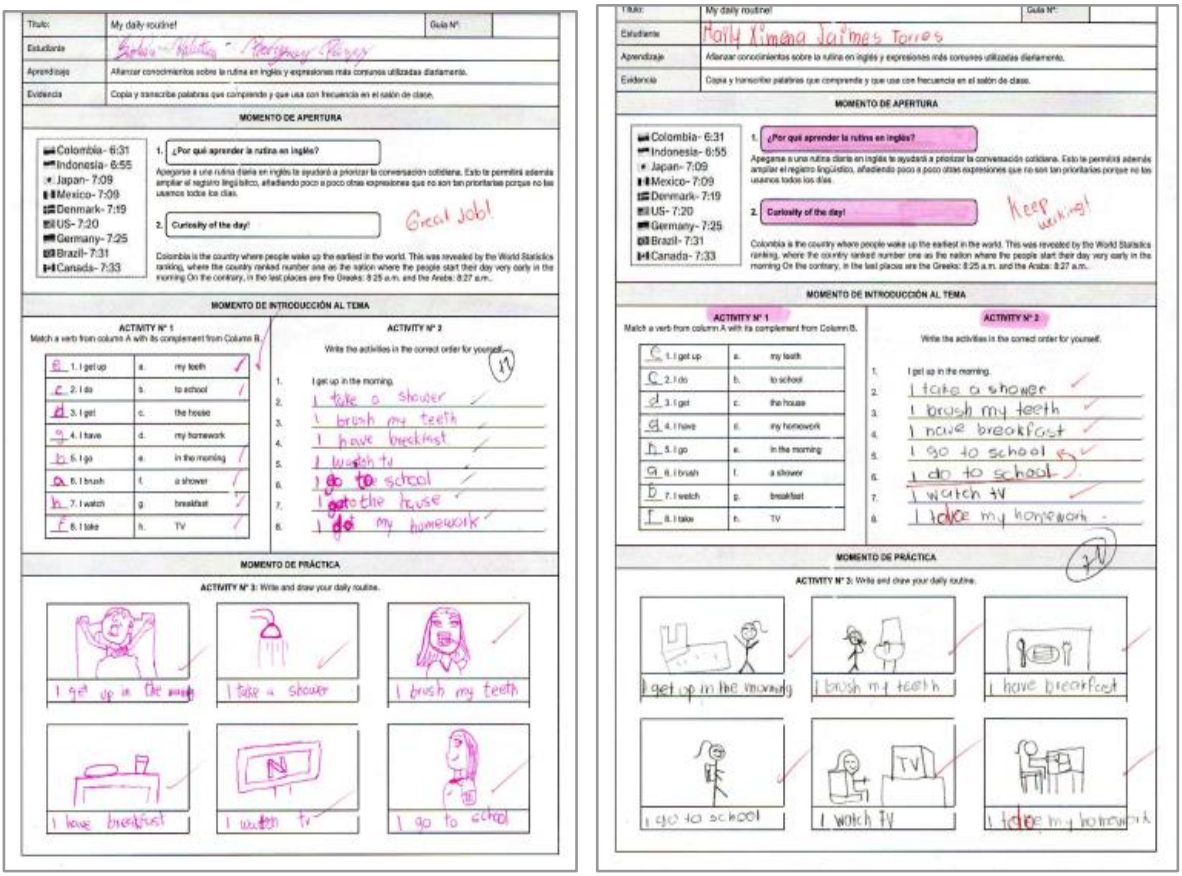
Annex I6: Outreach project The occupations workshop evidence



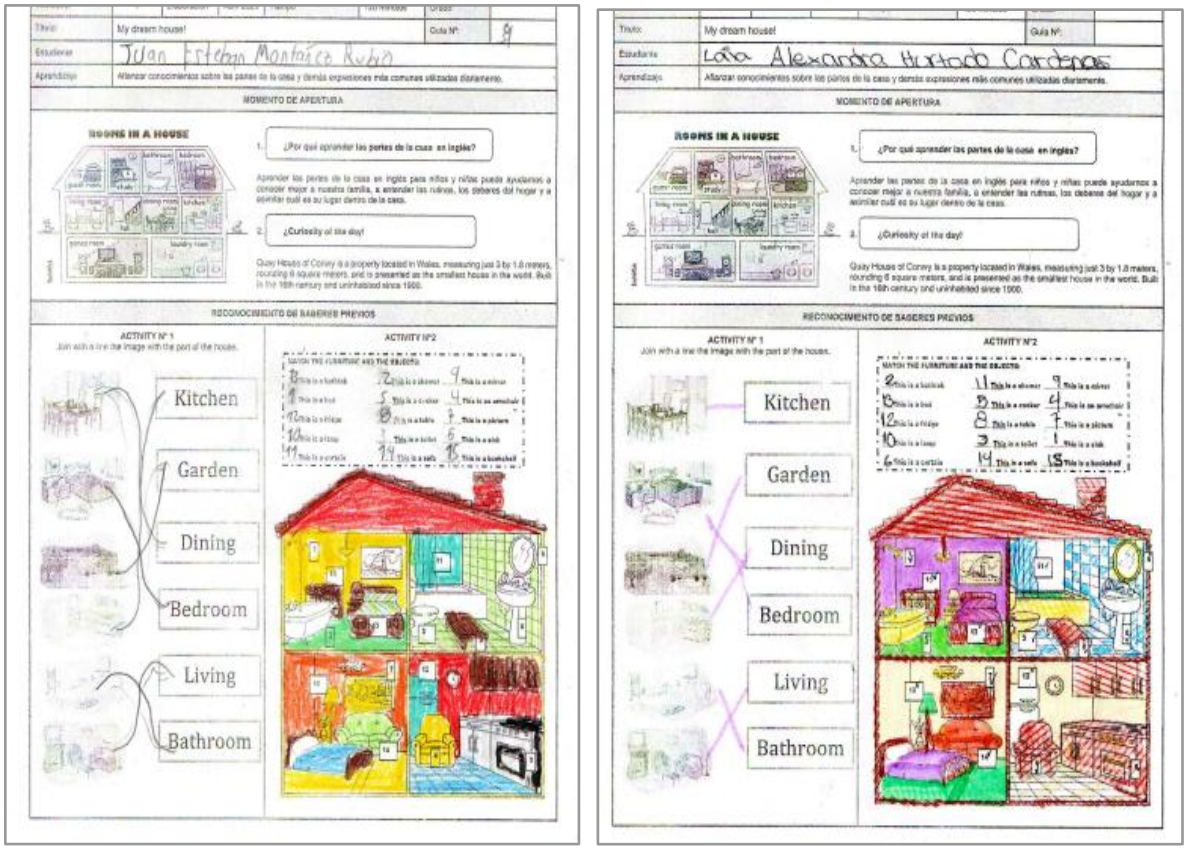
Annex I7: Outreach project The parts of the body workshop evidence



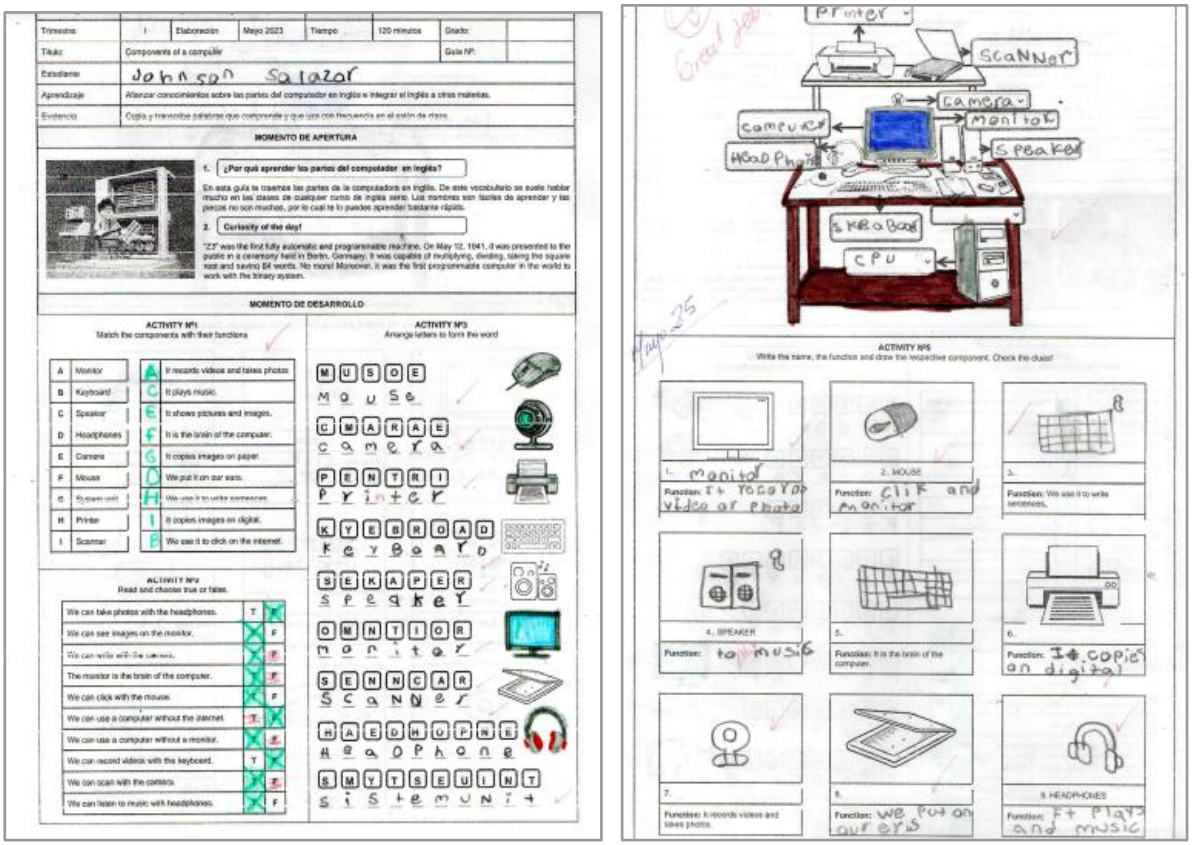
Annex I8: Outreach project The adjectives workshop evidence



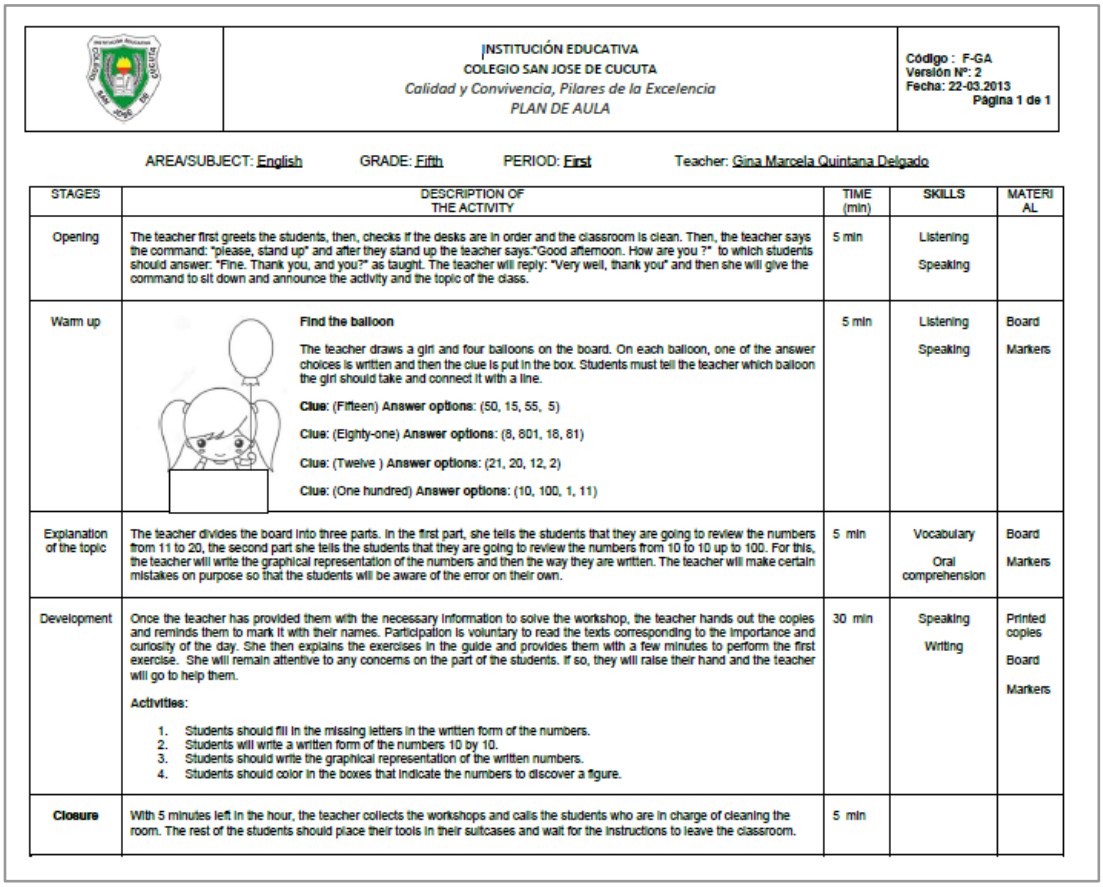
Annex I9:Outreach project The daily routine workshop evidence



Annex I10:Outreach project The parts of the house workshop evidence



Annex I11: Outreach project Parts of a computer workshop evidence



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Código : F-GA
Versión Nº: 2
Fecha: 22-03.2013
Página 1 de 1

AREA/SUBJECT: English GRADE: Fifth PERIOD: First Teacher: Gina Marcela Quintana Delgado

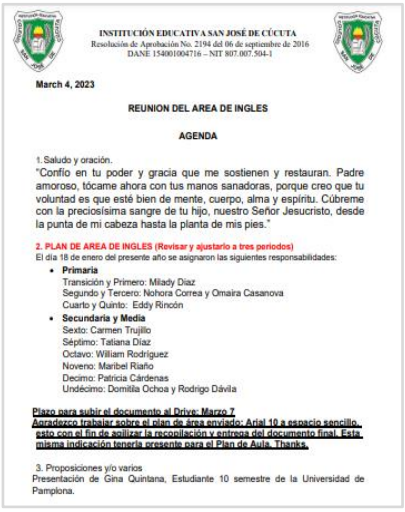
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher first greets the students, then, checks if the desks are in order and the classroom is clean. Then, the teacher says the command: "please, stand up" and after they stand up the teacher says:"Good afternoon. How are you ?" to which students should answer: "Fine. Thank you, and you?" as taught. The teacher will reply: "Very well, thank you" and then she will give the command to sit down and announce the activity and the topic of the class.	5 min	Listening Speaking	
Warm up	 **Find the balloon** The teacher draws a girl and four balloons on the board. On each balloon, one of the answer choices is written and then the clue is put in the box. Students must tell the teacher which balloon the girl should take and connect it with a line. **Clue:** (Fifteen) **Answer options:** (50, 15, 55, 5) **Clue:** (Eighty-one) **Answer options:** (8, 801, 18, 81) **Clue:** (Twelve) **Answer options:** (21, 20, 12, 2) **Clue:** (One hundred) **Answer options:** (10, 100, 1, 11)	5 min	Listening Speaking	Board Markers
Explanation of the topic	The teacher divides the board into three parts. In the first part, she tells the students that they are going to review the numbers from 11 to 20, the second part she tells the students that they are going to review the numbers from 10 to 10 up to 100. For this, the teacher will write the graphical representation of the numbers and then the way they are written. The teacher will make certain mistakes on purpose so that the students will be aware of the error on their own.	5 min	Vocabulary Oral comprehension	Board Markers
Development	Once the teacher has provided them with the necessary information to solve the workshop, the teacher hands out the copies and reminds them to mark it with their names. Participation is voluntary to read the texts corresponding to the importance and curiosity of the day. She then explains the exercises in the guide and provides them with a few minutes to perform the first exercise. She will remain attentive to any concerns on the part of the students. If so, they will raise their hand and the teacher will go to help them. **Activities:** 1. Students should fill in the missing letters in the written form of the numbers. 2. Students will write a written form of the numbers 10 by 10. 3. Students should write the graphical representation of the written numbers. 4. Students should color in the boxes that indicate the numbers to discover a figure.	30 min	Speaking Writing	Printed copies Board Markers
Closure	With 5 minutes left in the hour, the teacher collects the workshops and calls the students who are in charge of cleaning the room. The rest of the students should place their tools in their suitcases and wait for the instructions to leave the classroom.	5 min		

Annex J: Example of a reinforcement workshop plan

INSTITUCIÓN EDUCATIVA SAN JOSÉ DE CÚCUTA
Resolución de Aprobación No. 2194 del 06 de septiembre de 2016
DANE 154001004716 – NIT 807.007.504-1

Week:	Week 1 (from April 17th to April 21th)
Topic:	Science and Technology
Objectives:	• To introduce some curious facts about science and technology by means of a video. • To make students lose their fear of speaking in English through short questions. • To encourage oral production through creativity by designing their own app.
Agenda:	1. **Video**: The video will be paused for a group simultaneous translation activity. The objective is for everyone to understand the essence of the main ideas from the video. 2. **Questions**: Based on the data provided by the video, simple and oriented questions are asked to the student in order to stimulate oral production and to make them lose the fear of speaking in a foreign language. 3. **Design your own app** In pairs, students will design a logo and a new name for the "Snapchat" app in order to stimulate oral production. Each group should describe the image and the reason for the name.
Anexes:	**Annex 1:** CC Week 2 - Science and Technology **Annex 2:** 20 Amazing Facts about Tech | Why does GOOGLE rent goats?
Results:	1. Although some students did not feel able to speak English, they were open to listen and participate. It is expected that later on they will start speaking, otherwise their place in the conversation club will be evaluated. 2. Although some students were afraid to speak English, they said short sentences with simple structures that they know how to handle. 3. The number of people in the club needs to be reconsidered to ensure a reasonable time for participation.

Annex N: Conversation Club example of planning session

INTRA-INSTITUTIONAL ACTIVITY EVIDENCE		
Event:	First English area meeting	Evidence:
Objective:	To talk about the organization to deliver the aula planners and also to present the new pre-service who was joining to the team.	
Role:	Observer and special guest.	
Description:	In the first instance, some minutes were dedicated to greet each other and talk about personal issues, then the agenda began, which included the organization of the delivery of some classroom planners, followed by the introduction of the trainee teacher. Finally, the date for the next meeting was agreed upon.	
Acquired learning:	I met the different teachers that make up the English area from the respective primary, secondary and middle school divisions and sites of the institution.. I also learned that the meetings in the English area are held through the Meet platform.	

INSTITUCIÓN EDUCATIVA SAN JOSÉ DE CÚCUTA
Resolución de Aprobación No. 2194 del 06 de septiembre de 2016
DANE 154001004716 – NIT 807.007.504-1

March 4, 2023

REUNION DEL AREA DE INGLES

AGENDA

1.Saludo y oración.
"Confío en tu poder y gracia que me sostienen y restauran. Padre amoroso, tócame ahora con tus manos sanadoras, porque creo que tu voluntad es que esté bien de mente, cuerpo, alma y espíritu. Cúbreme con la preciosísima sangre de tu hijo, nuestro Señor Jesucristo, desde la punta de mi cabeza hasta la planta de mis pies."

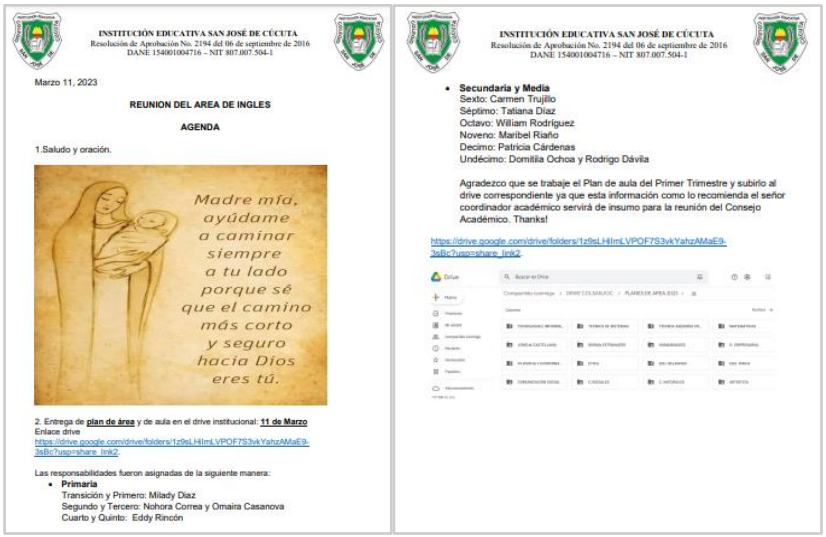
2. PLAN DE AREA DE INGLES (Revisar y ajustarlo a tres periodos)
El día 18 de enero del presente año se asignaron las siguientes responsabilidades:

- **Primaria**
  Transición y Primero: Milady Diaz
  Segundo y Tercero: Nohora Correa y Omaira Casanova
  Cuarto y Quinto: Eddy Rincón
- **Secundaria y Media**
  Sexto: Carmen Trujillo
  Séptimo: Tatiana Diaz
  Octavo: William Rodríguez
  Noveno: Maribel Riaño
  Decimo: Patricia Cárdenas
  Undécimo: Domitila Ochoa y Rodrigo Dávila

Plazo para subir el documento al Drive: Marzo 7
Agradezco trabajar sobre el plan de área enviado: Arial 10 a espacio sencillo, esto con el fin de agilizar la recopilación y entrega del documento final. Esta misma indicación tenerla presente para el Plan de Aula. Thanks.

3. Proposiciones y/o varios
Presentación de Gina Quintana, Estudiante 10 semestre de la Universidad de Pamplona.

Table 4: First English area meeting Intra Institutional activity description

INTRA-INSTITUTIONAL ACTIVITY EVIDENCE	
Event:	Second English area meeting
Objective:	To provide a moment of reflection and recognition to all women who have fought for gender equality and social justice, and a call to action to continue working for a more just and equal world for all people.
Teacher's role:	Observer and special guest.
Description:	The meeting began with a reflection on the Virgin Mary, followed by a call to each of the teachers to review the progress made in the classroom plans and a reminder of the link where it was to be delivered.
Acquired learning:	The purpose of the meeting was to assign the responsibilities concerning the delivery of the respective area plans by grade of the elementary, secondary and vocational middle school teachers, as well as the guidelines for the delivery and the deadline date.
Evidence:	

INSTITUCIÓN EDUCATIVA SAN JOSÉ DE CÚCUTA
Resolución de Aprobación No. 2194 del 06 de septiembre de 2016
DANE 154001004716 – NIT 807.007.504-1

Marzo 11, 2023

REUNION DEL AREA DE INGLES

AGENDA

1.Saludo y oración.

2. Entrega de **plan de área** y de aula en el drive institucional: **11 de Marzo**
Enlace drive
https://drive.google.com/drive/folders/1z9sLHImLVPOF7S3vkYahzAMaE9-3sBlc?usp=share_link2

Las responsabilidades fueron asignadas de la siguiente manera:

- **Primaria**
  Transición y Primero: Milady Diaz
  Segundo y Tercero: Nohora Correa y Omaira Casanova
  Cuarto y Quinto: Eddy Rincón

INSTITUCIÓN EDUCATIVA SAN JOSÉ DE CÚCUTA
Resolución de Aprobación No. 2194 del 06 de septiembre de 2016
DANE 154001004716 – NIT 807.007.504-1

- **Secundaria y Media**
  Sexto: Carmen Trujillo
  Séptimo: Tatiana Díaz
  Octavo: William Rodríguez
  Noveno: Maribel Riaño
  Decimo: Patricia Cárdenas
  Undécimo: Domitila Ochoa y Rodrigo Dávila

Agradezco que se trabaje el Plan de aula del Primer Trimestre y subirlo al drive correspondiente ya que esta información como lo recomienda el señor coordinador académico servirá de insumo para la reunión del Consejo Académico. Thanks!

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Table 5: Second English area meeting Intra Institutional activity description

INTRA-INSTITUTIONAL ACTIVITY EVIDENCE	
Event:	Election debate
Objective:	To promote democracy by creating spaces for dialogue and communication to ensure the democratic principle as a value of the institution.
Teacher's role:	Observer
Description:	Each of the candidates for the personería presented their proposals and their work plan if elected. Each of the proposals represented different

	needs among the students. The proposals that stood out the most revolved around the adequacy of bathrooms, accessibility to some classrooms as well as economic and environmental issues. The debate lasted approximately one hour. Time limits were established for interventions, so that all candidates had the opportunity to speak and answer questions.
Acquired learning:	I learned that for the school it is very important to rescue the values and principles that govern its identity and that is why it prioritizes these spaces for democracy and socialization of proposals.
Evidence:	 

Table 6: Election debate Intra Institutional activity description

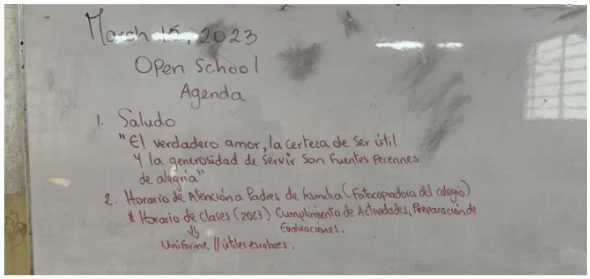
INTRA-INSTITUTIONAL ACTIVITY EVIDENCE	
Event:	Open School - First Academic Report 2023
Objective:	To provide parents with information about their child's academic and behavioral performance to enable them to follow up on their child's progress.
Teacher's role:	Observer
Description:	At 3:15 a.m., the first academic report of the year 2023 began with the parents and/or guardians coming to the school. In the classroom, the head of the course welcomes them and attends to the parents in order of list with a duration of approximately 5 minutes. Each teacher has a list from the teachers of each area where the student's name and the reason for which he/she was reported.
Acquired learning:	I learned that it is very important for the institution to have the support and accompaniment of the guardians to follow up on the students because it is a great responsibility for a teacher and it requires a joint collaboration as a community.
Evidence:	

Table 7: Open College - First Academic Report 2023 Intra Institutional activity description

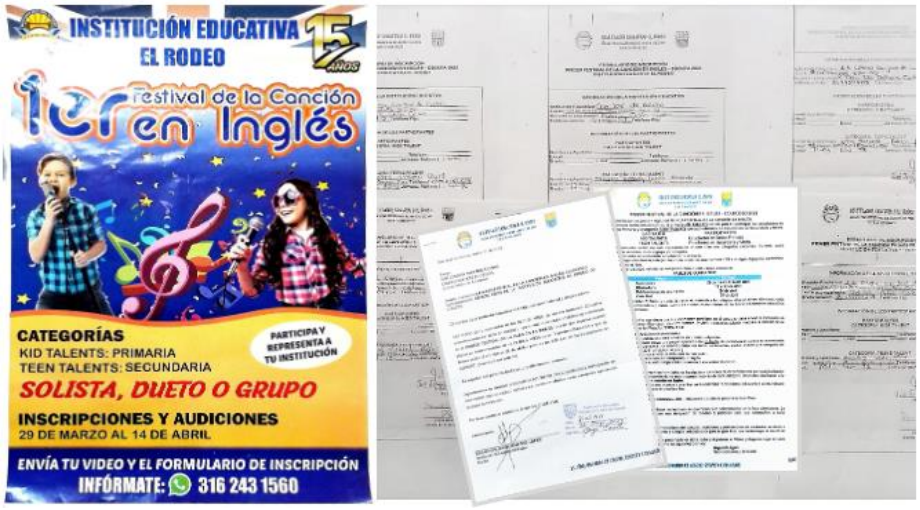
Acquired learning:	The pre-service teacher contributed to this event by assisting the area manager in locating and registering participants within the established deadlines, contacting students, teachers and other parties involved, taking personal data, taking forms, managing the process, remembering dates and being attentive to every detail so that the event would be carried out in the most effective and efficient manner.
Evidence:	

Table 11: English song Festival, organizing: El Rodeo school Intra Institutional activity description

INTRA-INSTITUTIONAL ACTIVITY EVIDENCE	
Event:	Stations of the Cross in commemoration of the Holy Week
Objective:	To provide a moment of reflection and recognition of the passion and death of our lord Jesus Christ on the cross.
Teacher's role:	Disciplinary control
Description:	The religion department prepared together with the students of grade 11-02, an event as a theatrical representation of the passion and death of our Lord Jesus Christ. The mass was celebrated amidst songs and prayers. At the end, space was given to a sports activity of 2 hours.
Acquired learning:	I learned that each school has autonomy to live its traditions. On this occasion, the Stations of the Cross demonstrated the importance of instilling Christian values in the students by involving them in activities that strengthen their sense of belonging to the institution.