

**A LOOK AT CREATIVE PRODUCTIVE EXPRESSION FROM 21ST CENTURY
SKILLS IN STUDENTS FROM FIFTH GRADE**

LAURA MICHEL HEREDIA LARA

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTY OF HUMANITIES

LANGUAGE DEPARTMENT

BOGOTÁ, COLOMBIA

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LAURA MICHEL HEREDIA LARA

This thesis is presented in order to obtain the diploma of Licenciatura en español y
lenguas extranjeras con énfasis en inglés y francés.

THESIS DIRECTOR

ANA MILENA MORALES SOSSA

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTY OF HUMANITIES

LANGUAGE DEPARTMENT

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Abstract

This paper presents a pedagogical proposal that investigates the impact of 21st century skills in the development of creative writing to promote foreign language communication. The study participants were 25 fifth grade students between ten and twelve years old from the public school Técnico Domingo Faustino Sarmiento I.E.D located in the city of Bogotá, Colombia, who showed some difficulties in writing and communication skills of the foreign language. This research was carried out from a qualitative approach, with action research to allow a flexible process and interaction with the participants, where a focus group interview, a survey and considered the artifacts created by the students were used as data collection instruments. These supported the analysis and organization of information to present findings, conclusions and limitation of the whole process.

Key words: 21st century skills, creative writing, communication, collaboration, creativity.

Resumen

Este documento presenta una propuesta pedagógica donde se investiga los impactos que puede tener la implementación de las habilidades del siglo XXI en el desarrollo de la escritura creativa para fomentar la comunicación de la lengua extranjera. Los participantes del estudio fueron 25 estudiantes de quinto grado entre los diez y doce años del colegio público Técnico Domingo Faustino Sarmiento I.E.D ubicado en la ciudad de Bogotá, Colombia, quienes evidenciaron ciertas dificultades en las habilidades de escritura y comunicación de la lengua extranjera. Esta investigación se realizó desde el enfoque cualitativo, con una investigación acción para permitir un proceso flexible y una interacción con los participantes, donde se aplicó una entrevista de un grupo focal, una encuesta y se tomó en cuenta los artefactos creados por los

estudiantes como instrumentos de recolección de datos que ayudaron al análisis y la organización de la información para presentar los hallazgos, conclusiones y limitaciones de todo el proceso.

Palabras clave: Habilidades del siglo XXI, escritura creativa, comunicación, colaboración, creatividad.

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Chapter 1: Introduction

The characterization of the context and population is presented at the beginning of this chapter, allowing a description of the learners' interests, habits, and English level. Hence, the basis of the problem's statement and the investigation process focused on the effects that could have when approached from the perspective of 21st century skills as a tool to motivate communication between the students. These elements contributed to the construction of the research question, its objectives and the implementation of the activities to guide the study presented below.

Context

The school Técnico Domingo Faustino Sarmiento I.E.D is a public institution located in TV 60 # 95 – 51, Rio Negro neighborhood, Barrios Unidos, locality twelve, in the northwestern area of Bogotá. The school was inaugurated in 1972 in honor of the Argentine politician, educator, and military figure Domingo Faustino Sarmiento. Currently, the school is directed by the principal Marco Aurelio Vargas Morales. Additionally, the institution has an agreement with SENA in the programs of accounting for commercial and financial transactions as well as software development. Besides, the institution has four branches in the same area. This action research project was carried out in branch B which is located on Calle 91a # 38 – 02. In front of the institution there is a private school with only elementary education. On the other hand, the school is surrounded by family houses and a few blocks to the south is Escuela Militar de Cadetes.

Regarding the physical infrastructure of the building, it is surrounded by a fence, and it has one floor and ramps in places where they are necessary as slopes to access the classrooms and the restrooms. Besides, the school has a game room, a computer classroom, a teachers'

lounge, and the coordination room. In this branch are the fourth and fifth graders of the institution; there are three courses for each grade. Therefore, there are six classrooms which are equipped with boards and furniture where teachers store materials to work on during classes, there is one classroom for each course. Moreover, there is a football pitch in front of the school while at the back there is a garden where students cultivate some plants.

The school Domingo Faustino Sarmiento provides academic education from kindergarten to eleventh grade. Moreover, the institution offers an academic shift in the morning and afternoon for elementary and high school while the educational activities of kindergarten are developed in a single shift in the morning. Furthermore, the school follows the academic calendar A. As for the educational training of students, this institution promotes human development and the formation of citizens through the recognition of individual differences and diversity as elements that enrich society. In that sense, the institution emphasizes values such as solidarity, respect, responsibility, justice, and equity as well as critical thought to contribute to the transformation of the environment and social construction.

Then, according to the Institutional Horizon, the school Domingo Faustino Sarmiento applies a constructivist perspective and pedagogical model in the training of students. Thus, students develop their own construction of their reality from their first experience and through interaction with others to get involved in society. Moreover, the name of the Institutional Educational Project is “Quality of education for integrated and occupational training”, in that sense, the school uses a pedagogical approach called sociocultural paradigm where the individual is not the only component of the learning process but also all his component aspects such as his personal history and social environment. This way, students are characterized by their

commitment and responsibility to their life project and their contribution to the community as part of society.

Participants

This study was developed at the schools Técnico Domingo Faustino Sarmiento I.E.D. The research began with a group of fourth graders, there were 17 boys and 13 girls for a total of 30 students in the course, aged between 8 to 9 years old. However, in the second stage of the project, the students had advanced to a new academic year, and the group shifted to a fifth-grade class, specifically 502, composed of 25 learners (17 boys and 8 girls), aged between 10 and 11 years, attending school in the morning shift. The participants have a basic level of English mostly limited to knowledge of certain vocabulary such as colors, animals, and food. However, they face difficulties in making written or oral productions. On the other hand, the most participants live in Suba, but also there are students from Chapinero and Rio Negro. Additionally, their family unit is composed in some cases of two parents, in others only by one parent, and other students come from foundations.

Statement of the Problem

Learning a foreign language is a complex process that requires motivation, meaningful practice, and exposure to communication contexts. However, students in fifth grade at Domingo Faustino Sarmiento School face significant challenges in developing their writing and oral communication skills in English. The main issue observed is their low motivation to actively participate in English activities, particularly those related to writing and communication. This lack of engagement has resulted in poor vocabulary learning, struggles with grammar structures, and anxiety when attempting to communicate in the target language as shown in the field notes

where students avoided participating and mock who participates and makes a mistake (see annex 3).

The lack of new vocabulary makes students feel that they are not progressing in writing, and this issue becomes even more challenging when they attempt to use grammar structures as mentioned before. For instance, learners struggle with the conjugation of the verb "to be" in the present simple, even though they have received instruction on this topic. Conventional teaching methods, where grammar is explained through isolated exercises and writing activities are based on repetitive drills, have proven ineffective in fostering language development as shown in the field notes students only complete the activity to get a grade but there is not meaningful learning (see annex 4). Students tend to forget grammar explanations quickly and often fail to transfer theoretical knowledge into practical use.

Additionally, the lack of immersive experiences and limited exposure to English within the classroom further hinder their ability to develop communication skills. Pronunciation is one of the most challenging aspects for learners and the oral production is limited to obtain a grade to pass the course. Spanish is frequently used as the primary language for classroom activities, reinforcing students' dependence on translation rather than encouraging direct thinking in English as evidenced in the observation of the class (see annex 3 and 4). As a result, students do not feel comfortable participating in class because they are afraid of making mistakes or simply do not remember how to say a word.

Moreover, students exhibit high levels of anxiety when communicate in English, mainly due to the absence of pronunciation-focused instruction and interactive speaking activities as observed where students avoid participating when the teacher ask them in English. Fear of making mistakes leads to reluctance in participating, which in turn limits opportunities for

authentic communication. The discontinuation of immersion programs previously offered by external institutions has exacerbated this problem, as students no longer have reinforcement beyond their regular classes. Resources to practice the target language are scarce in the school, although they have the systems room, this room is shared with the other courses and degrees of the school. So, the material for the class must be prepared by the teachers but listening and activities to break the routine are limited.

Given these challenges, it is crucial to explore innovative strategies that can enhance students' motivation and engagement in English learning. One promising approach is the integration of 21st century skills, particularly creativity and communication, to transform writing and speaking activities into engaging and meaningful learning experiences as Erdoğan (2019) expressed about it “As they are foundational essentials for success in college, university, career, and life outside educational institutions, these skills are supposed to be focused essentially to prepare students for the future” (p.122). This study aims to investigate how the application of these skills can foster a more dynamic and motivating environment for students to improve their English proficiency taking advantage that most of the students want to learn English and all of them think the foreign language is important for their lives in terms of communication, traveling, and learning.

Rationale

There is no single method to teach and learn the foreign language, it is necessary to consider different aspects that can determine the best way to motivate students to use the target language. As Malia (2004) mentions children need stimulation to get information in different ways, through varied groupings and challenging activities for them without forgetting they are children. This way, they can feel more engaged and naturally use the target language.

In that sense, the challenges observed in fifth-grade students at Domingo Faustino Sarmiento School highlight the need for a pedagogical shift that fosters motivation and meaningful engagement in English learning. Rather than relying on conventional, passive methods that emphasize memorization and isolated grammar exercises, modern approaches should integrate creativity, collaboration, and communication to enhance students' writing and communicative abilities in a way that aligns with their interests and real-world applications.

21st Century Skills provide an innovative framework for addressing these issues by promoting active participation, problem-solving, and self-expression in language learning. Studies conducted by Navarrete (2020) have shown that creative writing strategies can significantly improve students' engagement and confidence in using a foreign language. When students are encouraged to explore personal expression through storytelling, visual arts, and interactive projects, they become more invested in the learning process, overcoming anxiety and resistance to writing in English.

Moreover, communication as a core component of 21st Century Skills encourages meaningful interaction and real-world application of language skills. Implementing collaborative activities, peer discussions, and creative projects allows students to internalize vocabulary and grammar naturally, rather than memorizing rules in isolation. Bernal (2020) highlighted that communicative approaches that emphasize creativity help students develop fluency and reduce speaking anxiety because students build self-confidence to participate in the classroom.

Additionally, this approach aligns with the students' identified learning preferences. As revealed in preliminary surveys, students expressed a desire to engage in more interactive, game-based, and hands-on learning experiences rather than traditional grammar drills. The incorporation of collaborative creative writing exercises, storytelling, and role-playing activities

can create a positive and engaging classroom atmosphere, fostering both linguistic and social-emotional growth.

Therefore, the integration of 21st Century Skills in English instruction has the potential to bridge the gap between theoretical knowledge and practical language use. By fostering a more interactive and student-centered learning environment, this approach can help students at Domingo Faustino Sarmiento School develop their writing and oral communication skills more effectively while enhancing their motivation and confidence in using English.

Research Question

What are the implications, if any, of using 21st century skills in the development of writing abilities to foster English communication among 5th graders at Domingo Faustino Sarmiento school?

Research Objectives

General Objective

To establish the implications of 21st century skills in the improvement of writing abilities to foster the English communication of 5th graders at Domingo Faustino Sarmiento school.

Specific Objectives

- To identify the opportunities of using 21st Century Skills in the English context of 5th graders at Domingo Faustino Sarmiento school.
- To promote activities related to creative writing that encourage the students' participation, understanding creativity as one of the components of 21st Century Skills.

- To recognize the spaces and triggers in which students feel comfortable to express their ideas orally in English to push forward their communication skills in the target language since their writing productions.

Chapter 2: Theoretical framework

The present chapter presents studies from various contexts related to the main themes addressed throughout this research: 21st century skills, creative writing and communication skills in English. In this way, a vision is provided of how these subjects are applied in foreign language teaching and the impacts their implementation may have when developed together. Besides, the chapter contextualizes key concepts through the perspectives of different authors to deepen the understanding of these relevant research topics.

Literature Review

The literature review describes nine research projects carried out in Colombia and countries such as Turkey, Mexico, and South Africa. These studies, conducted by different universities in the last five years, offer a broad view of how the three main concepts in this study (21st century skills, creative writing and communication skills) can be developed in the educational field and then integrated in the same context as is intended in this research.

The first study, considered as relevant for this research project, in order to understand how the strategy of 21st century skills works in the education context, is called *Voices from the Classroom: Integrating 21st Century Skills in Turkish Private School EFL Education – A Qualitative Perspective* by Tümen and Şahin (2024). This was qualitative research study in which the authors explored the context, the main objective of the study was to understand the methods, strategies and activities that EFL teachers applied to integrate 21st century skills in

English class and how the use of this model impacts students' learning. The sample included nine English teachers from a private school in Malatya province, Turkey. The participants varied in age and teaching experience and semi-structured interviews were used as the main data collection instrument.

This research shows from the teachers' perspective that 21st century skills help to foster students' language learning particularly through the four main components of this model (communication, collaboration, creativity and critical thinking). That said, learners can work foreign language learning in a holistic way where they can practice their communication through reading, listening, writing and speaking simultaneously, understanding that the language is one of the most important parts of a culture and society. Even, students are not only prepared academically but can also work on their social skills to face real-life challenges. Teamwork becomes a tool for developing problem-solving abilities and generate deeper learning competences as active listening and leadership in assigning tasks to the group to get a common objective or to look for help between partners.

On the other hand, the results of the study highlight that 21st century skills motivate learners to explore and empower them to express new and original ideas to express their thoughts in a foreign language across different situations without fear of making mistakes. Besides, in the teacher's role it is important to break the idea that creativity is a concept limited to young learners, instead creativity should be used to implement new activities that attract the attention of students regardless of age, so they feel more motivated to develop their language skills considering their learning styles.

Therefore, the study of Tümen and Şahin is relevant for this research because it presents the teacher's perspective on the implementation of 21st century skills and the impacts that this

strategy could have in the students' language learning and the development of their social skills. As the authors mentioned the use of this strategy goes beyond traditional education settings by incorporating new activities and the use of technology in the English classroom to capture students' attention. Moreover, this research opens the possibility to analyze the application of 21st century skills in a different context as public education in Colombia from the students' perspective, because the resources and the methodology of the language teaching can change as well as the impacts that could have in them. The core goal of the strategy remains the same: to adapt the teaching process to educational advances in order to improve learners' proficiency in the target language.

The second relevant study for this research is titled *Design of a Bilingual Learning Environment framed in a Pedagogical Project and the 4 C's of 21st Century Skills as a teaching strategy aimed at improving Second Language Learning processes, two primary English teachers from a private school in Norte de Santander (Colombia). An Exploratory Research* by Hernandez, Contreras and Ardila (2023). It was mixed research with an exploratory design focused on creating an environment that would improve the English learning process of 4th graders in a private school in Santander; additionally, two English teachers were involved to improve the teaching process too. The four pillars of 21st Century Skills -creativity, communication, collaboration, critical thinking- were implemented through a Project Based Learning (PBL) approach to encourage student participation.

The results of this research revealed that many students were unfamiliar with the concept of 21st century skills, except for the notions of teamwork and critical thinking, which they had encountered in other school activities. Consequently, they did not recognize the benefit of applying the 21st Century Skills for their future lives. On the other hand, the participants were

students that started classes face-to-face after a virtual process. For that reason, there were many factors that affected their learning process and interaction in the English class such as demotivation and lack of autonomy.

This research is important for this proposal because it demonstrates that integrating 21st century skills has a positive impact in the Colombian education context not only in the learning process of the students, but also, on the teaching practices rather than limiting classes to the simple transmission of information, the integration of these competencies helps generate real-life learning situations where students actively use the target language. In doing so, learners acquire tools to navigate society, linking education with broader areas of personal development. For that reason, the strong connection deals with how 21st century skills allow to integrate abilities such as creativity, critical thinking, communication, and collaboration as characteristics necessary to live in community connected with English learning through this framework, students are encouraged to develop and express their own perspectives of the world while strengthening their language abilities.

Another remarkable study is *Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review* presented by González and Ramírez in 2022. This study was a systematic review of 56 articles related to the application of 21st century skills in the foreign language classroom to identify which methodology and learning strategies are the most successful for developing future skills. The authors followed five steps in the project: the first one was creating research questions to guide the process; the second one was searching for the articles; the third one was selecting the most relevant articles according to the criteria; the fourth one was validating the information; and finally presenting a synthesis of the selected studies.

Therefore, each step of the process was necessary to get relevant information regarding the implementation of 21st century skills within the classroom.

This research emphasized 21st century skills as supporting abilities for students to solve different problems that they may face in their future, considering the evolving demands of society. Moreover, the results of the systematic review showed that using these tools can improve other areas of students' learning process such as motivation and classroom interaction. Nevertheless, teachers need to be prepared to assume this new way of teaching and explore the different possibilities the methodology offers, according to the study, it is necessary not only to have knowledge about the use of these abilities but also the resources to implement it in the English class as technology. Furthermore, 21st Century Skills allowed to develop future abilities in students, in the same way, "the necessary changes to construct a sustainable development future in all disciplines of knowledge" (Gonzales & Montoya, 2022) not leaving aside the use of the target language as the main objective of using 21st century skills components.

In that sense, this research establishes the importance of innovating and transforming education and teaching according to the needs of today's students so that there is relevance and a connection between the educational sphere and society to improve the learning process. Additionally, this study is relevant for the proposal because it explores the implication of applying 21st century skills across different contexts and education areas. It provides a broader understanding of the topic, showing how 21st century skills seek to prepare students to integrate into society by working areas such as motivation, communication and collaboration, and areas necessary for foreign language learning.

Moving on, *Using Flashcards for English Second Language Creative Writing in Grade 1* by Mathura and Zulu (2021) is another relevant study for the research. The project was a

qualitative study since action research design, in which the authors actively participated in the process by applying four stages: planning, implementation, observation and reflection. Besides, a critical paradigm was considered in the study, this allows participants to have a political point of view in education and the emancipation of the individuals. Moreover, the objective was to identify the strategies that facilitates the creative writing in English for beginners and to analyze the impacts that using flashcard could have in motivating writing expressions. The participants were 31 Grade 1 learners within the age of range of 6-7 years in a school in Pietermaritzburg, South Africa.

The results of this study highlight that creative writing allows students to expose their experiences, their context and share with others using the target language, considering that in the context where the research was applied the learners have limited exposure with the second language. Additionally, the use of visual aids allows learners to recognize new words and learn the correct context to use them and improve their spelling and written compositions. Using flashcards as strategy, students felt more comfortable expressing their ideas using creative writing, breaking the concept of memorization as the only way to get new vocabulary. As a result, learners became familiar with words that have been difficult for them and thus facilitate their writing process not from a purely academic perspective but from a space where creativity is valued.

Afterwards, this research is relevant for this study because it presents creative writing in a context where there was a reduced contact with the second language and the presence of the mother tongue was a tool that was used excessively in the English class, this problem is common between the two studies. Creative writing could have an impact on the development of writing skills in the participants of the Mathura and Zulu (2021) study where learners improve their

issues in writing as misspelt words, incorrect tenses and ungrammatical sentences construction. Furthermore, group activities were incorporated into the writing process and provided better conditions for students' creations, aligning closely with the teamwork component emphasized in 21st century skills.

The next research considered important for this study is *Fostering Writing Skills in Students from Tenth Grade at a Public School through Creative Writing Strategies and Process Writing Approach* by Navarrete (2020). It was a qualitative action research study aimed at analyzing the implications of using creative writing strategies with a group of 12 tenth graders at a public school in Bogotá. In that sense, the author implemented three cycles with nine interventions where students were introduced in the writing process. Additionally, Navarrete used different writing strategies from authors such as Rodari, Flower and Hayes.

This research project showed creative writing must be understood as a continuous process composed of different stages for the creation of a text. Moreover, the results of the study pointed out the necessity of different stimulus as the complement of the creative writing such as images and input to facilitate the writing process. Additionally, literature input was applied to motivate the learners' creativity, enhance their vocabulary, and introduce some grammar structures necessary for expressing their ideas. In that sense, students became more aware of their own process, and they improved their writing level in English. Besides, creative writing permitted freedom in students' productions, that said, they did not feel pressure to accomplish teacher's expectations. Therefore, this study is significant for this research as it shows a broader perspective of the benefits of creative writing and how it helps not just to improve the learners' level in English but also, how students can find their own voice, and improve their self-expression.

Another relevant study for this project is *Write Creatively to Think and Think Creatively to Write* presented by Benitez in 2020. It was a qualitative action research focused on improving creativity of students of the Language Center of Pedagogic University through creative writing. To achieve this objective, the author used visible thinking routines that awakened the learners' creative abilities. Therefore, Benitez proposed two areas where this skill can improve the learning process in students' thinking, making connections between different ideas and developing the skill of problem-solving; and in their writing, where they could reflect their personality.

The findings that were obtained through this study demonstrated that creative writing reinforced the students' motivation in the foreign language through different activities that caught their attention. Additionally, the results of the research evidenced that the use of creativity in the classroom improved different areas such as thinking and skills in the foreign language. In that way, learners could express their own point of view in distinct situations through writing which also strengthened their originality. Besides, according to this study, creative writing could be implemented to promote the students' independence in their productions.

Therefore, this research is important for the present project because it establishes a connection between 21st century skills and the potential to improve students' English proficiency in ways that align with their interest. It also introduces alternative strategies to foster writing, improve motivation, and encourage students' participation, key aspects considering that writing tends to be one of the most difficult skills for learners.

Another significant study that needs to be highlighted is *Project-based Learning: The Promotion of Communicative Competence and Self-Confidence at a State High School in Colombia* by Becerra, García, Sagre, Cárcamo, and Herazo (2022). This research was a qualitative

action research where the authors introduced the project-based learning methodology in the context of one pre-service EFL teacher and a group of 32 eighth graders of a school in Monteria, Colombia. The main goal was to improve the students' communication skills and self-confidence. In that sense, the PBL program consisted of a six-lesson project developed in six weeks about Colombian traditional food where students had to share their experience and knowledge about the topic with others.

The results of this research project showed that project-based learning brings opportunities to do communicative activities for students that generate self-confidence and collaborative work. The classroom environment changed because students stopped laughing at their peers and started to help each other with pronunciation. Consequently, students developed different communicative competences. In conclusion, it is important to generate a safe environment to improve the communicative skills of students, besides, collaborative work is a good strategy to manage the learners' shyness and implement their scaffolding and correction during their performance.

The next relevant research for this study is *Using Role Playing Activities to Improve Thai EFL Students' Oral English Communication Skills* developed by Tipmontree and Tasanameelarp (2020). It was mixed-method research in which 50 third-year Thai EFL university students participated, ranging in age from 19 to 21 years old. This study was carried out over 15 weeks where the learners took 3 hours per week to apply the lesson plans prepared by the authors, guided by a book with different situations that students used to create role plays. The instruments applied in the research included a pre-test and a post-test to analyze the learners' communication competences in different areas such as fluency, giving information, language selection,

pronunciation, confident acting and problem solving. Additionally, self-assessment form and interviews were used to evaluate students' confidence in English communication.

The findings of this research show that continued exposure to the target language, along with constant practice and the use of varied strategies, helps students reduce their anxiety and build confidence in their communication skills. As Tipmontree and Tasanameelarp (2020) mention "The activities provided the opportunities to the students to use their background knowledge that they previously learned to cooperatively work in their group in creating the scripts in order to interact with others in real life-like situations" (p. 1222). Besides, teamwork helps learners to co-evaluate and have an additional perspective not just the teacher's point of view.

Consequently, this research is important for the present study because it allows us to see the impacts that the application of strategies other than conventional ones may have on the communicative competences of learners in the study of the foreign language. As result, students feel freer to participate in oral activities, reduce the nervousness and increase their self-confidence to use English in different situation relate with common scenarios, even among those students who are typically shy during class. Additionally, Tipmontree and Tasanameelarp (2020) express

It can be observed that the students in the current study learned how to collaboratively work in groups and how to strengthen their social bonding among each other during the interactions which are considered to be the vital and essential skills for the 21st century. (p. 1224)

That said, the use of diverse communicative strategies relates to other important elements for this study as 21st century skills and teamwork, all with the purpose of impacting students' point of view regarding their learning of English and their development of oral skills without anxiety considering they can use the language in real situations, regardless of age or experience with the second language.

The last research considered essential to this proposal is named *Developing Students' Initial EFL Communicative Competence* carried out by Bernal in 2020. A qualitative action research study aimed at identifying the implementations of using Communicative Language Teaching (CLT) in fifth-grade classroom. In that sense, the author used three stages where the first one was to introduce new vocabulary and grammar structures, that said, input activities; the second one was to use those tools such as short language chunks in communicative situations; and finally, exchanging of ideas and messages. It means, both writing activities and pre-communicative activities were applied at the same time to reinforce the participation of students; the writing activities allowed preparation to express ideas, while pre-communicative activities prepare the students for the interaction focus on the meaningful communication. On the other hand, the development of this project was divided into three modules where students spoke about their daily routines, their favorite activities, and hobbies.

The result of this research revealed that the CLT helped to improve not only the students' communication but also their recognition of grammar structures as these were used during the construction of the message given by students. Therefore, the findings of the study showed the relation between writing and oral skills to build meaningful communication. Besides, the CLT was useful to stimulate initial communication through interaction among learners and the

creation of an environment to practice and internalize the target language. Participants also felt more at ease asking questions and repeating words without fear of being judged.

Finally, these studies allowed us to know the scope of each of the topics addressed in this research within the teaching of English as a foreign language, that said, the benefits of their implementation and the different forms to manage them in the classroom. Additionally, these studies showed some tools and information on every topic and concept to guide this process. Besides, some limitations to consider during the development of the research that are key to understand the future results considering the Colombian context and how the use of 21st century skills, creative writing and communication could generate a transformation in the English class, and in the population of this research. Therefore, this body of research supports the relevance of this proposal, as it highlights the crucial connection between writing and communication for building meaningful interaction, using motivation strategies that promote student participation step by step, beginning from their own experiences.

Theoretical Framework

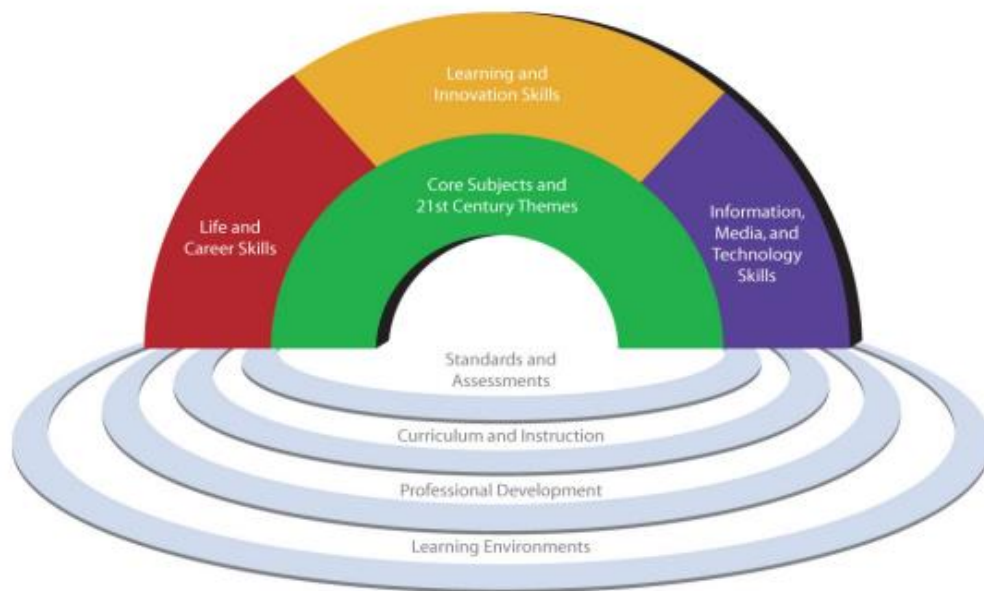
Within this theoretical framework, the most relevant concepts for this research (21st century skills, writing skills, creative writing, and communication skills) are defined by different authors since each one is related to the needs of the participants and each of them is related to answering the research question. The purpose is to establish their implication in the teaching of English when these concepts are applied together. So, for the development of this project the definition of each concept is considered as a guide in the process to understand the best way to apply them in the classroom of English as a foreign language.

21st Century Skills

Nowadays, the educational system has adapted to current developments by integrating different strategies reflecting technological advancements and the changing perspective on the world today. So, students have a learning process that provides tools for their life in society and helps to develop their personal skills as an individual part of a community, this is the purpose of implementing 21st Century Skills in the classroom regardless of the academic subject or the topic. The Partnership for 21st Century (2009) was divided into four relevant areas as is shown in Figure 1.

Figure 1

Elements of 21st Century Skills



Note. Taken from P21 Framework Definitions (p.1), by Partnership for 21st Century, 2009.

The Learning and Innovation Skills area is integrated into four important abilities according to the Partnership for 21st Century (2009) that will be considered as the core for this research which are creativity, critical thinking, communication, and collaboration. Gomez (2022) defines creativity as achieving an objective using new approaches, innovation, and invention; critical thinking as a form to analyze a situation from different perspectives to find solutions, and allow self-reflection; communication as interaction with others to share and listen ideas clearly through the language; and collaboration as working in teams to achieve a common goal while overcoming individual difficulties for the collective benefit.

Therefore, Erdoğan (2019) emphasizes the implementation of 21st Century skills in the four language skills to enrich the learning and teaching process because students can develop different competences to use the foreign language in real-life situations. Besides, the integration of 21st Century skills in the English classroom prepares learners for their futures and the demands of the society. Additionally, Ananiadou and Claro (2009) define 21st Century Skills as “Those skills and competencies young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st century” (p.8).

Finally, Erdoğan (2019) suggests teachers analyze the integration of this tool in the English classroom as a complement of the different language skills and as a manner to bring elements for young people citizenship. Moreover, all the 21st Century Skills are connected, so it is possible to work in several areas simultaneously. In that sense, teachers should implement 21st century skills as a complement of English classes by understanding that education cannot be separated from the social, political, and realities of the society of which students will be future participants.

As a result, this theoretical perspective provides an overview of the learning process in all the aspects of the students without fractionating or limiting education, even 21st century skills could motivate the use of the foreign language in different contexts as an important part of culture in a society. This promotes a deeper engagement with the target language from central and most relevant skills to be addressed in this project: creativity since a new perspective to create writing productions; communication where students can interact since real situation; collaboration that is necessary for the interaction and also allows the integration of the students; and critical thinking using the target language as a tool to express the own point of view within real-world contexts.

Writing skills

Haerazi and Irawan (2019) expressed that writing is considered one of the most complex language skills to develop in learners because it takes longer time to recognize grammar structures, patterns, rules, vocabulary and so on to produce a clear message considering cognitive, linguistic and socio-cultural aspect of the writer involving the target language. In addition, they stated that as writing is categorized as a productive skill the students must develop critical thinking when developing written productions. In this sense, writing allows students to connect the use of the foreign language from an academic perspective and the context of students, as it is a form of personal expression connected to thought.

Moreover, writing skills are also an opportunity to materialize the learning gets from other skills as listening and reading as Harmer (2010) explained “Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying” (p. 112), he added that is necessary to create the habit in students to break the idea that writing is difficult or boring, in that way, learners can see writing as a form of communication as Haerazi and Irawan (2019) mentioned:

Writing is a way of human to communicate through an inscription of signs and symbols. In addition, writing is seen as a complement of a spoken language. It encompasses systems that rely on structures such speech as vocabulary, grammar, and semantics. (p. 11)

Now, if writing is one of the most complex production skills for learners, different forms and activities should be considered so that students can develop this skill in a way that fosters their motivation and communication both written and oral using the foreign language. For this reason, the development of creative writing is considered in the development of this research and described below.

Creative Writing

To begin with, creativity is a complex concept with many different definitions and applications in education, for instance, Oxford University Press ELT (2013) postulates “Creative activities allow students to express what they’ve learned in a new way. This synthesizing and personalizing of knowledge consolidate learning and creates an experience that remains with students long after the class is over” (para. 14). On the other hand, Boden (2001, as quoted in Tin, 2013) states that “Creativity is considered as the ability to come up with new ideas that are surprising yet intelligible, and also valuable in some way” (p. 386). In that sense, creativity is composed of elements such as originality, innovation, and self-expression. Besides, according to Tin (2013) “Language creativity can be defined as the playful use of language to construct new and surprising meaning” (p.387).

Additionally, there are many benefits to foster creativity as Read (2015) remarks “Through the integration of creative thinking in English lessons, children develop relevant cognitive skills, such as observing, questioning, comparing, contrasting, imagining, and

hypothesizing” (p. 29). Even the students' motivation increased because there is a connection with their experiences, it means, there is a personal relationship between learners and their written production, which generates greater interest in the English activities. In that sense, creative writing becomes relevant in this study as a means of engaging students with the writing skills by initially facilitating the process and generating interest.

Moving on, creative writing is defined by Schneider and Killick as (2002) a tool for self-exploration where it is not necessary the explanations of the production because writing is linked to the thoughts and ideas of its creator. Additionally, creative writing allows a deeper process and develops a personal approach. Besides, it helps to develop a writing habit in learners. On the other hand, Clark (2022) states original writing that expresses ideas in an imaginary way is a simplistic definition of creative writing. For that reason, he mentions creative writing that:

Naturally, as the name suggests, it is all built around the idea of being creative or imaginative. It's to do with using your brain and your own thoughts to create writing that goes outside the realms of what's expected. This type of writing tends to be more unique as it comes from a personal place. Each individual has their own level of creativity, combined with their own thoughts and views on different things. Therefore, you can conjure up your own text and stories that could be completely different from others.
(para. 5)

In that sense, creative writing is a form to know the different perspectives, ideas, thoughts, feelings, and imagination of students through their production. Moreover, it allows learners to connect with their own learning process in the foreign language by leaving the standardization of rules for writing without underestimating the use of grammar since as Brand

(1980) says it is possible to use creative writing without losing the clarity of the message that is obtained before the correct sentence structure and form.

Communicative skills

Erdoğan (2019) expresses that “One of the main goals in learning a foreign language is being able to communicate in that language, EFL classes are perfect environments for boosting communication skills of students” (p.118). Additionally, he states that communication is not only the use of grammar and vocabulary, tools that are absolutely necessities, but “It also involves the ability to express oneself clearly and appropriately depending on the situation, interlocutors, topic, time and place” (p.118). That said, there are several factors involved in communication, and they must be considered in the classroom to develop the students’ oral performance and motivate their participation, even more in the learning of a foreign language.

In fact, Rickheit, Strohner, & Vorweg, (2008) stated communication competence has a part directly connected with the results of communication and interaction with others in the context. Even they mentioned that:

Communicative competences is a complex term with a rich internal and external structure. Regarding the internal structure, we have to relate it to subordinated terms such as effectiveness and appropriateness. Whereas effectiveness describes the outcome of communicative competences, appropriateness connects it with the situational conditions of the actual social interaction. (p. 16)

Therefore, communicative skills are composed not only of oral production but also of the meaning given by its participants so that the interaction among them becomes clear and effective. About this Littlewood (1981) said that “The most efficient communicator in a foreign

language is not always the person who is best at manipulating its structures. it is often the person who is most skilled at processing the complete situation involving himself and his hearer” (p.4). At the same time Arias, Gómez, and Vera (2015) stated that communicative skill refers to the speakers’ ability to express and understand a message, besides, considering the meaning within a particular speech community.

In sum, communicative skills are abilities to interpret and convey a message within interaction using appropriately the target language and understanding meanings that go beyond grammatical structures. For that reason, students need space to use the foreign language in real situations, in that sense, teachers must promote participation in the English classroom introducing both linguistic and functional knowledge that to be useful in social interactions. At the same time, communication is one of the most important pillars to work on foreign language teaching, which is why it is important to implement exercises and situations where students have the space to express themselves using the target language and even more in contexts such as that of the participants where the use of English is somewhat limited.

Chapter 3: Methodological Chapter

This chapter presents the definition and description of each element of the methodology used to guide this study. Firstly, it explains the paradigm developed during the project that allows to analyze the implications that 21st century skills could have in the language learning process of the Domingo Faustino’ students. Secondly, the study design developed during the project considering the best option to apply the different activities prepared for the course. Then, the population that participated in the process and the context are described. Finally, the three data collection instruments that were implemented during this research.

Type of Research

This study was developed through a qualitative paradigm which is defined by Denzin y Lincoln (2008) as an activity to observe the real world and interpret the different practices that occur in it. Besides, qualitative research allows us to understand the way that practices can change the world and create meaning according to people's perspective. In that sense, this project adopts a qualitative approach not just for the interaction between the natural environment, participants, and context, but also for the different interpretation and understanding of a phenomenon, data that allows the transformation of the context and the recognition of the implications of such a change.

Additionally, Kusmaryani and Ramli (2023) use terms such as complexity, discovery, and exploration to describe qualitative studies as characteristics of this type of research. This reinforces the previous definition by Denzin and Lincoln since it emphasizes the connection of the research process and the real world. Moreover, in that construction of the meaning and understanding of a situation it is possible to have the interpretation and the participation of the researcher in the reality creating a flexibility to nurture the study. That said, qualitative research opens the possibility to create changes during the process in order to improve from a subjective but necessary perspective of the researcher to be able to guide the research towards the proposed objectives from the beginning of the process.

Research Approach

This project is developed an action research, a distinctive approach within the qualitative paradigm that seeks to bring about change within a problem identified in a specific population, where the community is involved throughout the process according to the context where they are situated, as Burn (2005) described "Action research is seen as a means towards creating meaning

and understanding in problematic social situations and improving the quality of human interactions and practices within those situations” (p.57). In that sense, action research allows this research for transformation because the interaction between the population and the researcher during the process depends on the situation and conditions of the research. For that reason, action research is relevant for the study because the interaction with learners provides tools and evidence of the development and changes that must be assumed in research to know the impact that this process may have in the learning of the foreign language learning through the use of 21st century skills.

Moreover, Kusmaryani and Ramli (2023) stated the purpose of action research is to propose solutions and answers that are applicable in a problematic situation. That said, this approach permits the implementation of a plan to transform and improve a situation previously observed, this idea relates to Burns (2005) perspective:

A central aspect of AR is the simultaneous focus on action and research. The action component involves participants in a process of planned intervention, where concrete strategies, processes or activities are developed within the research context. Intervention through action occurs in response to a perceived problem, puzzle, or question – a gap between the ideal and the reality that people in the social context perceive as in need of change. The gaps might relate to teaching, learning, curriculum, or syllabus implementation, as well as aspects of school management or administration. (p. 58)

Thus, action research is developed in this study because of the active roles the researchers and participants have, the importance of the context in the implementation of the plan and the changes that can be made with the implementation of the project on a problematic situation

previously observed within the community. The ultimate goal is to improve the learning process in the area of the foreign language, as in this case, the main purpose of this research is to know the impact 21st century skills could have on the development of writing abilities as a means to foster the English communication in the participant, recognizing that the development of each scenario is key to reaching meaningful conclusions.

Additionally, within the action research four phases were carried out that helped to organize the process as explained by Hernandez (2014) in the first phase an observation process was carried out that helped to raise the problem with the collection of information on the population made from the questionnaire of students and the interview with the teacher (see annex 1 and 2); in the second phase a work plan was drawn up on the data collection carried out in the previous phase which helped to create the class objectives and lesson plans; in the third phase was carried out the implementation of the plan designed in the previous phase and finally the fourth phase is the feedback process that takes place with the presentation of this work where the results of all the research are presented and future changes which can be taken into account for future research.

Participants

Concerning the participants of this research project, they belong to fifth grade, specifically 502; with 25 learners (17 boys and 8 girls) between ten to twelve years old. They are in the morning shift that starts from 6:50 am to 12:00 pm. At the beginning of the course, they took two hours of English per week on Thursdays from 9:30 am to 11:30 am, then, with the implementation of the project, the students had one hour more on Wednesdays from 7:00 am to 8:00 am. Moreover, some students take courses in the afternoon offered by the institution in dance, theatre and reinforcement in areas such as reading and mathematics.

Regarding students' context, most of them live in Suba, Rio Negro and a few of them in Chapinero, that said, their socio-economic strata are between 1, 2 and 3. On the other hand, their family unit is composed in some cases of two parents, in others only by one parent, and other students come from foundations. Additionally, most of them are from Colombia, however, there are some learners from Venezuela too.

Additionally, three tools were applied to know the interests and the English level of the students; a questionnaire to the participants (see annex 1), an interview to the teacher (see annex 2) and field notes of the class observation (see annex 3 and 4) these instruments were used with that purpose to adapt the implementation to students' needs by capturing their attention from their preferences and to make a diagnosis. In that sense, the learners' interests are the use of social media such as Tik Tok and YouTube as means of entertainment. Moreover, in their free time they like to play sports or games where they spend time with their families, also they highlight other activities such as drawing, listening to music, or watching TV.

At the same time, the teacher in charge of the group stresses the kids love to do different activities and go to the game room where students can learn in other ways not just the academic aspects but also their behavior in those spaces considering the learners had a period of virtual classes for the pandemic of COVID-19. Consequently, the teacher mentions they had to work on their social skills, values as respect and communication with others to improve their relationships with their peers as the teacher mention on the interview regarding the strategies to work in class “con los acuerdos, entonces hacemos los acuerdos antes de las clases. Acuerdos como respeto por la palabra del otro, si necesitas hablar levantas la mano, pero pues con ellos se establecen”. For that reason, the children consider the school as a good place, where they feel comfortable and where they can share with others safely.

On the other hand, the participants recognize the importance of English not just as an opportunity to travel but also to be able to share with others and to increase their study options in other countries. Even there are some students who take private English lessons. However, some of them express they feel nervous and indifferent to the English class. Besides, they have difficulties in English writing, listening and speaking while reading is the easiest ability to work for them. In fact, they would like to use games, websites and listen to music to feel more comfortable using and improving the target language. Another important thing to mention is that students say most of them have the support of their family or friends to do their homework as shown in the questionnaire where 21 participants of 27 answered that they have someone who helps them.

Instruments

The data collection instruments used in this project are a focus group interview, artifacts and a survey, each described below to understand the reason and the application of each of them. In that sense, these instruments permit the researcher to understand the students' perspectives during and at the end of the process considering the impacts that 21st century skills could have in the development of writing and communication from a creative perspective in the language learning process.

Focus Group Interview

The focus group interview was applied as a data collection tool in this project (see annex 5), as it allows the researcher to gather the participants' perspective on a specific issue, in this case the process that was carried out to improve their performance in the foreign language with the use of 21st century skills from creativity. Consequently, Merriam and Tisdell (2016) explain:

As a method of collecting data in qualitative research, a focus group is an interview on a topic with a group of people who have knowledge of the topic. Since the data obtained from a focus group is socially constructed within the interaction of the group, a constructivist perspective underlies this data collection procedure. (p.114)

Thus, focus group interviews help to know the implications of the process on participants' interpretations and considerations. Additionally, as an interview, the focus group was conducted through a semi-structured format where there are some questions to guide the interaction but also there is flexibility to get more information, and the participants can feel comfortable to answer without any pressure considering that they remain children. That is to say, "This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam & Tisdell, 2016, p. 111). So, the focus group was implemented in a group of eight students to manage the interaction as a conversation that allows the researcher to know the learners' ideas without excluding anybody.

The focus group interview is developed with fifth graders who participated throughout the process. In this way, the students' awareness in their own learning process can be evidenced as well as their point of view regarding the process that was carried out to identify the implications that the activities could have within their performance in writing and handling of the foreign language in an oral way with the implementation of 21st century skills.

Artifacts

Artifacts refer to students' classwork such as worksheets, and portfolios with activities focused on the construction of an art gallery where students displayed their work through images and writing. Allowing to review the learners' performance and their application of knowledge seen in class. As Merriam and Tisdell (2016) defined "Artifacts are usually three-dimensional

physical “things” or objects in the environment that represent some form of communication that is meaningful to participants and/or the setting” (p. 162).

Additionally, they presented the artifacts as part of the qualitative data collection approach, since they represent the most natural part of the research, and they are the ready-made sources of data to which the researcher has easy access, providing evidence of the participants’ process.

Finally, as is mentioned before, these artefacts are created under the guide of the researcher and are focused on knowing and understanding the effects and development of the students in the target language through the implementation of creativity and 21st century skills as a main objective. In addition, artifacts are essential for research since they serve as the sample of the students' performance in terms of language use and their perspective on the foreign language. So, the focus group interview and artefacts are instruments that complement the collected information during the project, offering an overview both during and at the end of the process (see annex 5).

Survey

Another instrument developed for the data collection process is a survey (see annex 6). “Surveys are a systematic measure of people’s thoughts, feelings, and opinions. Surveys are a specific form of social interaction in which researchers request information in the form of written questions and users respond using the response options provided by the researcher” (Wojton et al., 2016, p. 05). The survey includes questions related to the students’ perspective regarding to creativity, writing and the development of the English class.

This instrument was applied anonymously, allowing participants to express their opinions focused on the specific topics mentioned above, as expressed by Merriam and Tisdell (2016) express “Survey research describes “what is”, that is, how variables are distributed across a population or phenomenon” (p.29). Moreover, this tool helps to establish connections between the results of the other instruments (artifacts and focus group) and the students’ individual ideas about the process. In contrast to the group interview, the responses in the survey are not influenced by others’ opinions.

Ethical Considerations

To develop this research, and take into consideration that students were minors, the researcher followed specific ethical guidelines to appropriate interaction with participants in the study as Mirza et al (2023) explained “Ethics refer to the norms and values that guide decisions regarding the collection of data and analysis of said data” (p. 442). For that reason, informed consents were used to share a brief description of the research, purpose, development, and possible risks of the research to parents and/or attendees of the participants (see annex 7). In that sense, the informed consents were voluntarily signed before any data collection.

Additionally, as part of the validity of the research as Merriam and Tisdell (2016) highlighted “Being able to trust research results is especially important to professionals in applied fields because practitioners intervene in people’s lives” (p. 237). Therefore, it was necessary to ask permission from the School Domingo Faustino Sarmiento for the development of the research with the commitment to share the findings, the possible effects of the application of the process, and the conclusions of the research.

Chapter 4: Instructional Design

In this part of the paper, it is presented the vision of language, the curricular vision, students' role and teacher's role since the 21st Century Skills considering that the main objective of this study is to identify the implication of this strategy in the English learning process mainly in the development of creative writing and communication skills among participants. In that sense, pedagogical intervention is also explained along the different cycles and lesson plans that were carried out during the process to explore the use of the 21st Century Skills in a real educational context and the impact that could have on the learning and teaching process.

Vision of Language

Considering language is an essential part of the culture and communication process within a society, it is relevant to introduce the concept and develop a correct use of foreign language in the classroom not just in a structural sense but also in a natural and meaningful way. In fact, language is emphasized within the framework of 21st Century Skills as an important means of connecting with others, expressing unique ideas, interacting on a global scale, and fostering values such as equality and problem-solving among students, as mentioned in Oxford University Press ELT (2013):

In essence, the English language classroom exists to prepare students to communicate across cultures, across borders, across perspectives. As the world evolves toward greater interconnectedness, it is our students to whom we entrust the responsibility of building a better global society. Yes, basic language skills are essential. However, equally essential is an individual's ability to think outside the box, find future solutions to future problems, collaborate and reach a consensus across cultural and national borders. (para. 7)

In that sense, language becomes a vehicle for values that are key to the personal development of students, as well as for coexistence in society. Additionally, Erdoğan (2019) agrees that language as part of cultural knowledge helps to connect with others around the world. He adds that language must be taught in a natural manner where students can practice writing, reading, speaking and listening beyond the conventional way, where students can make new associations with the foreign language and their environment deeply.

In addition, language is extremely important in the communication process as it is well known, for that reason communication itself is already an essential component of 21st century skills as is expressed Ananiadou and Claro (2009) “In fact, this is a critical stage in the process that requires analytical work in itself, including processing, transforming, and formatting information and reflecting about the best way to present an idea to a particular audience. On the other hand, practical skills are needed to communicate effectively; these are linked to the use of the adequate available tools, use of correct language, and all other aspects that take the context into account to achieve an effective communication” (p. 10).

In summary, the development of foreign language in this research project has a broader connotation than just the understanding of grammar and structure. It also considers how using the target language during the educational process impacts on the development of other social skills in students while working writing, reading, speaking and writing. Finally, language is the core of communication and a component of culture that allows learners to have their own voice in society and learn about others.

Curricular Vision

Regarding the curricular vision, this research was based on a flexible curriculum since, as stated by the Ministry of National Education of Colombia (n.d.), it takes into account the

characteristics, the strengths, the context, and necessities of students to develop their educational process without changing the main objectives which in this case is to analyze the implications of the application of 21st century skills. The purpose of having a flexible curriculum is to enable students to have the same opportunity to advance in the learning process without discriminating against their type of learning or background as mentioned in OECD (2024):

This allows practitioners to design and implement curricula that engage each student in finding a sense of purpose, intrinsic motivation and future aspirations; support them to build a growth mindset, trusting themselves and others; and prepare them to be a self-directed lifelong learner capable of navigating uncertainty and complexity. However, while flexibility and autonomy empower educators to tailor learning experiences to individual needs, there is a risk that without careful oversight, disparities in educational quality and access may arise. Ensuring equity involves providing all students with fair opportunities to succeed, regardless of their background. (p. 13)

In that sense, a flexible curriculum permits teachers to adapt the material and lessons in the best manner to support the learning process of the students. It is the responsibility of teachers to identify the changes that are necessary during the process to improve their development, considering the students' perspective without excluding any of them and without forgetting the intention to encourage the use of the foreign language in writing and oral communication through 21st Century Skill.

Students' Role

Within the development of 21st Century Skills, students have a relevant role where they are active participants, that said, teachers are figures who supports the learning process but are not at the center of it as it is explained in Oxford University Press ELT (2013) "Learning takes

place best in environments where students feel empowered to learn. Effective teachers are more like moderators, offering inspiration and guiding students to discover for themselves. Give students the opportunity to be self-learners, which guarantees lifelong learning” (para. 10). As a result of that process, students can discover the world by themselves by questioning and looking for their own answers, gaining new information that catches their attention and improves their motivation in learning.

Another essential aspect to consider in the students’ role is that they are social beings, especially in foreign language classes. As Erdoğan (2019) mentions “Communication and collaboration skills enables students to interact competently and respectfully with others especially across cultural” (p.115). So, it is imperative the interaction between students, spaces where they can share their own perspective, and where they can make as many mistakes as necessary to improve in the use of the foreign language without fear of punishment or embarrassment.

Therefore, within the context of the research it is evident that students become aware of the impact that the development of 21st century skills can have not only on learning the foreign language but also as a tool they can use in other areas including their personal growth. Although creativity, critical thinking, communication and collaborative work are topics that are often addressed in education, students manage to unify these characteristics through this strategy allowing a more enjoyable and meaningful educational process.

Teacher’s Role

As mentioned before, the role of the teacher focuses on supporting and providing the necessary tools for the student to be able to face any situation that arises, without forcing any specific outcome since the process depends mainly on the learners as Erdoğan (2019) expresses

“The demand being placed on teachers is to find ways to incorporate these identified skills in their lessons so that students have an adequate amount of time to practice and master these skills in the course of their daily routines” (p.115). Additionally, teachers must understand and adapt lessons to the pace and timing of students as they have different learning styles and different needs that must be addressed during the teaching process.

Additionally, it is relevant to mention that teachers must be prepared to adapt themselves to the educational environment and even more so when aiming to implement 21st century skills in language teaching as it goes beyond teaching grammatical rules and conventional methods, it is about providing a space for students to feel comfortable and motivated to use the foreign language. As Erdoğan (2019) stated “As a result, teachers need to analyze critically what the 21st century movement offers in order to enrich their pedagogical processes and instructional practices” (p. 116). For that reason, teachers should learn and be trained with the definition and implementation of this tool, so it is possible to transform the education process.

Institutional design

During the implementation of this pedagogical proposal, the main objective was to identify the impacts 21st Century Skills in English classes considering the 4C's: communication, critical thinking, creativity and collaboration to develop language skills principally writing and communication which are already include in the 21st Century Skills as mentioned before. For that reason, three cycles were developed with a total of eight lesson plans (see annex 8) where students had the opportunity to work on writing as well as communication keeping in mind their needs and the aspects to work in the use of the foreign language. As Oliver (2016) suggests, the foreign language content was worked hand in hand with 21st century skills without burdening

students, in order to motivate their participation in their own learning process with the themes described in the table below.

Table 1.

Study Cycles.

Cycle	Lessons	General objectives of the lessons	Vocabulary, topic and grammar
<p>Cycle I: Getting basic vocabulary.</p> <p>In this cycle there were applied three lesson plans for 5 classes between March 18th to April 15th</p>	<ul style="list-style-type: none"> ❖ My favorite person in the world and adjectives. ❖ Talk about routines using present simple. ❖ Imagine the daily routine of a famous person you like. 	<ul style="list-style-type: none"> • Apply adjectives to describe specific details and physical features of a person within their own context and interest. • Implement simple present structure in short writings to talk about daily routine. • Implement the use of subject pronouns and possessive adjectives to talk about topics already seen in class as a person's description or daily routine to complement ideas. 	<ul style="list-style-type: none"> • Adjectives. • Routines (present simple) • Pronouns.
<p>Cycle II: Approach to creative writing.</p> <p>In this cycle there were applied two lesson plans for 5 classes between</p>	<ul style="list-style-type: none"> ❖ Use vocabulary of parts of the body to create new characters. ❖ Talk about professions that are common in the context. 	<ul style="list-style-type: none"> • Create a written production from an image from basic vocabulary recognition as the body parts. • Express their own perspective regarding everyday life, context and 	<ul style="list-style-type: none"> • Vocabulary of professions. • Body's parts. • Descriptions of a person.

April 19 th to May 20 th		future goals using the vocabulary of professions.	
<p>Cycle III: Writing production.</p> <p>In this cycle there were applied three lesson plans for 6 classes between September 18th to October 10th</p>	<ul style="list-style-type: none"> ❖ Writing to express my feelings. ❖ Create a wonderful world. ❖ Creation of my own stories. 	<ul style="list-style-type: none"> • Design a character that represents the mood of the moment or the most usual relying on descriptive adjectives. • Invent a landscape where the character created in previous classes could live taking as reference different places of Colombia. • Design a cartoon about the character created earlier where you will be given a profession and a routine according to the elements developed in previous classes. 	<ul style="list-style-type: none"> • Feelings • Past simple. • Writing process.

During cycle I, three lesson plans were developed with the purpose of reinforcing and integrating new vocabulary such as adjectives, professions, daily routines the use of verb to be in present simple considering the English level of students. In that sense, input activities like reading and workshops (see annex 9) were carried out to motivate the use of the foreign language among learners and start promoting simple writing as short answers. Additionally, the lessons involved topics that attracted the attention of the students and allowed them to give their own opinion and perspective of the world from their daily lives.

In cycle II, two lesson plans were applied by introducing more complex writing and communicative activities supported by the basic vocabulary worked on in the previous cycle but handling more compound grammatical structures. During the sessions, students were provided with images that served as visual aids for the creative writing process. In addition, it is important to highlight that the student's perspectives were always considered as part of the critical thinking component, group activities were reinforced as part of the collaboration component; dialogue and sharing of creations were incorporated as aspects of communication within the framework of 21st century skills.

To continue, cycle III was developed with three lesson plans where students gathered all the knowledge and topics acquired during the process for written production using vocabulary and grammar creatively, drawing on their imagination and the visual aids that they created during the class, they developed a short story following a few steps such as: pre-writing, where they answered questions like: who, what, where, and why to define the characters and setting where the story would take place; drafting, to connect all ideas proposed in the previous step; revision, where the students themselves identified what could be improved or added; and finally, the editing and finishing. At the end of each activity, students had the opportunity to share with others as mentioned before.

Finally, it is relevant to mention that the vocabulary topics and grammatical structures seen during implementation were taken from Basic Learning Rights of the English language for the fourth and fifth grades described and suggested by the Ministry of Education, making the corresponding adaptation to the activities for students to achieve the objectives proposed for each class and for this research.

Chapter 5: Data Analysis and Findings

In this chapter, the information obtained in the data collection instruments during the whole research is analyzed with a triangulation process where the results are compared, this process allowed the information to be organized into categories described one by one presenting findings obtained from the application of 21st century skills within the process of foreign language learning in fifth-grade students encountering their creative writing and communication skills.

Data Analysis

Data analysis is a process that allows us the identification of the results and the impacts of research on the population. As Merriam and Tisdell (2016) explained, data analysis in qualitative research is a simultaneous process with the collection. That said, there is not a single result or answer to the research question but rather an integration of all the elements obtained from the components used in the study and the perspective of the researcher that allows to give light of the development of the research and the findings obtained.

In that sense, aiming to develop a complete analysis, the information collected through the research instruments was analyzed in a comparative chart using colors as a guide to divide the data obtained from the focus group and the artifacts. Meanwhile, in the survey, the data were collected through diagrams which allowed a grouped view of the students' answers, as a result, the compilation of all the data enabled the triangulation of the information and, as a result, five categories emerged the findings of the process and impacts of implementing the 21st century skills to develop writing abilities and foster English communication among the fifth graders at the school Técnico Domingo Faustino Sarmiento I.E.D. These categories are written expressions, meaning of creativity, oral communication, teamwork, and English class development.

Categories of the Analysis

To analyze the impacts that could have the application of 21st century skills in the development of writing and communication abilities in 5th graders at Domingo Faustino Sarmiento school, it was considered both students' perspective during the learning process and their performance in each activity. In that sense, five categories were found as mentioned above: The first one, written expression, allows to see the students' development of their writing skills from the use of creativity; the second one, meaning of creativity, permits to understand the perspective regarding this topic according of the learners' point of view; the third one, oral communication, shows the situations where students feel more comfortable to use the target language and their perspective regarding this ability at the end of the process; the fourth one, teamwork, as a tool to improve the learning process; finally, English class development, where it is presented two subcategories, play as an enabler of knowledge and English personal perspectives.

Written expressions

The purpose of this category is to understand the conception of writing before and after the study, considering the students' perspectives toward this foreign language skill, since, from the beginning of the research represented a challenge for them. Thus, this category considers how students assumed English writing and the changes the research may have in their approach to written production. Additionally, to evaluate the students' performance in the writing area beyond seeing the structural and formal aspect of the skill. In this way, the proximity of the students to the challenge of writing in the foreign language will be analyzed.

As is mentioned before, since the beginning of the research, students expressed their perspective of writing as the most difficult skills to develop in language learning, most learners

recognized their low level and necessity to work in this area compared to others. Additionally, they expressed the lack of vocabulary and the difficulty of understanding tenses as the main obstacles as Harmer (2010) stated:

The kind of writing we ask students to do (and the way we ask them to do it) will depend, as most other things do, on their age, level, learning styles and interests. We won't get beginners to try to put together a complex narrative composition in English; we probably won't ask a class of advanced business students to write a poem about their mothers (unless we have specific reasons for doing this). (p. 112)

For that reason, those aspects were considered to work during the sessions with different activities. The main purpose was to broaden the students' vocabulary and build their confidence in creating written productions gradually reducing the pressure of constructing grammatically perfect sentences.

On the other hand, at the end of the process, most of the learners recognized the relevance of writing as shown in the survey, where 15 of 21 participants rated this skill at the highest rank of importance. Moreover, students understood that writing skills could help to improve learning and communication at the same time as Erdoğan (2019) mentioned writing and verbally communication are part in real situations, this is evidenced in the answers of the focus group.

Interviewer: La primera pregunta que tengo para ustedes chicos es ¿creen que es importante escribir en la clase de inglés?

all: Si. Si, señora

Interviewer: Ok. Alguno me quisiera contestar ¿por qué?

Student 1: Porque hace más fácil que una con las letras se guie para la pronunciación.

Student 2: También sirve para... para poder... para explicarse mejor.

(Focus group interview, see annex 5)

Additionally, Students shifted the perception of writing as a challenge to an enjoyable activity, thanks to the implementation of tasks involving play and drawing, which increased their motivation and changed their attitude towards the English class. This change is evident in the survey, where 14 out of 21 students reported having changed their ideas about the English course.

The use of drawings during written productions allowed students to feel more motivated and comfortable carrying out activities as Harmer (2010) expressed “Pictures offer a wealth of possibilities (...) All of these activities are designed to get students writing freely, in an engaging way” (p. 118). In this way, the process was not limited to grammatical structures that were already challenging for students but opened the possibility for them to express themselves creatively through writing and to participate freely, as demonstrated in the following artifact.



<p>He doesn't like being bullied</p>	<p>parque en agosto</p> <ol style="list-style-type: none"> 1 Big 2 beautiful 3 it's in the sea
<p>Flag of Venezuela</p> <ol style="list-style-type: none"> 1 flag 2 is from a country 3 the place is vdy nice 	<p>He doesn't like watching horror on TV</p>

In that activity, students divided a paper into four parts where they drew one thing in each section that made them feel happy, angry, sad, and scared, in each section students had to pass the paper to next students to complement the activity with the opinion of their partners and at the

end the leaf returned to its owner who should interpret the drawings of his/her colleagues. Afterwards, they must write what was represented in the image to share with their peers using mainly adjectives to describe it. As a result, learners were able to express their ideas in writing applying the knowledge and vocabulary already worked on previous sessions. Besides, the written work was also valued despite grammatical or spelling errors since, as mentioned above, perfection was not sought in the exercises but rather that the learners integrate previous knowledge and promotes written productions creatively.

Additionally, it is important to recognize that students not only perceive written expression merely as a creation of sentences but as a process complemented by images that help show what they want to tell others. As Delgado and Chapetón (2015) mentioned “It is important to see that semiotic components such as drawing and pictograms are involved in the writing process. This is interesting because the inclusion of these in the class has helped students in their writing process” (p. 28). As an example, in the following artifact the students created with different materials their portrait and, they included their feelings and a shorth description as part of their written expressions.



This activity allowed students to see the English class from their own perspective not only with the idea that it was a self-portrait but also allowing them to explore their emotions by seeing writing as a means of expression that facilitated the creation of sentences and to create a more personal piece of work.

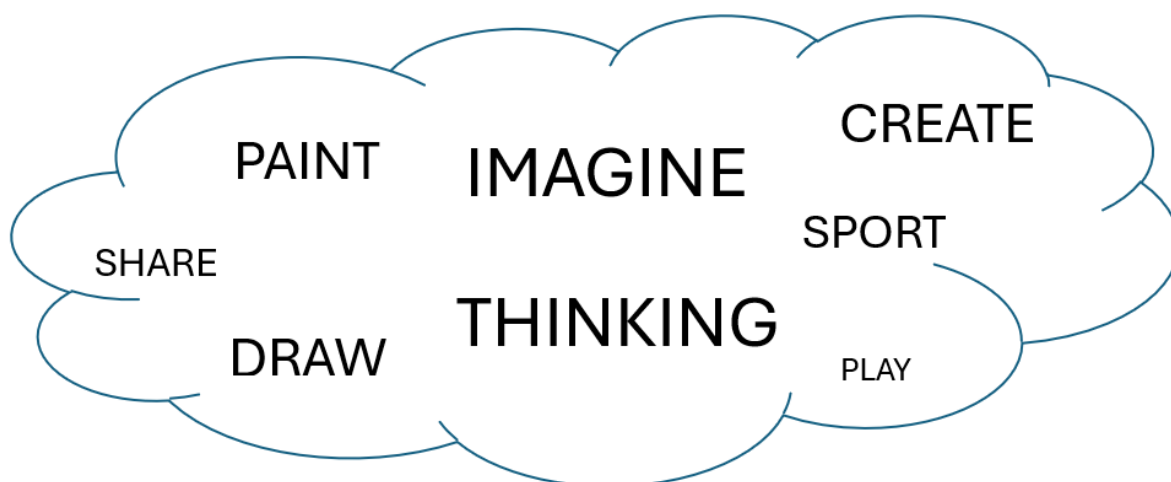
Meaning of Creativity

This category analyzes the impact that the different activities could have. Those activities were implemented during the sessions regarding the development of creativity as a necessary aspect for the writing process in the students. Besides, it is one of the four abilities that 21st century skills are not just defined as necessary in the learning process but also to involve the students in the process that promotes imagination, participation, and motivation into the classroom. On the other hand, creativity is considered as a form of expressiveness that gives voice to students, allowing innovation and change within the teaching of the foreign language.

During the study, the participants developed different activities that allowed them to express their personalities and ideas as part of the creative process. Additionally, it is important to highlight their opinions regarding this concept, so in the survey, one question asked to students was what creativity meant to them, which meant for them being creative. Their answers are related to the creation of new things, drawing, painting, physical activities like sports or dancing, playing, but mainly they connect creativity with imagination and thinking process as shown in the following figure:

Figure 2

Meaning of creativity according to Students



Note. Result of the question ¿Qué es creatividad para ti? Students' survey.

Even if the students' perspective about creativity is connected to images and drawings, it is not limited to that. In that sense, they can express themselves in different ways not just with a pen or colors but also with their body and their minds as Gomez (2022) mentioned "This skill empowers students to see concepts in a different light, which leads to innovation" (para. 6).

Moreover, learners connect the concept of creativity with originality, allowing them to

distinguish themselves from others through their creations as they mentioned in the interview (see annex 5).

Interviewer: De acuerdo, la siguiente pregunta que tengo para ustedes es ¿Qué es la creatividad para ustedes? ¿Qué es ser creativo?

Student 6: Ehh... Ser imaginativo y ser divertido.

Student 4: expresarse con sus emociones.

Student 1: Por ejemplo, crear un dibujo lo haga, y pues yo no creo que personas que yo conozco no lo vayan a hacer porque eso es para mí ser creativo que yo hago algo diferente a los demás.

Student 4: una idea original.

Interviewer: Ok

Student 7: Es... Es digamos inventar cosas que aún no existen... O dibujar o crear palabras, algo así

Student 4: Para mí ser creativo también puede ser escuchar las opiniones de los demás respetar ¿sí? Cosas así Ehh... También por ejemplo ser creativo ¿sí? Como dijo Valentina tener ideas originales.

(Focus group interview, see annex 5)

Another important aspect to mention, regarding creativity from the students' point of view, is interaction with others, respecting the ideas and considering the other perspectives as Gomez (2022) stated "They learn about their creativity and also learn how to express it in healthy and productive ways. More importantly, they also become *motivated* to share that

creativity with others” (para. 8). In that sense, learners are aware that other people can also contribute and be creative even if there are different ideas, on the contrary, this may be a sign of originality that enriches the creative process of different activities described above.

Additionally, the implementation of activities that foster the students’ creativity makes a difference class routine as Erdoğan (2019) mentioned, the use of creativity in class is beneficial because “This synthesizing and personalizing of knowledge consolidates learning and creates an experience that remains with students long after the class is over” (p. 120). It means the students feel the class breaks with monotony and allows them to have more fun while being motivated about their learning as mentioned before. In that sense, learners can show their personalities avoiding judgments and prejudice, they can feel free to participate in class in a safe environment.

For that reason, it is important to mention that different changes in the classroom were considered to generate a creative space such as the arrangement of desks where work groups can be built more easily. In addition, the students had at their disposal different materials such as paintings, colors and crayons to carry out activities. As a result, students had a more open and expectant attitude towards the English class by encouraging their participation and use of the foreign language.

Finally, students recognize the impact and connection between creativity and writing. In this way, writing becomes a sample of creativity that can be portrayed not only in drawings but also in calligraphy and texts creation, helping learners think outside the common form and develop their imagination. Writing is also seen as a means of expressing and organizing what students want to share with others as mentioned in the focus group.

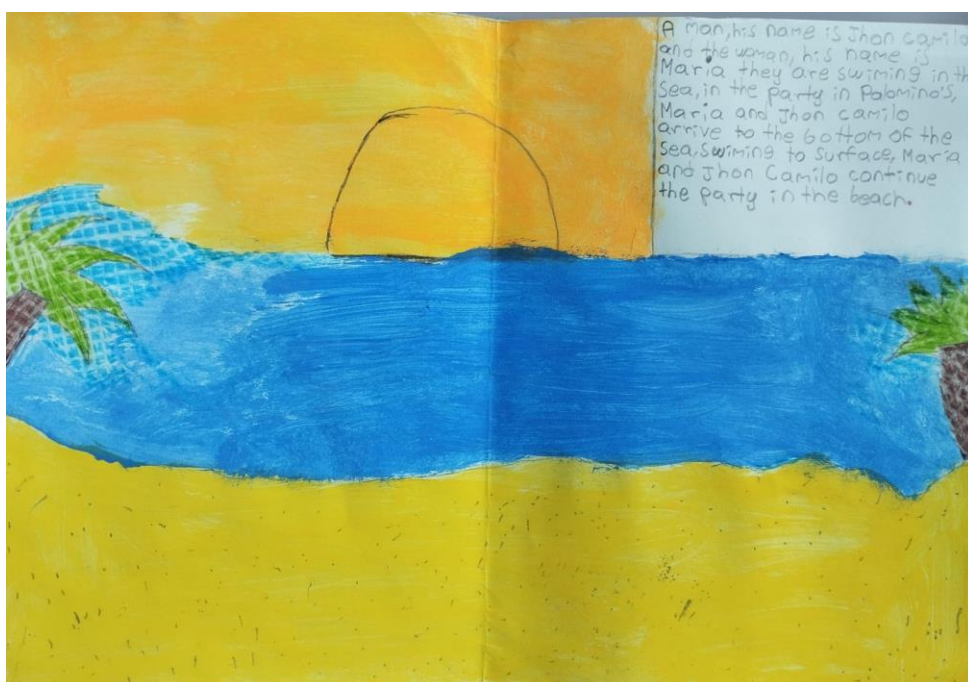
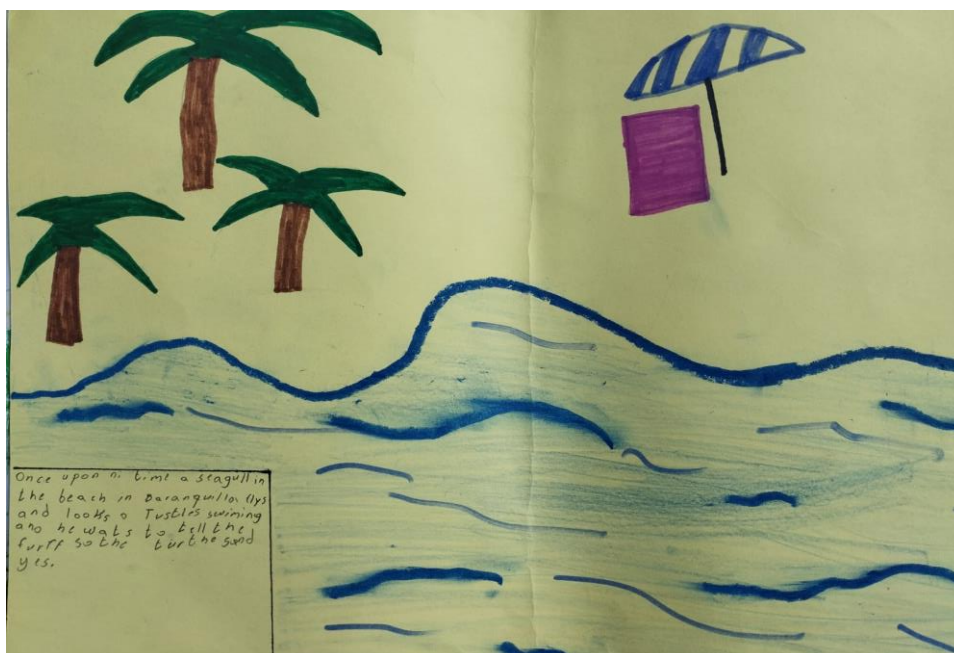
Interviewer: Ok bueno ya en este caso para terminar me gustaría saber chicos si ustedes creen que existe alguna conexión entre la escritura y la creatividad ¿Si creen que sí?

Student 4: Si, por ejemplo, la creatividad, puede ser tener letra bonita, inspirarse para escribir.

Student 1: Yo creo que la creatividad ¿era? y ¿el escrito? Yo siento que si porque, por ejemplo, yo puedo coger y yo quiero hacer un personaje super lindo, que me identifique a mí, entonces yo puedo escribir ehh... Que muchos colores y así para planear y que este como yo quiero.

(Focus group interview, see annex 5)

This idea of creativity is represented in the following artifact where the students drew a place they had visited and from this place, created a small story making use of their creativity and originality. As Delgado and Chapetón expressed “It is also useful for those with special intelligence who use their right-brain visual memory the most to create relations between the image and its meaning” (p. 27). In that way, learners could feel a connection between the writing activity and their experience through creativity.



Oral Communication

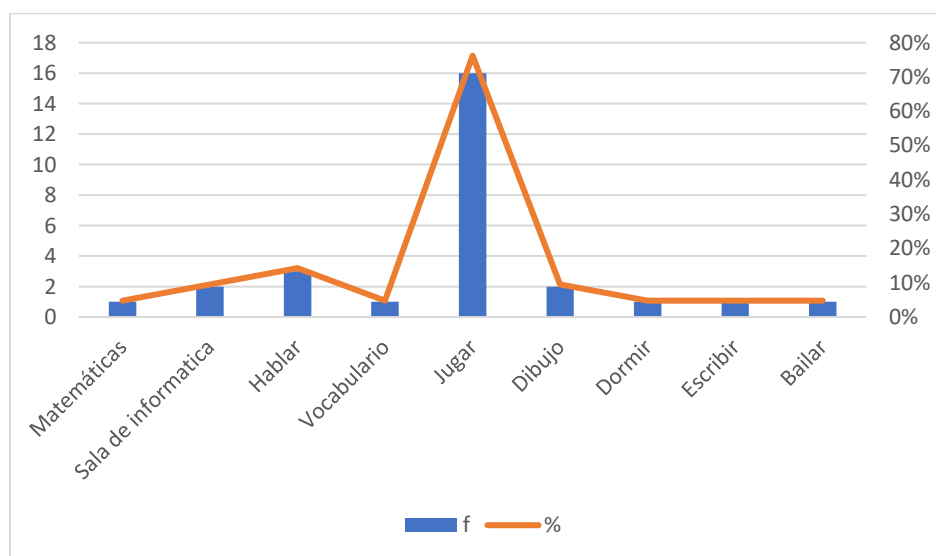
Communication is a key area to development in foreign language management. For this reason, during the sessions it was important to motivate the use of the target language to share experiences and creations made. In that sense, this category analyzes impacts that the use of

communication could have in the English classroom through the implementation of the creative writing considering one of the students' main difficulties was the lack of English in the environment. Additionally, communication is part of the four skills that are sought to work on in this research as part of 21st century skills that help students integrate their own context.

From the beginning of the course, students showed low participation and limited use of English during class. Communication was another skill that learners found difficult to practice as they lacked the tools to express themselves orally. However, as evidenced in the above categories, play is an activity that motivates students to communicate in the target language. In fact, they feel part of the learning process in a more successful way since it breaks with the scheme of performing exercises and work by an approved grade. This is evident in the survey responses where students expressed that they would feel more comfortable participating through games than in other activities.

Figure 3

English from different activities



Note. Result of the question ¿Qué actividades te motivarían a participar más en clase de inglés? Students' survey.

The students also expressed in the interview the need for spaces beyond the theoretical class where they can feel free to talk to each other without leaving aside the game and recognition of using the target language as a motivator. In this way, communication in the language becomes a regular appearance in class without pressure to make it perfect because mistakes also help them to improve the use of the target language.

Student 1: Hacer un compartir Ehh... Por nuestro esfuerzo y así. Y hablar así en ingles tratar de comunicarnos ahí jugando.

(Focus group interview, see annex 5)

On the other hand, the sessions were aimed at working on writing that would encourage communication in English among students. As a result, learners associated writing and pronunciation as aspects that improved during the course, as shown in the focus group and in the survey where 10 of 21 participants said they feel more interested in participating in the English class.

Student 6: Porque he aprendido más en clase a pronunciar las palabras y a escribir más en inglés.

(Focus group interview, see annex 5)

Finally, the group is aware that pronunciation and new vocabulary are aspects to be worked on, but oral communication is no longer seen as a situation causing stress or anxiety. In fact, students can participate orally using the foreign language in an environment of respect and

trust where ridicule is avoided, and mutual help is promoted. On the other hand, students show willingness to engage new activities where they can improve this area with respect to English as a foreign language.

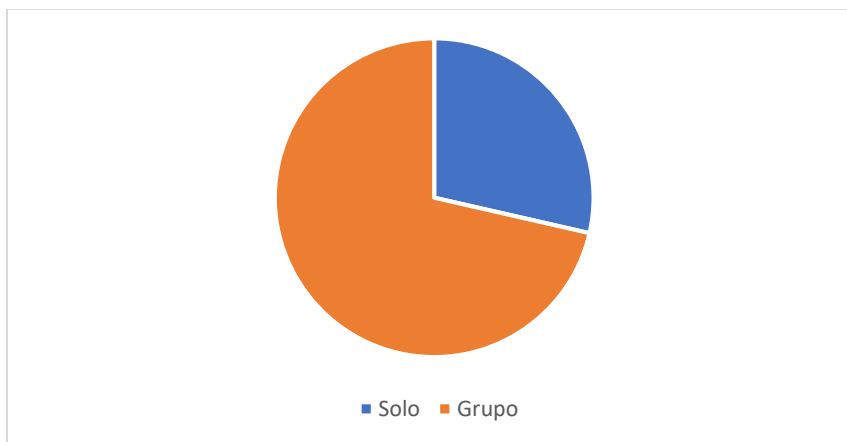
Teamwork

Within the sessions developed during the study, teamwork was considered an essential part of the development of 21st century skills as it nurtures the students' process and integrates different perspectives and viewpoints into the classroom. Moreover, collaboration allows the interaction necessary for the development and use of the target language. For this reason, collaboration is an important category in student learning and necessary for life in society, that said, teaching should not be detached from the context.

Although some participants highlighted their preference for individual work where they feel more comfortable and confident, most of the learners preferred group work where they can reinforce their knowledge through helping others and show team support as Gomez (2022) stated "Practicing collaboration and teamwork helps students understand how to address a problem, pitch solutions, and decide the best course of action" (para. 12). This is evidenced in the survey where 15 of 21 participants expressed their preference for collaborative work shown in the following diagram.

Figure 4

The best way to practice



Note. Result of the question *¿Cómo te sientes más cómodo para estudiar?* Students' survey.

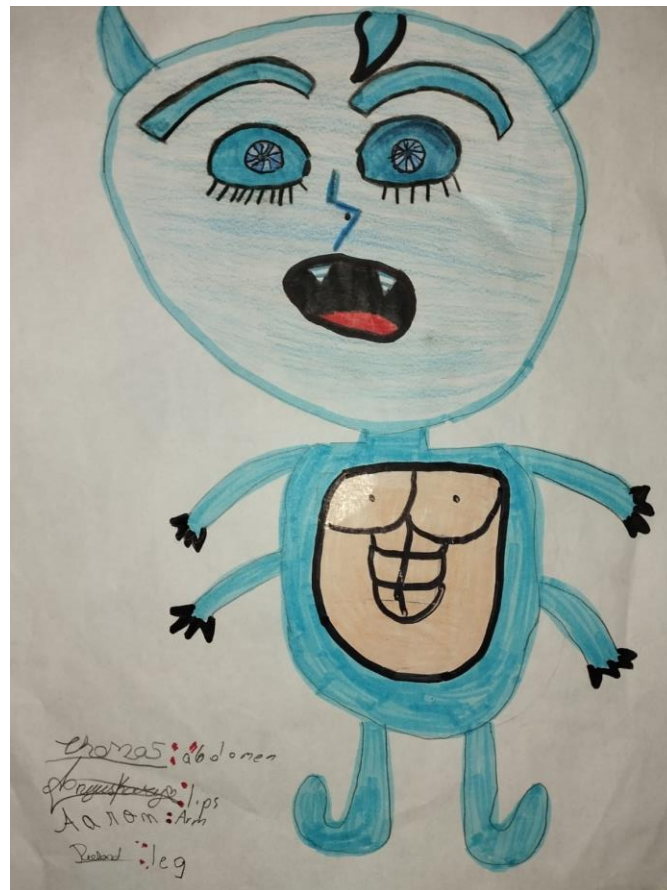
In that sense, learners are more willing to solve the different tasks assigned during the class, because they can support each other in a way that makes them feel more comfortable to carry out activities without thinking about the degree of difficulty and improving their confidence. In addition, students understand that collaborative work allows their learning process to be enriched by the help and knowledge that other participants can bring as they expressed in the interview.

Interviewer: Ok de acuerdo, la otra pregunta que tengo para ustedes es *¿trabajar en grupo con sus compañeros es importante para ustedes?*

Student 1: Si eh... Si porque, o sea si yo, por ejemplo, estoy con mi grupito y yo por ejemplo no sé cómo se pronuncia... digamos el gris en ingles pues yo les puedo preguntar a mis amigos y como se dice pues ellos me pueden ayudar, sino pues le pregunto a Laurita.

(Focus group interview, see annex 5)

On the other hand, teamwork also directly impacts on the group's coexistence and among students they support each other to monitor their own work as mentioned Gomez (2022) "It's also helpful for them to learn that other people don't always have the same ideas that they do" (para. 12). For instance, the following artifact shows group work done in an activity where students had to create a monster with different body parts to practice that vocabulary, each student brought a part of the body that was unified with the ideas of the others in the creation of the image.



As a result, the teacher is seen as a figure who helps and supports the learning process without needing to control every aspect of the process since the students themselves regulate their behavior in the classroom.

Student 1: Estar en grupo ya que pues también, en vez del grupo servir para molestar, también podría servir para ayudar, mantenerse quieto ehh... estar ahí cuando lo necesitamos.

Student 5: Si es importante porque así convivimos más con nuestros compañeros y aprendemos en grupo.

(Focus group interview, see annex 5)

As conclusion of this category, the learners support each other and promote healthy coexistence with values such as respect and active listening as previously related to creativity. This reflects not only the relationship between peers but of what makes up society itself. Also, the teacher plays a significant role as a guide to the process, but students do not seek this guide as a first option, since they may feel more comfortable working and asking their friends.

English class development

At the beginning of the research, the students expressed their perspective regarding English stating that they did not feel comfortable or found the class boring. Although they recognized the importance of English as an opportunity to meet other cultures, travel and communicate with others, the difficulties in learning blocked their interest in participating and motivation to improve those areas.

As it is known, motivation in the learning process plays a vital role in creating educational advances. For that reason, the implementation of the 21st Century Skills in the English classroom had an impact regarding that perspective that students had before the course. In that sense, this category shows the positive changes that students experienced with the

implementation of different activities where they could work with the target language without feeling it was an obligation attached to a grade.

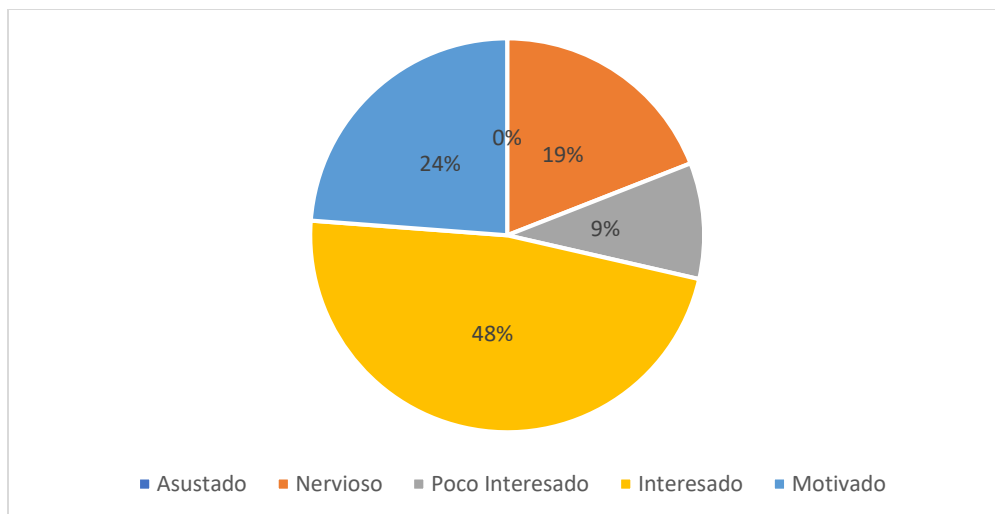
Play as an enabler of knowledge.

The use of games should be used as a tool in the educational process, this way the pressure on children decreases to achieve an academic goal that after reaching a grade, the knowledge might be forgotten, or students might consider it something secondary or only important during class hours. For that reason, playing during foreign languages classes allowed students to encounter 21st century skills in a way that motivated their participation in the use of the target language as is shown in this sub-category.

The implementation of different activities and games allowed students to feel more comfortable participating and be part of their own learning process as is evidenced in the survey where 80% of participants agreed the game encouraged their participation and motivated their oral expression as mentioned in that category. At the same time, students demonstrated the connection between emotions and learning, it said, it is key that learners have a good environment to show willingness to work on the prepared activities as shown in the answers of the survey where most participants felt interested in participating:

Figure 5

Students' confidence in the English class



Note. Result of the question ¿Qué tan cómodo te sentiste en la clase de inglés para participar? Students' survey.

Additionally, it is important to highlight that those activities and games introduced in the classroom must have a real purpose in the learning process where the use of writing and oral expressions was the focus of the use of these tools, this allowed a healthy, respectful and safe environment where the learners had the confidence to participate and change their perspective about English classes as they expressed in the focus group.

Interviewer: La segunda que tengo para ustedes es ¿Qué actividades les gustaron más hacer en la clase de inglés?

Student 3: La del lobo porque estábamos jugando y nos estábamos divirtiendo ¿no? y estábamos alegres.

Interviewer: Ok.

Student 4: La del stop en inglés.

Interviewer: Ok. ¿por qué?

Student 4: Porque nos ayudó a escribir más rápido y aprender a escribir en inglés.

Student 1: la de describir a un famoso eh por su... con sus características en inglés, por ejemplo [hair brown] y vainas así, cosas así.

Interviewer: Ok

Student 5: Ehh... El de dibujar porque me gusta decorar el dibujo.

(Focus group interview, see annex 5)

Finally, it is relevant to highlight that learners are children, they need different activities that catch their attention and foster their motivation to participate in class as Malia (2004) stated “Games are popular with all ages, and it is a shame to push children into formal book-based learning early. They will become de-motivated and maybe even stressed” (p.71). As a result, teachers must be prepared with different activities that help to achieve the learning objectives in an interesting way for students.

English personal perspectives

In this sub-category the students’ perspective is highlighted at the end of the process. Prior to the research and implementation of classes, learners shared vision where the English class was boring, difficult or uninteresting. This affected their motivation and performance in the use of the foreign language. For this reason, the impact that the implementation of 21st century skills had during classes on the participants’ perspective regarding the process of learning a foreign language was analyzed.

As mentioned before, breaking the routine allowed students to have a broader approach to the language without them seeing it as stressful or unattainable. This also allowed them to see

English beyond their learning difficulties and to be prepared for other material and topics where they could practice writing, speaking, reading and listening in a different manner from what they were accustomed as expressed in the focus group.

Interviewer: ¿Si cambio su forma de pensar o es la misma?

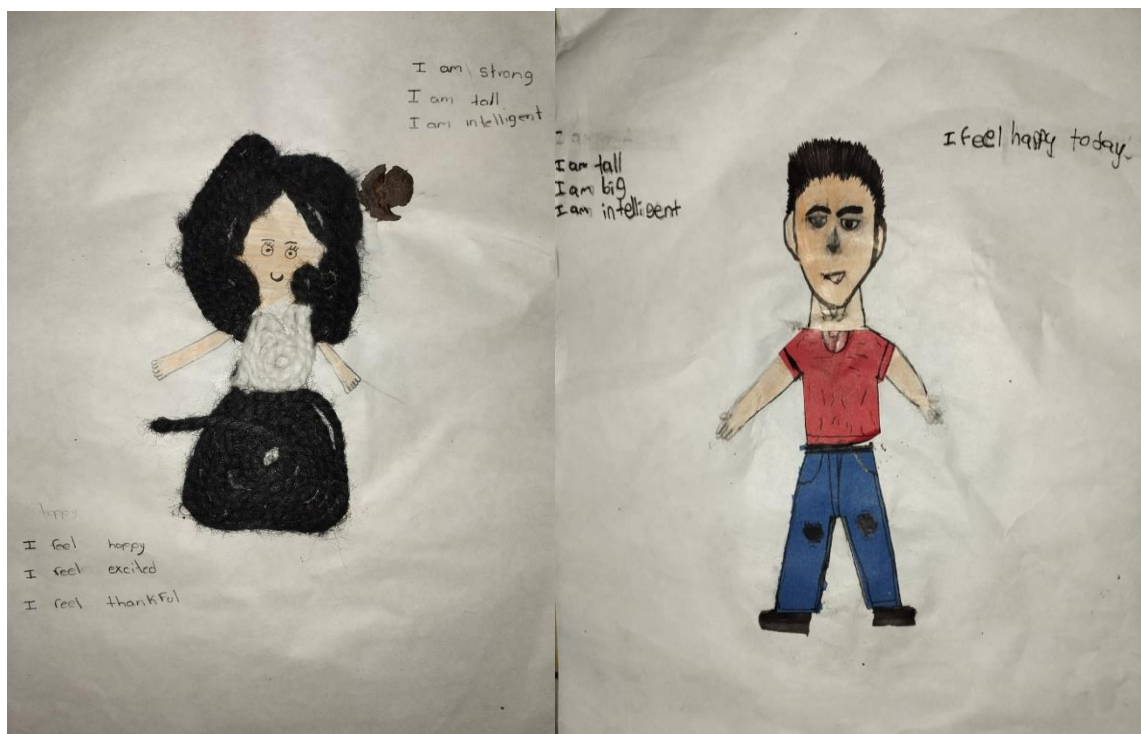
Student 8: Si cambio la forma... Ehhh porque... Ehh.

Student 7: He aprendido más cosas que diferentes a lo que me han enseñado en otros lugares.

Student 1: Si porque yo todos los años en tercero o cuarto era repasar los colores, repasar los números, cosas así sencillas, pero ahora que Laurita es diferente, o sea, por ejemplo, las profesiones, los animales, las cosas que uno las tiene cerca como se dice esto como se dice sentarse, pararse, permiso, yo no sé qué.

(Focus group interview, see annex 5)

The introduction of new activities and the constant work in class made learners to change their minds about their perspective of the English class, they felt more motivated and interested in using the target language despites the difficulties. As the survey shows, 14 participants changed the idea that English is only difficult or boring after the implementation of new activities for them and the following artifact performed in the activity of creating a portrait have some sentences that show the emotions of the students in front of the class where the first image the student mentions "I feel happy, I feel excited, I feel thankful" and the second image the student adds "I feel happy today".



On the other hand, the teacher also plays an important role in motivating students, as mentioned at the beginning of the research, the group had times when they did not have a teacher in the foreign language and their contact with the language was limited. As a result, students did not have a continuous process which made their target language difficulties increase. As Malia (2004) expressed, teachers must be prepared to manage this kind of situation to develop the learning process of children.

Finally, learners' perspective can change their performance in using English and reduce their anxiety at the moment of participating in class. The implementation of 21st century skills through different activities and the use of games allowed for a change in learners' perspectives on English classes and language use. In addition, the role of the teacher is important to generate a conducive environment to encourage students' motivation in their own learning process.

Chapter 6: Conclusions

This chapter describes the conclusions drawn from the findings obtained during the research process considering the objectives set at the beginning of the study and the implications for the community involved, including the trainee teacher. In addition, the limitations encountered during the development of the process and future research possibilities to deepen the implementation of 21st century skills are addressed.

Conclusion

This study aimed to establish the implications of 21st century skills in the improvement of writing abilities to foster the English communication of 5th graders at Domingo Faustino Sarmiento school. Three specific objectives were set out to answer the research question: Identify the opportunities of using 21st Century Skills in the English context of the learners, promote activities related to creative writing that encourage the students' participation, and recognize the spaces and triggers in which participants feel comfortable to express their ideas orally using the English to push forward their communication skills in the target language.

Keeping this in mind, it was observed that 21st century skills had an impact on various aspects of the foreign language learning and teaching process such as student performance in class, teacher's role, the assessment process, the curriculum and the educational community. This impact was particularly relevant because students had experienced an interrupted process due to the lack of a teacher at certain times, low participation because of anxiety about making mistakes.

Regarding the performance of students in the English class, it could be evidenced that the participants had a different disposition towards the development of the class, because the pressure to perform a perfect job was reduced, which allowed anxiety to be low at the moment of

participation. As a result, no longer saw English as boring or difficult to learn but as an achievable goal and thus captured the students' attention during the process. On the other hand, 21st century skills also had an impact on participants' behavior during the course, there were fewer interruptions with topics unrelated to the class, without imposing rigid behavior on learners, since allowing interactions between them increased their participation and the noise was seen as a way of breaking with the conventional vision of classes giving importance on their perspective.

Similarly, the role of the teacher is transformed with the implementation of 21st century skills. One of the aspects to be considered is that teachers must have an open mind and the ability to adapt to changes which are necessary during the process for the development of students' learning. At the same time, the implementation of this model helped the trainee teacher to break with assumptions, expectations that idealized the development of foreign language teaching and allowed her to have a broader perspective to support learners' needs.

On the other hand, assessment was also impacted by the implementation of 21st century skills as it encouraged support among students, this allowed for a co-evaluative process within a respectful environment where they could learn from others. As a result, the learners had the opportunity for a correction space to exist through errors, avoiding the punitive or that learning and allowing it to be seen as a permanent and constructive process. In this sense, the motivation of students increased in English classes and allowing them to feel as active participants in their own learning process.

Another aspect that was influenced by the implementation of 21st century skills is the perspective on curriculum and classroom activities. It is important to emphasize that the learning process was not based on memorization but on meaningful learning, since the topics had a more

personal connotation. That said, students' perspective and opinion were sought in the development of activities rather than a correct answer. In addition, class development sought to capture the learners' attention and allow them to be surprised and generate expectations about the next step in the process. In this way, learning went beyond the repetition of grammatical rules or complex subjects that caused confusion, frustration and even lack of interest among students. As a result, the participants felt a better connection with the use of the foreign language, generating comfort in participating both orally and in writing.

Finally, the implementation of 21st century skills allowed the educational community to have a different vision of the teaching process. For example, the full-time teacher promoted activities that broke with the conventional development even in other subjects, the families of participants were willing to provide materials for the class and other groups of students were attracted by the activities that took place with the participating group. This demonstrates that 21st century skills are generating curiosity in others, recalling that the development of creativity, communication, group work and critical thinking is not limited to a single area of study or age range.

Limitations

During the development of this pedagogical proposal, some limitations emerged. The first one was the application time, since the process was interrupted by different activities carried out in the educational institution during the same space for English classes. This meant that classes did not have the expected continuity and students sometimes forgot what was being done in the academic space. As a result, it was necessary to reinforce some themes with different activities and modify the planning schedule for implementation to have a better development despite the time limitation.

The second limitation was the availability of space and materials for the use of technology as 21st century skills seek to implement the use of these tools as part of society's advancement in this area. However, the institution only had an informatics room that was shared with the different courses and grades which made it difficult to use in the schedules of the English class.

Finally, a limiting factor during the beginning of the process were the assumptions and imaginaries that the participants had regarding the perspective of English in the classroom both in students who showed an attitude of disinterest towards the class and the teacher in training, who assumed that the students had a certain level of language use. However, the ideas and preconceptions were addressed as the project progressed, and the best activities and strategies were sought to develop and support the students' process by breaking with preconceived ideas.

Further Research

This study focuses on the implementation of 21st century skills in developing creative writing to foster communication using a foreign language. Nevertheless, studies on this subject are limited in Colombian educational contexts. For this reason, it opens the door to continue research on this model implemented in education in Colombia, not only in foreign language teaching but also in other areas such as mathematics, sciences, etc. In fact, it would be interesting to see how the skills of the 21st century help the transversality in the schools and allow students to develop projects that connect the knowledge that is acquiring in different subjects.

On the other hand, although research was carried out with a fifth-grade group, 21st century skills can be implemented with different age groups. As explained above, creativity, communication, collaboration and critical thinking are necessary for personal development and healthy coexistence. Having said that, if the implementation of this model were to be analyzed

more broadly, it would be useful to investigate what implications the introduction of 21st century skills into the curriculum of an entire educational institution would have.

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Annexes

Annex 1- Students' questionnaire.

Cuestionario

1. ¿Tienes algún libro, película programa y/o youtuber favorito?
El librero olvidado el unico hombre entatiexa farcerico y fede videlan,






2. ¿Cuáles son las actividades que te gusta realizar en tu tiempo libre?

- Leer
- Ver televisión X
- Escuchar música X
- Dibujar X
- Jugar con tus amigos
- Otro: Patinar

3. ¿Crees que aprender inglés es importante? SI/ NO
 ¿Por qué? Por que digamos voy a otro pais y alla abian ingles y por eso tengo que aprender






4. ¿te gusta aprender inglés?
 SI/NO
 ¿Por qué?
Porque digamos van a ser un espacio de ingles y es divertido Porque estas jugando y al mismo tiempo aprendiendo

5. Sientes que tu nivel de inglés en cuanto a lectura es:






Bajo Regular Normal X Bueno Excelente

6. Sientes que tu nivel de inglés en cuanto a escritura es:

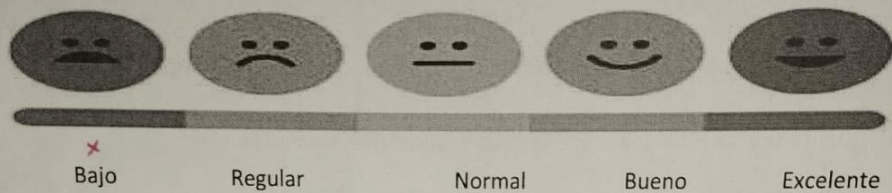
Bajo Regular X Normal Bueno Excelente

7. Sientes que tu nivel de inglés en cuanto a hablar es:

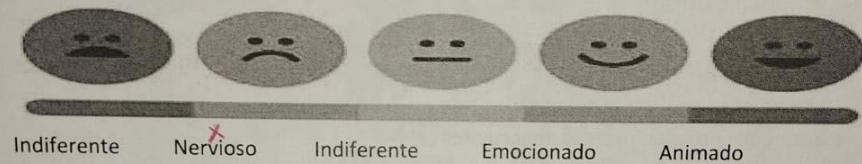






Bajo Regular X Normal Bueno Excelente

8. Sientes que tu nivel de inglés en cuanto a escuchar es:



9. Como te sientes al aprender inglés:



10. ¿Qué habilidad comunicativa te gusta trabajar más?

- Escritura
- Lectura
- Habla
- Escucha

11. ¿En qué situaciones te sientes más cómodo para usar el inglés?

- Actuando
- Jugando
- Escuchando la clase
- Conversando con mis compañeros
- Cantando
- Otro: _____

12. ¿utilizas algún recurso, estrategia o actividad para practicar inglés fuera de clases?

- Películas/ series
- Música
- Lecturas
- Mapas
- Dibujos
- Ejercicios adicionales en Internet
- Ninguna
- Otra: _____

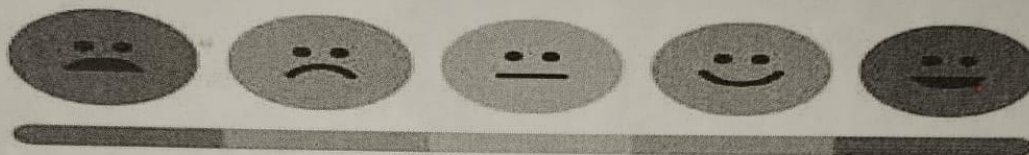
13. ¿Qué actividades te gustaría realizar en la clase de inglés?

- Conversaciones
- Debates
- Actividades de pronunciación
- Escritos

- Leer cuentos

- Otros: _____

14. ¿Cómo te sientes participando en la clase de inglés?



Asustado

Incomodo

Normal

Cómodo

Motivado

15. ¿Cuentas con alguien que te ayude con tus trabajos de inglés? SI/NO 6/

16. ¿Te has sentido frustrado al no entender algún tema de inglés? SI/NO 6/

17. Si respondiste que si a la pregunta anterior, ¿Qué has hecho en esos momentos?

Dibujar

18. ¿Qué tema gramatical se te ha dificultado?

Inglés

19. ¿Crees que los temas son importantes para ti en un futuro? 6/

20. ¿Cómo o con que te gusta aprender inglés? (enumera las opciones de uno (1) a ocho (8), siendo uno la que más te llama la atención y ocho la que menos te llama la atención)

- Actividades de movimiento 8
- Imágenes, tablas, mapas 1
- Estudias mejor solo 1
- Usando el ambiente que te rodea 3
- Conversando con otros 1
- Explicando a otros el tema 8
- Escribiendo 1
- Trabajas y entiendes mejor con el uso de números 4

Annex 2- Teacher's interview transcription.

Date: October 18th 2023	Place: Técnico Domingo Faustino Sarmiento I.E.D
Interviewer: Laura Heredia	Interviewee: Myriam Montaña
Grade in charge: 402	Length: 25 minutes, 6 seconds/ tape recorder
Question	Answer-transcription
1. ¿Existe algún proyecto transversal en el colegio o dentro del área de ingles están desarrollando algún proyecto?	Pues no sé este año la verdad. Hasta el año pasado había una profe que, aquí en el colegio había inmersión en ingles que creo que era con el British, entonces ella era la profesora que tenía el proyecto y les daba clase a los cursos. Había fortalecimiento en el área de inglés y tenían en las tardes también jornada extendida en inglés, pero este año no he escuchado si han continuado con el proyecto, parece que no, pero hasta el año pasado si era buenísimo.
2. ¿El colegio tienen algún estándar evaluativo o hay autonomía en cuanto a la evaluación?	No. Sí tenemos el SIE el sistema integrado de evaluación
3. ¿Crees que el currículo es acorde a la edad, el grado, el nivel y las necesidades de los estudiantes? ¿El programa es realista en cuanto a lo anterior?	Pues se tienen en cuenta las competencias en el área de ingles ¿sí? Lo que se debe ver en cada nivel, pero pues uno trabaja (...) eso puede estar ahí, pero uno trabaja según los niños. Hay niños aquí que ellos están en ingles de manera particular pero lo que se hace acá es, o sea se adapta los temas del trabajo porque también se ve el del proyecto.
4. ¿Existe tutores, actividades o cursos extracurriculares que apoyan a los estudiantes que lo requieran dentro del área de inglés?	No.
5. ¿Existe una relación entre lo social y las clases de inglés?	De pronto desde los temas que vamos trabajando entonces, por ejemplo, estamos trabajando a nivel de emprendimiento, toda la parte de empresas en el barrio, entonces desde ahí uno como que va integrando las profesiones, otros temas, estamos tratando reciclaje entonces todo se va integrando.

6. ¿Qué recursos brinda el colegio para el desarrollo de la clase de inglés?	No. De pronto el uso de la sala de sistemas (...) Sí, o sea es básicamente la sala de sistemas porque el material, todo eso yo misma lo hago para trabajar con ellos.
7. ¿Crees que los materiales que brinda el colegio son pertinentes y suficientes para las clases de inglés?	Pues no hay sino solamente eso. Los recursos que tengamos y que se puedan hacer (...) y cuando no este ocupada que la sala no siempre está ocupada entonces, pues a veces se organiza, por ejemplo, la clase, entonces desde lo que estemos trabajando y también buscamos algún material, por ejemplo, si estamos trabajando sobre la ciudad entonces buscamos algún video o algo que tenga que ver con la ciudad y lo vamos organizando dentro del proyecto porque no está libre, todo el tiempo no está libre.
8. ¿Relacionas el pensum de la institución con el desarrollo temático de tus clases?	Si. Siempre está presente.
9. ¿Cuál es el enfoque que le das a tus clases en cuanto a las habilidades de la lengua?	Pues como un poquito de todo. Trabajamos con la parte auditiva con las canciones, pero como te digo no hay las herramientas entonces yo busco los audios y las colocamos desde el altavoz para trabajarles pues la parte del listening. Y el writing sí, elaboramos oraciones ya con los temas que trabajamos acá.
10. ¿Qué modelo pedagógico es de tu preferencia?	Más que todo la parte del constructivismo. Si porque pues es que nosotros trabajamos desde el colegio también es como ¿sí? Entonces el enfoque, entonces uno va trabajando a la par.
11. ¿El colegio también trabaja un modelo constructivista?	Sociocultural
12. ¿Cuál es el mejor modelo pedagógico que te funciona dentro del aula de clase?	Sí, ese.
13. ¿Qué tipo de estrategias utilizas para el manejo de la clase?	Con los acuerdos, entonces hacemos los acuerdos antes de las clases. Acuerdos como respeto por la palabra del otro, si

	necesitas hablar levantas la mano, pero pues con ellos se establecen.
14. ¿Qué tipo de evaluación utilizas en el aula de clase?	Algunas escritas, bueno en inglés, sí escrito. De pronto ellos mismos se autoevalúan, la autoevaluación, cuando estamos en grupito la coevaluación.
15. ¿Cómo manejas las emociones y la ansiedad de los estudiantes a la hora de enseñar inglés?	Con pausas, entonces si uno ve que están como muy, hacemos como un alto, entonces salimos, damos una vueltica, caminamos, con instrucciones en inglés.
16. ¿Utilizas alguna estrategia para mejorar la interacción entre estudiantes?	Sí, de pronto con los puntos positivos, también utilizamos unas fichitas que son como los puntos, entonces a favor.
17. ¿Cómo es la relación entre los estudiantes?	Este es un grupo que viene desde el año pasado, solamente hay dos niños nuevos. Entonces, ellos, más o menos (...) se ha hecho como un trabajo del respeto por el otro, por la palabra. Entonces es un grupo como muy receptivo (...) también se establecen acuerdos convivenciales ¿no? Como si cometo un error pues también tengo la posibilidad de reivindicarme.
18. ¿Qué debilidad se les dificulta más a los estudiantes?	En el área de inglés, yo creo que la parte escrita. Si, toda la parte escrita, el poder escribir en inglés. Ellos de pronto en la parte de escucha, en la parte rítmica ellos bien, pero cuando van a llevarlo a la parte escrita les cuesta, es su dificultad.
19. ¿Qué habilidad se les facilita más?	La escucha (Siempre que la trabajan es por medio de canciones) si, o de pronto desde mi inglés en la pronunciación. Si, porque hasta el año pasado ellos tenían profe de inglés.
20. ¿Cuáles son los intereses de los estudiantes y que los motiva a estudiar inglés?	Pues yo creo que después de la pandemia hubo como un cambio grandísimo ¿no? entonces ellos, o sea la posibilidad de aprender cosas nuevas, aunque con algunos por ejemplo hemos hecho el ejercicio que uno escribe, puede escribir uno

	<p>en español y buscar el icono en su computador y hace la traducción ¿sí? Entonces pues sí, la primera parte del año veíamos como uno podía viajar a diferentes partes del mundo y el inglés es un idioma que está por todos lados ¿sí? Y que se le facilita a uno comunicarse con las demás personas (...) para ellos es como algo interesante.</p>
<p>21. ¿Qué tipo de actividades prefieren hacer los estudiantes dentro de las clases de inglés?</p>	<p>A ellos les gusta como la parte de hacer cosas, que la clase no sea copiar, no sé, si vamos a trabajar una historia entonces elaboramos un plegable que esté relacionado con la historia o los personajes, o si vamos a armar la historia de la familia entonces dibujamos o recortamos las imágenes. O sea que no solo se quede con el observar y escuchar, sino que también utilizar bien los otros sentidos.</p>
<p>22. ¿Cómo es el contexto social y familiar de los estudiantes?</p>	<p>Bueno ellos son niños de estratos de uno a tres. Viven la mayoría de ellos acá en Rionegro, solo seis de ellos viven en Suba o Engativá y uno en Chapinero, de restos todos son o la mayoría son de aquí de Rionegro estratos como te digo de uno hasta tres. La mitad más o menos son de hogares compuestos por mamá y papá, hay unos niños que solo viven con su mamá o solo con su papá, y otros niños que son de fundaciones, hay dos niños que son de fundaciones. Unos viven siempre con su papá o su mamá y los otros en su hogar.</p>
<p>23. ¿Tienes alguna recomendación para entablar una buena relación con los estudiantes?</p>	<p>El respeto. El respeto y la escucha.</p>
<p>24. ¿Cuándo dices que los niños tienen problemas en la escritura, específicamente en qué?</p>	<p>Sí, como en la correcta escritura de algunas palabras o de la parte más formal del inglés que es de lo que les estabas preguntando, de estructuras ¿sí? Yo les hago como la relación del español con el inglés, entonces en una oración en inglés en español lleva sujeto y predicado, es igual en inglés tiene su sujeto el que hace la acción y la acción que</p>

	<p>desarrolla, igual hay pronombres, igual hay verbos ¿sí? Entonces, como para que ellos vean que no es como tan distante la parte de cómo se escriben las oraciones. Pero si, esa parte de cómo hacer la correcta forma de la parte gramatical; pero pues uno sabe, incluso en español, uno mira (...) no es tan importante que este todo perfectamente hecho pero que si el niño tenga un concepto de que es un sujeto y un predicado.</p>
25. ¿Ellos tienen algún libro para inglés?	No.

Annex 3- Field notes.

Date: October 10 th , 2023	Subject: English
Start time: 10:00 am / End time: 11:20am	Class theme: Vocabulary of the solar system
School: Técnico Domingo Faustino Sarmiento I.E.D	Class materials: Computers, board, paper, pencils.
Teacher: Myriam Montaña	Number of students: 24
Grade: 402	Observer name: Laura Heredia
Description	Analysis
Class begins in the computer classroom. Students use computers to watch a video about the solar system in Spanish.	Although computers are available to enrich language learning, their use is limited to content in Spanish which limits contact with the foreign language.
As the video of the solar system ends, a student asks the teacher to allow him to share a video about a dance competition in which he performed. The teacher agrees to share the video with all students. When the video is finished, all students go to the regular classroom.	The teacher is willing to provide other spaces and activities that may interest students, which can influence their motivation and behavior within the classroom. On the other hand, the use of the informatics classroom is limited, which prevents us from taking advantage of this tool.
In the classroom, the teacher hands out sheets where students must draw the solar system. In addition, the teacher asks some student to write the date on the board in English, all of them wants to participate.	The students show a good attitude in the classroom. However, the use of English is limited to some written words that are commonly used as the date, so the video will not be supplemented with English vocabulary to help students make associations of vocabulary and images.
The teacher makes a summary of the video seen in the informatics classroom and asks the students to	

<p>complement the ideas of the video, but the participation is given in Spanish.</p>	
<p>Then the teacher asks the students about the vocabulary they know of the solar system in English. Students change their participatory attitude and avoid responding, until one of them is encouraged to respond. However, the student confuses ‘country’ instead of ‘planet’ (which was the word he was looking for), as a result the classmates make fun of him and the teacher must intervene by calling the attention of the students and stressing that respect must be maintained in the classroom.</p>	<p>Students have little interest in participating in class for fear of making mistakes, this behavior is perpetuated by the attitude of mockery that some students have towards others. As a result, students may have the perspective that English is a difficult language to learn which discourages and reduces their interest.</p>
<p>Then the teacher starts to build a mind map on the board and asks the students to complete the map by passing one by one to the front, however this continuous activity is done in Spanish.</p>	<p>This session does not work on language skills such as writing, reading, listening or communicating in English. Lack of practice may be a factor affecting the development and learning of the foreign language.</p>
<p>Finally, the teacher leaves as a task for students to choose a part of the solar system to conduct research and create sentences in English about it. The instruction is given in Spanish.</p>	<p>During the whole session, the use of Spanish and contact with the foreign language was almost nil. This suggests that the task assigned to the students will not be beneficial for English learning since there is no meaningful or related learning seen in class as the structure of English phrases or ways of introducing the Writing in a foreign language.</p>

Annex 4- Field notes.

Date: May 30 th , 2024	Subject: English
Start time: 06:35 am / End time: 07:20am	Class theme: Personal information (name age, favorite color, etc.) and daily routines.
School: Técnico Domingo Faustino Sarmiento I.E.D	Class materials: Board, paper, pencils.
Grade: 502	Observer name: Laura Heredia
Description	Analysis
The teacher starts the class by writing a few sentences and questions on the board about name, age, favorite color and so on using basic vocabulary learned in previous classes.	The teacher tries to review vocabulary seen in previous classes so that students can remember it by helping them memorize it.
Then the teacher asks what questions are not clear to students by focusing on students who have bad grades. However, all of them say that is clear.	The use of grades in class makes students show little motivation to participate as it is a stimulus that worries them.
The teacher asks each student a question from the board, but some of them refuse to answer so the teacher passes the word on to other students.	The teacher tries to integrate all students into the activity, but several students are not confident in participating or doubt that they have the correct answer, Spanish continues to dominate the class, and this is how students communicate by limiting the use of the foreign language.
Then the teacher gives some sheets of a workshop on a new topic, the teacher wants the students to see some images with different activities of daily routines for the students to answer the workshop. A student tells her	Students show disinterest in the class at the time of receiving the workshop and among them the answer without generating meaningful learning, they only seek to finish the workshop by obtaining the grade. Besides, the

<p>classmate that she finds the class boring and they start to talk of other things apart from the class.</p>	<p>time for the class is too short and it is not possible to make a process of feedback.</p>
<p>Finally, some students who finished the activity get the answer to other ones. The teacher says who could not finish on class can bring the workshop the next class</p>	

Annex 5- Focus group interview transcription.

Date: October 17th 2024	Place: Técnico Domingo Faustino Sarmiento I.E.D
Interviewer: Laura Heredia	Interviewee: 8 students, research's participants
Grade: 502	Length: 10 minutes, 33 seconds/ tape recorder
Question	Answer-transcription
La primera pregunta que tengo para ustedes chicos es ¿creen que es importante escribir en la clase de inglés?	Todos: Si. Si, señora
Ok. Alguno me quisiera contestar ¿por qué?	<u>Estudiante 1:</u> Porque hace más fácil que una con las letras se guie para la pronunciación. <u>Estudiante 2:</u> También sirve para... para poder... para explicarse mejor.
La segunda que tengo para ustedes es ¿Qué actividades les gustaron más hacer en la clase de inglés?	<u>Estudiante 3:</u> La del lobo porque estábamos jugando y nos estábamos divirtiendo ¿no? y estábamos alegres. <u>Estudiante 4:</u> La del stop en inglés.
Ok. ¿por qué?	<u>Estudiante 4:</u> Porque nos ayudó a escribir más rápido y aprender a escribir en inglés. <u>Estudiante 1:</u> la de describir a un famoso eh por su... con sus características en inglés, por ejemplo [jaier brown] y vainas así, cosas así.

	<p><u>Estudiante 5</u>: Ehh... El de dibujar porque me gusta decorar el dibujo.</p>
<p>De acuerdo, la siguiente pregunta que tengo para ustedes es ¿Qué es la creatividad para ustedes? ¿Qué es ser creativo?</p>	<p><u>Estudiante 6</u>: Ehh... Ser imaginativo y ser divertido.</p> <p><u>Estudiante 4</u>: expresarse con sus emociones.</p> <p><u>Estudiante 1</u>: Por ejemplo, crear un dibujo lo haga, y pues yo no creo que personas que yo conozco no lo vayan a hacer porque eso es para mí ser creativo que yo hago algo diferente a los demás.</p> <p><u>Estudiante 4</u>: una idea original.</p> <p><u>Estudiante 7</u>: Es... Es digamos inventar cosas que aún no existen... O dibujar o crear palabras, algo así</p> <p><u>Estudiante 4</u>: Para mí ser creativo también puede ser escuchar las opiniones de los demás respetar ¿sí? Cosas así Ehh... También por ejemplo ser creativo ¿sí? Como dijo Valentina tener ideas originales.</p>
<p>Ok de acuerdo, la otra pregunta que tengo para ustedes es ¿trabajar en grupo con sus compañeros es importante para ustedes?</p>	<p><u>Todos</u>: Si, sí, sí.</p> <p><u>Estudiante 5</u>: Si es importante porque así convivimos más con nuestros compañeros y aprendemos en grupo.</p> <p><u>Estudiante 1</u>: Si eh... Si porque, o sea si yo, por ejemplo, estoy con mi grupito y yo por ejemplo no sé cómo se pronuncia... digamos el gris en inglés pues yo les puedo preguntar a mis amigos y como se dice pues ellos me pueden ayudar, sino pues le pregunto a Laurita.</p>

<p>¿Ibas a participar? ¿Alguno tiene alguna otra respuesta? ¿Una razón de por qué?</p> <p>Ok. La siguiente pregunta que tengo para ustedes es ¿Qué les gustaría cambiar en la clase de inglés o que actividades les ayudaría a sentirse más cómodos para participar para hablar y demás?</p>	<p><u>Estudiante 4:</u> pa' mi seria ir a sala de sistemas... para ehh si como pa para ver videos en inglés, jugar juegos educativos en inglés, escuchar música en inglés (ok) jugar juegos en inglés.</p> <p><u>Se sienten más cómodos con el juego ¿correcto?</u></p> <p><u>Todos:</u> Si</p> <p><u>Estudiante 1:</u> Hacer un compartir Ehh... Por nuestro esfuerzo y así. Y hablar así en ingles tratar de comunicarnos ahí jugando</p>
<p>Ok, o sea ¿sienten que con reconocimiento se sentirían más cómodos para participar si logran algo después de eso?</p>	<p><u>Todos:</u> Si</p>
<p>De acuerdo, la siguiente pregunta que tengo para ustedes es ¿cambiaron la idea que tenían con respecto a las clases de inglés?</p>	<p><u>Todos:</u> Si</p> <p><u>¿por qué?</u></p> <p><u>Estudiante 6:</u> Porque he aprendido más en clase a pronunciar las palabras y a escribir más en inglés.</p>
<p>¿alguien más quiere participar? ¿Si cambio su forma de pensar o es la misma?</p>	<p><u>Estudiante 8:</u> Si cambio la forma... Ehhh porque... Ehh.</p> <p><u>Estudiante 7:</u> He aprendido más cosas que diferentes a lo que me han enseñado en otros lugares.</p>

	<p><u>Estudiante 1</u>: Si porque yo todos los años en tercero o cuarto era repasar los colores, repasar los números, cosas así sencillas, pero ahora que Laurita es diferente, o sea, por ejemplo, las profesiones, los animales, las cosas que uno las tiene cerca como se dice esto como se dice sentarse, pararse, permiso, yo no sé qué.</p>
<p>¿Qué idea tenían antes de la clase de inglés? O ¿cómo aprendían ustedes antes inglés?</p>	<p><u>Estudiante 1</u>: no, no, siempre jugábamos algo... Ehh... si, como la profesora, por ejemplo, nos ponía un número y teníamos que decir como se decía en ingles... los colores también.</p> <p><u>Estudiante 4</u>: Pero solo eso, no aplicábamos adjetivos, verbos ni nada de eso.</p> <p><u>Estudiante 8</u>: y las frutas también nos las preguntaba</p> <p><u>Estudiante 4</u>: y nos decía que buscáramos en el diccionario</p> <p><u>Estudiante 6</u>: y nos podía dibujos para colorear con los colores en ingles</p>
<p>La siguiente pregunta que tengo para ustedes es ¿qué es lo más difícil de aprender inglés para ustedes?</p>	<p><u>Estudiante 7</u>: Ehh... mmm... A veces poder escribir las palabras, que tal vez a veces las escribo y a la final, terminal mal.</p>
<p>¿cómo la gramática de las palabras? La escritura como tal</p>	<p><u>Estudiante 7</u>: Si</p> <p><u>Estudiante 5</u>: Cuando la profe habla y a veces no le entiendo, por lo que se me dificulta aprender en inglés o...</p>

	<p><u>Estudiante 4</u>: Pa' mí lo más difícil de aprender inglés sería como... Si pa mí, como el vocabulario</p>
<p>¿El nuevo vocabulario?</p>	<p><u>Estudiante 4</u>: Si, el vocabulario, pronunciar las palabras bien.</p> <p><u>Estudiante 6</u>: Para mí lo más difícil, también es el vocabulario porque es lo que a uno más se le dificulta, pero le sirve mucho para la vida.</p> <p><u>Estudiante 1</u>: Para mí lo más difícil es la pronunciación, siempre me equivoco en la pronunciación. O si no en error de ortografía.</p> <p><u>Estudiante 2</u>: Para mí es la prueba saber.</p>
<p>¿A qué te refieres con la prueba?</p>	<p><u>Estudiante 2</u>: Ehh... Que uno tiene que leer y como tachar un circulito, y cuando uno, uno le dan la hoja, uno sale mal porque uno a veces no sabe leer inglés.</p> <p><u>Estudiante 5</u>: Para mí es la pronunciación</p> <p><u>Estudiante 8</u>: Para mí es el vocabulario</p> <p><u>Estudiante 3</u>: para mí es la pronunciación y el escrito.</p>
<p>¿Qué cosas creen ustedes que ayudaría a mejorar digamos esas dificultades que ustedes tienen de pronto el vocabulario la pronunciación o de pronto la</p>	<p><u>Estudiante 1</u>: Estar en grupo ya que pues también, en vez del grupo servir para molestar, también podría servir para ayudar, mantenerse quieto ehh... estar ahí cuando lo necesitamos.</p> <p><u>Estudiante 3</u>: Estudiar y hacerse unos exámenes de uno</p>

<p>escritura? ¿cómo creen que se podría solucionar o que actividades propondrían para poder cambiar eso?</p>	
<p>Ok bueno ya en este caso para terminar me gustaría saber chicos si ustedes creen que existe alguna conexión entre la escritura y la creatividad ¿Si creen que sí?</p>	<p>Estudiante 4: ehh que pa' mi ... Si, por ejemplo, la creatividad, puede ser tener letra bonita, inspirarse para escribir.</p> <p><u>Estudiante 1:</u> Yo creo que la creatividad ¿era? y ¿el escrito?, yo siento que si porque, por ejemplo, yo puedo coger y yo quiero hacer un personaje super lindo, que me identifique a mí, entonces yo puedo escribir ehh... Que muchos colores y así para planear y que este como yo quiero.</p>

Annex 6- Students' survey.

Survey

1. De uno a cinco ¿qué tan importante es escribir para ti en inglés?

★ ★ ★ ★ ★

¿Por qué?

Las 5 por que en una universidad tengo
ventajas y en otros países

2. ¿Qué actividades te llamaron más la atención de la clase de inglés? (Marca con una X)

Adivinar el famoso describiendo su apariencia física.

Imaginar y escribir la rutina de un famoso.

Hablar de las profesiones y lo que te gustaría ser de grande.

Dibujar lo que representa una emoción para ti y describir con adjetivos.



Escribir lo que diferentes ritmos musicales te hacen sentir.

Hacer tu retrato y describirlo.

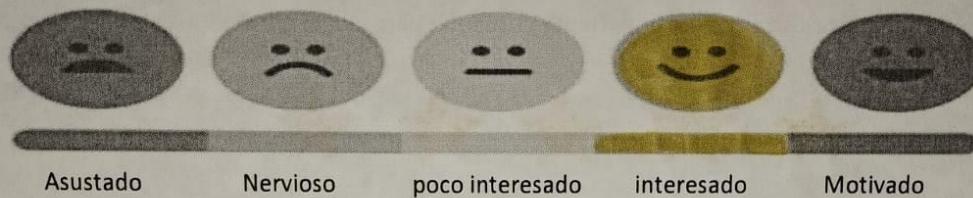
3. ¿Qué significa ser creativo para ti?

Infancia vida y muchas cosas más y
cuando va la mos

4. ¿Cómo te sientes más cómodo para estudiar?

 Solo
  En grupo

5. ¿Qué tan cómodo te sentiste en la clase de inglés para participar?



6. ¿Qué actividades te gustaría hacer en la clase de inglés que te motiven a participar más?

Jugar con palabras, y poder comer
en clase.

7. ¿Qué idea tienes acerca de las clases de inglés?

Difícil por que hayes no en biendo
nada.

8. ¿Durante este curso cambió la idea que tenías acerca de las clases de inglés?



Sí



Es igual




No

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

Escribir y pronunciar.

Annex 7- Consent format.

 UNIVERSIDAD PEDAGÓGICA NACIONAL FACULTAD DE HUMANIDADES	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 3	

**Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:


PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de humanidades Departamento de lenguas
Título del proyecto de investigación	A Look at Creative Productive Expression From 21st Century Skills in Kids
Descripción breve y clara de la investigación	Esta es una investigación cualitativa con enfoque de investigación acción, donde se busca promover la escritura creativa en lengua extranjera, inglés, en los niños de quinto grado desde la implementación de habilidades del siglo XXI.
Descripción de los posibles riesgos de participar en la investigación	
Descripción de los posibles beneficios de participar en la investigación.	Este proyecto busca mejorar la escritura en inglés en niños de quinto grado, teniendo en cuenta su propia perspectiva en la creación de textos.
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Laura Michel Heredia Lara
	N° de identificación: _____ Teléfono: _____
	Correo electrónico: _____

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____

Documento Oficial. Universidad Pedagógica Nacional

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Profesores</small>	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 2 de 3	

Dirección: _____ Teléfono y N° de celular: _____

Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____


N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____

N° de identificación: _____

Documento Oficial. Universidad Pedagógica Nacional

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>INSTITUTO DE INVESTIGACIONES</small>	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 3 de 3	

Teléfono:

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: _____
 N° Identificación: _____
 Fecha: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 8-Lesson plans.

Pre-service name: Laura Heredia Lara		Grade: Fifth (502)	Date: 02/10/2024	Allocated time: 6:30 am – 8:30 am	
Topic of the lesson:		Creation of stories.			
Goal: By the end of the course the students will... Design a cartoon about the character created earlier where you will be given a profession and a routine according to the elements developed in previous classes.		Terminal objectives: Implement previously worked elements to complement the creation of a narrative.		Enabling Objectives: <ul style="list-style-type: none"> • Review professions vocabulary and daily routines. • Connect daily routines and professions to create a narrative around the character created before. • Sketch an organization for the development of story through the creation of a cartoon, it must show step by step the development of a routine during a day. 	
Keywords:		Daily routines, professions, story.			
Lesson stages	Activity description	Interaction	Skills involved	Time	Materials
Warm up	In Groups of 3. Each group will have different words and different vocabulary images of the professions and daily routine activities already seen. Each	SS - SS	Speaking (pronunciation)	10min	<ul style="list-style-type: none"> • Photocopies. • Markers. • Board.

	<p>group must find the image that corresponds to each word.</p> <p>At the end, the group must write at least one word that is not on their list but that they remember working in previous classes on the board to create a brainstorm with the vocabulary they remember to make a review of that vocabulary.</p>		<p>Writing (Spelling)</p>	5min	
Input activity	<p>In groups of five.</p> <p>Each group a text describing the daily routine of a profession (different for each group). Students should analyze the activities that most appeal to them in that profession that they would consider having for their character.</p>	<p>SS-SS (Groups of five)</p>	<p>Reading (comprehension)</p> <p>Speaking (Interaction)</p>	10min	<ul style="list-style-type: none"> • Photocopies of daily routines of different professions. • Scissors. • Magazines.

	<p>Then, each student must share the profession they have and the activity that most catches the attention of that profession through the creation of a collage with images that you can find in a magazine, they have to explain with some words the profession and the activity they chose for that job.</p> <p>The purpose of this activity is to provide some ideas in the creation of the daily routine of the character from the taste of the students without limiting it to the professions.</p>	S-SS	<p>Listening</p> <p>(Listening for gist)</p>	20min	<ul style="list-style-type: none"> • Glue.
Language practice	<p>Individually.</p> <p>Each student must create a cartoon mixing the activities that most attracted his attention from the previous activity and give a profession to his</p>	S	<p>Writing</p> <p>(Visual mode)</p> <p>(Drafting)</p>	30min	<ul style="list-style-type: none"> • Cardboard. • Colors. • Pen.

	character considering the landscape created in the previous class and the characteristics that has already given this creation. Each student must share their creation with the class and their perspective regarding the activity.				<ul style="list-style-type: none"> If possible, music.
Production activities	<p>In groups of four.</p> <p>Each student will explain the content of their cartoon and the connection between vocabulary and creations made earlier.</p>	S-SS	Speaking (interaction)	20min	
Assessment activities	There will be a contest activity to close where you vote for the most creative cartoon, the cartoon with more order and the cartoon that contains more elements.	SS-T	Speaking (Fluency)	15min	

	<p>In this activity each student should give their vote talking and explain why they made that decision.</p>				
--	--	--	--	--	--

Annex 9- Workshop example.

Reading activity



Betsy

Hello. I'm Betsy and my job is very interesting. I write articles for a travel magazine. I travel to exotic places and do interesting things.

Rita

Hi! My name is Rita. I teach English in Japan. I teach 12-year-old children English classes three days a week.



Bill

I'm Bill. I work at the zoo. I give tours to groups of school children. I walk through the zoo with school groups and teach the children about the animals.



Monserrate

Hello. My name is Monserrate. I'm a clothing designer in Hollywood. I design clothes for famous actors and actresses. My designs are in all of the big Hollywood movies.



Questions:

- o What is Betsy's job? she is writer ✓
- o What activities does Bill do at work? He walk through the zoo with school groups. ✓
- o What does Rita teach? English ✓ teach about en,imals ✓
- o What is Monserrate's job? clothes designer ✓
- o What activities does Monserrate do at work? she desing clothes for famous actors and actresses. ✓

What about jobs in Colombia?

- o Do you think reading jobs are common in Colombia? Yes ✓
- o What do you think are the most common jobs in Colombia? singer, engineer, account, designer. ✓
- o What work do you think is important but not valued so much in the country? Artist. ✓