



FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

**CRAFTING NARRATIVES: EXPLORING CREATIVE
WRITING AS A VEHICLE FOR ENGLISH LANGUAGE
LEARNING**

**ELABORANDO NARRACIONES: EXPLORANDO LA
ESCRITURA CREATIVA COMO VEHÍCULO PARA EL
APRENDIZAJE DE LA LENGUA INGLESA**

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN EN LENGUA EXTRANJERA, INGLÉS

AUTORA: Paula Hernández Villasur



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RESUMEN

Este Trabajo de Fin de Grado (TFG) tiene como objetivo principal implementar en el aula, a través de una propuesta didáctica, la escritura creativa como vehículo para el aprendizaje de la Lengua Extranjera Inglés. La escritura forma parte de las cuatro habilidades lingüísticas, siendo, en la mayoría de los casos, la más tediosa para el alumnado por encontrarse totalmente desvinculada de sus intereses. En este documento, que combina la revisión bibliográfica con la intervención en el aula real y el posterior análisis de resultados, se propone el aprendizaje cooperativo como medio para ejecutar la escritura creativa en las aulas, de una forma versátil adaptada a las motivaciones e intereses reales de un alumnado y contexto concreto.

PALABRAS CLAVE: Escritura creativa, aprendizaje cooperativo, análisis de resultados, tarea final, propuesta de mejora, Educación Primaria, Lengua Extranjera Inglés.

ABSTRACT

The main objective of this Final Degree Project (FDP) is to implement in the classroom, through a didactic proposal, creative writing as a vehicle for learning English as a foreign language. Writing is one of the four language skills, being, in most cases, the most tedious for students because it is totally disconnected from their interests. In this document, which combines bibliographic review with real classroom intervention and subsequent analysis of results, cooperative learning is proposed as a means of implementing creative writing in the classroom, in a versatile way adapted to the real motivations and interests of a specific learner and context.

KEYWORDS: Creative writing, cooperative learning, analysis of results, final task, improvement proposal, Primary Education, English as a Foreign Language.

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INTRODUCTION

This Final Degree Project document is developed around *creative writing* in the classroom, using the English as foreign language as the vehicle for learning and as a means to achieve the proposed objectives. To this end, an intervention is proposed in a real classroom context. In this scenario, an analysis is made prior to the application of the proposal, which allows us to know how to proceed in order to make the learning process more meaningful for the students. After the intervention, results are collected and analysed to propose possible improvements with the aim of being able to apply it again in the future.

This intervention proposal is based on a theoretical review that shows the multiple benefits of using creative writing in the classroom, as well as to improve students' social relations and to acquire the contents and competences required by law, which are so necessary for students' development. It also focuses on cooperative learning, the development of self-esteem and the feeling of belonging to the class group as a way of learning to live in society. To this end, a review of widely accepted theories such as the Theory of Multiple Intelligences (Gardner, 1983) is carried out.

In this document, the referenced bibliography and the intervention proposal are closely interrelated, supporting each other in order to achieve a solid reflection on the didactic execution and the elaboration of future improvements that enrich the document.

EDUCATIONAL OBJECTIVES OF THE DEGREE IN PRIMARY EDUCATION

According to Article 16 of the Organic Law 2/2006 of 3 May, on Education to teach the educational stage of Primary Education, the fundamental objective of the Degree in Primary Education is to train professionals who meet a series of objectives that are proposed, as in this way they are believed to be able to meet the educational challenges. Of all of them, here are reflected those which are proposed to be achieved with the completion of this Final Degree Project.

- Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Reflect on classroom practices in order to innovate and improve teaching work. To acquire habits and skills for autonomous and cooperative learning and to promote it among students.
- Understand the function, possibilities, and limits of education in today's society and the fundamental competences that affect primary schools and their professionals. Knowing models of quality improvement with application to educational centres.

While these objectives are set out under the legislation in force at the beginning of this point, teachers specialising in foreign languages, in this case English, must also fulfil a series of objectives oriented towards this branch of knowledge. Here are the ones proposed in this document:

- Use techniques of corporal expression and dramatization as communicative resources in the foreign language English.
- Know the Primary Education curriculum and the curricular development of the foreign language area.
- To stimulate the development of metalinguistic/metacognitive and cognitive skills for the acquisition of the new language, through relevant tasks that are meaningful and close to the students.
- To progressively develop communicative competence through integrated practice of the four skills in the foreign language classroom.
- Plan the teaching-learning process of a foreign language, selecting, devising and developing teaching strategies, types of activities and materials according to the diversity of learners.

OBJECTIVES

For this Final Degree Project, a series of objectives have been set out which are assumed to be achieved after its preparation, introduction in a real classroom context, and subsequent reflection and proposal for improvement:

- Base the teaching practice on psychological and educational theories that support the proposal.
- Develop a proposal, and subsequent evaluation, that considers the individuality of the students and their development.
- Analyse the impact of the intervention proposal.
- Find elements for improvement through the analysis of results.
- Exemplify my proposal with elements close to the reality of the students in a specific group.

JUSTIFICATION

It is common in educational contexts to find a tendency towards the acquisition of subject contents, which are usually individual and which students must acquire without paying attention to the importance and goal of education: to form individuals able of behaving in society, as well as to educate in civic values and interpersonal relationships. The current education law, LOMLOE, which states that the different Autonomous Communities must include specific competences in addition to the key competences in each subject, makes reference to the above.

These competences, both key and specific, help to equip each student with the values needed to move in society. Although they must be acquired individually, the sum of them determines the possibility of achieving shared goals (Fernández, 2010, p.7). In this way, students are educated to feel, think, and act.

That is why, through my intervention, I propose to improve these interpersonal relationships in students, as well as the acquisition of skills and provide them with values that transcend the physical barriers of the school. Educating to be in society.

This is achieved through multiple educational models, such as cooperative or collaborative learning. First in small groups that are part of a bigger group: the class. This explanation can be extrapolated to society. Developing people with individual values, who can relate to each other in a group which contributes to enriching society. These models are characterised by a common goal.

In the case of this Final Degree Project, the common task, as well as the previous steps taken, not only contributes to an improvement in social relations, but also to a significant learning of the English Foreign Language. English as a vehicle to advance in the task, putting into practice previously acquired contents and competences while acquiring others.

Collaborative creative writing is proposed as a means and goal of the above. The educational materials planned become a vehicle to increase learning through motivation, allowing students to develop their oral and written expression in this language. This Final Degree Project is based on the previous difficulties shared by the students, aiming to awaken their interest and curiosity for writing, closely linked to reading, through an intervention. That aims to have a positive impact on the teaching and learning process of the foreign language, as well as on the social and civic values of the students.

THEORETICAL FRAMEWORK

CREATIVE WRITING

"Creative writing is the art of finding many ideas to write down and, if possible, to make them original". (Duclaux, 1993, p.12).

Many authors discuss about the benefits of implementing creative writing in the classroom, especially for language acquisition. Özdemir (2002) suggests numerous benefits with respect to the learning that students acquire by bringing this practice into the classroom, including: decision making, goal setting, knowledge of grammar, parts, and cohesion of the text.

Following the same line of thought as this author, Ur (2012) proposes writing in the classroom as a vehicle for developing student motivation, a fundamental element for language acquisition. Motivation in this case is increased because creative writing gives students the opportunity to show how important this language is, as it is the tool they will need to be able to express what they want to say. Another essential aspect is that it fosters the self-image of success that the pupils perceive, as the children have goals and expectations that will be fed back to them through practice and learning. The final aspect to which creative writing contributes, is to ensure that the activities are interesting. Children create their own learning through their motivations, making the task their own (p.10).

DEVELOPMENT OF CREATIVE WRITING

Collaborative creative writing has its origins in cooperative learning (Johnson, Johnson & Holubec, 1980) and in Vygotsky's sociocultural approach (1987). These theories emphasise the importance of social interaction and mediation in learning. Writing is most often understood as an individual task, when in fact it is a social and cultural tool. Writing is a mixture between text and context and between writers and readers. (Van Dijk, 1980)

Its use in the classroom promotes essential elements in students, such as the development of imagination. However, implementing it in the classroom using a foreign language, helps knowledge and understanding in a non-traditional way of teaching a language (Vergara and Cerquera, 2017, p. 10). This is because cooperative work encourages communication, which translates into active listening and oral interaction with the other members of the team in order to put ideas together, solve possible problems and find solutions.

Working with writing using these techniques can involve a certain complexity, as it means that the figure of the teacher takes on the role of guiding the process, with the pupils being the protagonist of their own learning. The teacher implements clear work guidelines and introduces a variety of work methods that encourage pupils' motivation. On the other hand, even knowing that it is a complex task, it should be taken into account

that there is no excuse for not participating in it, as all children possess creativity (González and Cabrera, 2021).

For the above reasons, collaborative creative writing is a valuable strategy for integrating and reinforcing the development of the skills that set the guidelines for foreign language learning today.

THEORY OF MULTIPLE INTELLIGENCES

Gardner (1983) defines intelligence as: “The ability to create an effective product or offer a service that is valued in a culture” (p.2).

Through this definition, the development of subsequent teaching practice is supported, as well as the objectives set which can be found in the point Objectives. Gardner refers to “intelligence” as the ability to solve problems. This is interesting when analysed, as he does not talk about specific outcomes, but focuses on the process of resolution and creation.

Gardner (1983) states the different types of intelligence that can be considered, both in society and in any educational classroom. Thus, they are named as Linguistic Intelligence; Logical-Mathematical intelligence; Bodily-Kinaesthetic Intelligence; Musical Intelligence; Visual- Spatial Intelligence; Interpersonal Intelligence; Intrapersonal Intelligence; and Naturalistic Intelligence.

In different and specific social and academic spheres, it can be observed that, despite Gardner's repeated affirmation that each and every one of the previously mentioned intelligences are equally important, sometimes not all of them are given the same degree of importance and recognition. For years, the Education System has emphasised the importance of the acquisition of the Logical-Mathematical and Linguistic Intelligences. This can be seen in the number of hours dedicated academically to the subjects of Language and Mathematics, which are so closely related to the intelligences mentioned, compared to those devoted to other subjects, such as Physical Education or Art, which have less weight in the timetable.

For this reason, the Theory of Multiple Intelligences is nowadays taken more into consideration, moving the school, and its assessment methods, away from what Gardner calls the *Uniform Vision*. This means that only students with the two types of intelligence mentioned in the previous paragraph are valid for the educational system, excluding the others. As Gardner (1983) said:

The aim of school should be to develop intelligences and to help people to achieve the vocational goals and hobbies that suit their particular spectrum of intelligences. People who are supported in this way feel, in my opinion, more involved and competent, and thus more likely to serve society constructively. (p.13)

It is important that the school does not focus exclusively on the development of Logical-Mathematical and Linguistic Intelligence, even in students who demonstrate that they are highly developed. In all cases, these eight intelligences are interrelated in everyone, with greater or lesser development. The role of the teacher should be to promote those that are developed but thinking about the students' capacity for potential development. Gardner, as well as presenting his theory, also talks about Crystallising and Paralyzing experiences (1983, p.12). The teacher's duty is to promote these first experiences, giving students the opportunity to discover their vocation or to lead in other unexplored areas through these types of experiences. Also, teachers should avoid those that are called paralyzing, as they can mark the student's life and development in a negative way.

Thomas Armstrong (2000) comments on Gardner's earlier categorisation by adding the fundamental fact that there are different ways of being intelligent in each category. The teacher, by focusing on the individuality of each learner, cannot classify them into a particular type of intelligence and expect them to follow a 'behaviour manual'. Just as we can find different intelligences with the same degree of development, we can find intelligences with a diversity of attributes within them.

To achieve this, teaching practice, as well as student assessment, must make a complete turnaround from the model that focuses only on Mathematics and Language. The model to be followed is one that makes students understand that not everyone has the

same interests and abilities; that everyone learns in a different way; and that no one, regardless of the level of development of their intelligences, can learn all disciplines (Gardner, 1983, p.13). For learning to be effective for students, they have to assimilate it by building on their strengths.

Traditionally, students have been categorised under different categories in relation to the way they behave and interact in the classroom. It is common to observe students who involve their bodies in learning, having a greater degree of mobility than their peers. It is also common to observe students with great oratory skills, who are able to defend their work with fluency and dynamism. It is also evident that within the classroom there are students with a great capacity to lead groups and work. Meanwhile, others need to be directed and establish a leader who coordinates and supervises the work to be done.

These commonly accepted facts invite reflection on the part of the teacher. What on many occasions has been considered something to be corrected in students, are in fact only their strong points making themselves noticeable. The teaching practice should take advantage of them and encourage them so that, as in society, they play a role within the class group and their own work group. This is closely related to the cooperative work which will be described in more detail later in the document.

The teacher in charge of educational practice will be the one who realises that each form of learning is related to and conditioned by the development of the intelligences of each individual. For those who have a greater predisposition to learn through the body and its movement, will have a high development of his Bodily-Kinaesthetic Intelligence. The child who can transmit ideas with a magnificent oratory, will be thanks to the development of the Verbal-Linguistic Intelligence. Those with great leadership skills will have a highly developed interpersonal intelligence, while children who need to be led will be highly developed in their intrapersonal intelligence.

Knowing it, and allowing students to know it, will not only contribute to more meaningful learning, but will also lead to an increase in individual and collective self-confidence, as everyone will understand their importance, as well as their role in a group.

This perspective helps to rethink certain aspects of education and focuses on transforming what may have previously been considered weak points into the strengths of learners today. The starting point for knowing the role they will play in their lives in society.

As mentioned above, knowing these roles, and how to act accordingly, is closely related to cooperative learning.

COOPERATIVE LEARNING

Johnson, Johnson, & Holubec (2013) define cooperative learning as: "The use of small groups so that students work together to maximize their own and each other's learning" (p.841).

Deutsch (1949) completes the above definition by differentiating between competition and cooperative work. For while the former focuses on working against each other, cooperation focuses on the fact that one member of the group can only achieve his or her goals if all participants reach them. Individual efforts are made in order for the whole group to prosper, and the work and correlation of all members is indispensable to achieve the proposed objectives (p.132).

These authors refer to the fact that cooperative learning will only be such if a series of requirements are established and specific objectives are set for the students involved, for the teacher who marks and guides the process, as well as the assessment methods to be applied before, during and after its development. The teacher will incorporate techniques, as this is the only way to achieve the goal of teaching social skills. These groups are characterised by individual responsibility together with co-responsibility among the members. In them, work is divided into equal tasks, where each member is a leader in their role and is responsible for their share of the work. In other words, for group work to become cooperative work, groups must be structured in a heterogeneous way with varied roles within the group.

In them, the result is as important as the process, which is guided at all times by the teacher, who is responsible for providing feedback on each of the actions and decisions taken by the group.

It should not be forgotten that the school is not only focused on learning the contents established by law, but that it is a subsystem of the social structure that aims to organize the relationships and interactions between pupils. In this way, feelings of belonging, acceptance, support, and collaboration within the group can be developed, as well as the skills and social roles necessary to maintain interdependent relationships (García, Traver and Candela, 2012, p.24). The use of these techniques in the classroom helps social integration.

For the group to prosper and for all objectives to be achieved, each student must have a role assigned by the teacher after a prior study of the student's personality, ability, and characteristics. Likewise, heterogeneous groups must be formed, where not only communication and interaction but also discussion is possible. It is at this point that strategies are put in place to encourage oral communication, the development of tolerance and a critical sense (Johnson, Holubec and Johnson, 1980, p. 33).

In terms of English language acquisition, Gillies, Ashman and Terwel (2008) propose that the teacher should delegate authority to the students, who create their own learning through interactions, in order to increase their language opportunities and level of participation. This does not mean that teachers should not prepare their lessons carefully, but that they should structure work and lessons in such a way that learners have opportunities to use and become aware of language.

Referring to effective foreign language learning, Wong Fillmore (1989) concludes the following:

It is when learners put what they have learned of the new language to use in trying to communicate with others that they discover whether or not it works, and what they have yet to learn. The best practice in the new language is the supported production that learners get from speakers who know the language better than they do and who can assist the learners by helping them go beyond their productive means in the new language (p. 137).

Bearing in mind the above statement, as well as the evidence that language acquisition is both a cognitive and a social process, it is strictly essential that groups of learners are heterogeneous. If this were not the case, it would not qualify as cooperative learning since the learning would not be effective.

In relation to the aforementioned, referring to the Theory of Multiple Intelligences: the pupils' knowledge of their predominant intelligence will help them to exercise their role within these cooperative groups. This will have an impact on decision-making, on the development of responsibility and on them carrying out the expected behaviours so that the work develops as planned, thus achieving the acquisition of the proposed content and the development of the competences and values that characterise this working method.

However, students cannot be locked into one of these roles throughout all their educational stage. As mentioned above, people not only have developed one of their intelligences, but they are linked to each other, feeding back into themselves. To limit pupils into a single role would be a paralysing experience, restricting the possibility of development in other areas.

EDUCATIVE LAWS

For the design, implementation and evaluation of the didactic proposal, the educational legislation in force at national level and in the Community of Castilla y León will be considered, paying special attention to the area of English.

- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. (LOMLOE)
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE)
- DECRETO 38/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad de Castilla y León.

The legislation will be used in the developing of the unit, as the competences (key and specific), the assessment criteria and the contents, as well as the transversal elements and the timetable.

METHODOLOGY

For the development of the proposal, a series of previous investigations were carried out on the starting point, in terms of creative writing, of the students, as well as their interests, concerns and motivation. The proposal aimed to meet the objectives, as well as to achieve significant learning for the students, based on their interests. This research took place in two different ways:

- Direct observation of students.
- Questionnaires
- Evidence

The observation of the students took place before setting the theme of the unit, as the aim was to find elements to be promoted that were not fully covered in the classroom, but which were perfectly compatible with the usual line of work and could be carried out in a specific context and with certain students.

After weeks of observation, it was concluded that the pupils showed great awareness in reading, as the school's plans encouraged this. Every day, a specific space was set aside for reading, to which the pupils responded with wide interest. They read in different formats, in Spanish and English indistinctly, different literary genres and text extensions.

After observing all these differences, but taking into account the great acceptance of reading in the classroom, the relationship between reading and writing and the multiple benefits of both in the acquisition of a language was considered.

In order to find out more about these differences, and to be able to respond to them, a questionnaire was created which took place weeks before the implementation of the unit. This was completely anonymous to ensure that learners were free to answer. (Appendix I).

This questionnaire alternated between open-ended short-answer and open-ended choice questions. However, there were no closed answers as, even in the latter type, the question included a free choice so that students could express their opinion if necessary.

The first question in this survey was the gender of the students who responded, in order to find some relationship and difference between the answers of girls and boys. We also asked about both reading and writing, to find a point of relation between the two and to know if there was a difference in the pupils' predisposition to carry them out. The pupils' reading time was also very important and, as mentioned above, the school had reading plans that encouraged it. This was the case of "L15", the name given to the time in the morning for individual and silent reading. The literary genre and the books that the children liked most, were very important as knowing them would help to create a proposal that would motivate them.

The survey also invited reflection on the importance of reading and writing in their development. After these questions, students were asked about writing and, specially, the difficulties they individually found when writing fiction stories. Knowing this would help to make it easier to propose activities to develop their creativity in writing.

After the collection of individual opinions, it was proposed to carry out an initial contact between the students and writing, to know the real level of the students in terms of creative writing. This consisted in producing an individual story in English in a given time of 30 minutes. To do this, they were proposed some guidelines (a scenario, characters, and objects). They had to decide whether they wanted to implement all of them in their story, just one, some of them... As it was a first contact that was going to be collected as evidence to later analyse the results obtained, an already created story was presented as an example to facilitate the understanding of the task. (Appendix II).

After having implemented the unit in the proposed context (to be developed in more detail later), a new questionnaire was carried out which invited students to reflect on their own learning. As the previous one, this was an anonymous survey aimed at the free expression of the students. The questionnaire, which can be found in Appendix III, asked students about their level of learning and enjoyment. As mentioned above, student motivation is essential for effective learning to take place. One of the three fundamental pillars of motivation is entertainment (Ur, 2012, p. 10).

In addition, the questionnaire required information that aim to evaluate teaching practice in order to analyse the results and be able to make a proposal for improvement. The last items of the query are open-ended, so that students can find a place where they can freely and safely express their thoughts.

The results of this questionnaire will be analysed in the Results section, after which a proposal for improvement will be made.

DATA ANALYSIS

After the inquires mentioned in the previous section were carried out, the results were studied and analysed to find the points that could be improved through the implementation of the didactic proposal, as well as the strengths of the pupils. (Appendix IV)

The first results showed that there were no major differences between the reading tastes of boys and girls. In both cases, there was a variety of formats and literary preferences. Something that is interesting in the results obtained is the reading format preferred by the pupils, with comic books leading the survey with 46.2%, followed by novels (23.1%).

The results also showed a great variety in the literary genres that children like to read, the most significant were mystery (27%), adventure (27%) and action (23%). While students showed a great pleasure in reading, this was not the case with writing. Although they felt it was good for their development, they did not want to write stories. The reasons and difficulties they refer to in the questionnaire were that they did not like to do it (39%), the lack of imagination (35%) and their poor vocabulary (19%).

Based on the results obtained, the didactic unit described below was created. After that, another questionnaire was carried out to compare the results with this first one as to know the level of impact of the intervention proposal, as well as the elements to be improved.

INTERVENTION PROPOSAL

TITLE OF THE DIDACTIC UNIT

The title of the Unit developed is "Our best superpower". The main aim of this unit is to develop students' creativity and imagination, which we know are at their strongest during childhood. This is the reason why I have chosen this title, because during the early ages, a good development of the creativity of our pupils means an improvement in the expression of feelings and thoughts by the children, development of the creative capacity, as well as of their cognitive capacities and their critical thinking.

In addition, I have chosen this title with the word "best" in it, because of the grammatical content related to superlative adjectives that it was planned in the unit. Thus, the title was analysed as a starting point to develop it.

POSITIONING

The intervention takes place in the Year 6, group A. In the context of a two-line State-controlled school in the city centre. This school works with a new methodology, which mixes project work with theoretical lessons and creates its own teaching material. This means that the school develops the materials that both, students and teachers, follow, rather than selecting a publisher to provide them.

The school counts with a Bilingual Programme, so that in addition to English, pupils are taught Natural Sciences and Physical Education in that foreign language. This plan is implemented from the first year of primary school, although a great deal of attention is paid to the teaching of this language from the first year of infant education. For this reason, the level, motivation and predisposition of pupils to learn English is high.

In relation with the resources available at the school, these are very numerous. The Year 6 class has individual Chrome books, a digital screen, a traditional blackboard and a classroom library.

This didactic unit was developed together with the previously established programme of the school. As it was already referred, the school has its own materials, as well as an established programme to be taught. Our best superpower was developed

together with the unit "At the theatre". Both complemented each other to achieve the proposed objectives, as well as the best and greatest development for the pupils.

TEMPORALISATION

The didactic unit started on 11th of April and ended on 18th of May with the completion of the Final Task. English is taught on Tuesdays (45 minutes), Thursdays (1.5 hours) and Fridays (45 minutes).

The temporalisation, as the chronogram, has been developed taking into account elements such as school holidays, project week, public holidays...

The timetable of the didactic unit and its sessions can be found in (Appendix V)

CONTENTS, ASSESSMENT CRITERIA AND COMPETENCES

The contents and evaluation criteria have been obtained from the DECRETO 38/2022, of 29th September. According to the current state law LOMLOE (Royal Decree 217/2022, of 29 March), we find eight key competences that must be developed throughout compulsory education. In addition, each Autonomous Community proposes a series of specific competences for each area in each of the three cycles of Primary Education.

The competences listed in the table refer to key competences and specific competences. The former is set by the state and must be acquired by the end of the Primary Education stage. Through this unit, the following will be worked on:

- Linguistic Communication Competence (LCC)
- Multilingual competence (MC)
- Personal, Social and Learning to Learn Competence (PSLLC)
- Entrepreneurial Competence (EC)
- Civic Competence (CC)

With regard to the specific competences developed in the unit, these are particular to the autonomous curriculum of Castilla y León and, as their name indicates, specific to the area of English and each cycle, in this case the third cycle. In this unit, the specific

competences 1, 2 and 5 are developed, and these are listed in full in the following table, in the section on assessment criteria.

competent language learning.	relying on the group and on analogue and digital media.														
Expression of existence: superlative adjectives.															

Source: Own elaboration

OBJECTIVES OF THE DIDACTIC UNIT

The objectives of my didactic unit are based on individualised observation of students and are complemented by those set out in the school programme. These are as follows:

- To respect the rules of the class.
- To build learning from the guidance given by the teacher.
- To demonstrate responsibility to the group with their daily work.
- To enhance the strengths of each individual or group.
- To cooperate with their classmates to achieve the best results.
- To tolerate external opinions, both from the rest of the classmates and from the teacher.
- To produce a final product that reflects their learning throughout the unit.
- To use English as a means of oral and written expression.
- To establish roles within the group to ensure that the work is successful.
- To apply previous knowledge to develop the different activities proposed.

TRANSVERSAL ELEMENTS

- Reading comprehension.
- Oral and written expression.
- Emotional education and values.
- Promotion of the creativity.

METHODOLOGY

The methodological decisions have been made around these two premises:

- The textbook will be used only as a support.
- The student must occupy the central place in the process of learning-teaching. The teacher will help the students to build their learning.

The different lessons were designed on the basis of the students' prior knowledge and the analysis of previous data from observation and initial questionnaires. In this way, it allows them to advance towards the desired results. Interactive strategies were used

because they are more appropriate a competency-based teaching and learning process. It also grants the construction of knowledge through the exchange of ideas. Active methodologies must be supported by cooperative learning structures. For this reason, the students will be divided into groups for the common resolution of the activities and the final task.

The different methodologies that were considered to plan this didactic unit are:

Cooperative learning

As previously mentioned in the Theoretical Framework, learners are arranged in heterogeneous groups to complete the different steps leading to the acquisition of competences as well as the achievement of the proposed objectives. This idea let the students be the main protagonist of the teaching-learning process, starting from their previous knowledge and with the rest of the classroom, leaving the teacher as a guide and support in this process.

Game Based Learning

This methodology is characterised by the use of play in the school environment as a means of learning content and developing competences. Through play, students learn to combine their own individual interests with those of the group in which they find themselves (Pivec et al., 2003, p.22).

Including play as a means of learning in the classroom is closely related to cooperative learning, and both are often used together to achieve more effective learning for students (Cordova and Lepper, 1996, p.92).

Collaborative learning

According to Johnson and Johnson (1989) collaborative learning enables students to understand the differences between individuals and, by attending to them, to solve social problems that arise within the class group and beyond. This results in more positive heterogeneous relationships. These authors also list 50 other benefits of collaborative learning. These include: the development of a good working atmosphere in the classroom;

the reduction of anxiety when working; the promotion of critical thinking; and the variety of assessment tools it allows. In this way, the aim is to group students together in order to complement each other and to be able to learn together thanks to the pursuit of a common goal.

Portfolio

The portfolio is a learning and assessment tool that collects a set of activities carried out by the students. In this case, these evidences correspond to the different fictional stories created by the pupils in groups. The portfolio is called a storybook, where the children not only create it, but are also its authors.

The portfolio records the work done at the end of the unit and allows students to apply the knowledge acquired in a practical manner. In this way, it permits the teacher not only to evaluate the final result, but also the effort, efficiency, degree of acquisition of competences and progress (Cheung and Yan., 2013, p.92). This way of working is closely related to formative assessment, which will be developed in later sections.

FINAL TASK

The final task is the final product of the unit. It brings together all the learning from the it, and serves as evidence of the students' work, both individually and collectively. Therefore, I propose to make a book of stories. One for each group of students. Inside it, all the fictional texts that the students have created over the lessons will be collected.

This activity will take place in the penultimate lesson of the unit, just before the peer and teacher evaluation. It will consist of putting together with wool, through some holes, all the stories created. In addition, they will have to add a title and illustrations describing their work as a cover.

Some examples of the students' final task can be found in Appendix VI.

ACTIVITIES

The proposed activities are focused on the development of basic and specific competences, as well as the objectives and contents. To achieve this, 16 lessons have been

designed to make up this unit. In each one of them, materials from the school have been taken and others have been created and designed, and elements proposed in the school's initial programme have been mixed with some of the school's own in order to achieve the best development of the pupils.

All sessions are important to reach the planned objectives, and each one is a step towards the final task and achievement. All these activities can be found in Appendix VII. In this text section, those activities focused on collaborative creative writing will be developed more specifically.

Lesson 1 (45')

This session consisted of an introduction to the seminar "At the theatre" marked by the textbook and my own unit, "Our best superpower".

Since the title of the textbook was so obviously focused on a part of literature such as theatre, the decision was taken to bring to the pupils one of the most recognised works of this literary genre: Romeo and Juliet. This text was adapted to the vocabulary, age and level of comprehension of the students to whom it was addressed.

Before presenting the text to the class, the following questions were asked:

- What is theatre?
- What is the difference between reading a play and performing it?
- Do you know any plays?

These questions were discussed in the classroom for a few minutes before moving on to the text mentioned above. Then, several volunteers are asked to interpret the text. As they already know the rules for interpreting, the students do so, as a large group, as the text is projected on the whiteboard, with the teacher guiding the process (Appendix VIII).

After the reading, it is time for another round of questions in the large group:

- What was happening in the text?
- Did anyone know this play?
- Would you like to know more about the play?

This is followed by the introduction of content vocabulary from the textbook which is closely related to the rest of the lesson. We find terms such as *director, composer, actress or writer*.

As individual work, students answer a series of questions in their textbook which will help them to reflect on the unit, not only as an introduction, but also for the subsequent sessions.

Lesson 4 (45')

The lesson begins by checking the Reading section of the textbook. In it, four fundamental authors in children's literature are presented, namely Lewis Carrol, J.K Rowling, Roald Dahl and Eric Carle.

In these texts, these renowned authors are presented, their lives and some curiosities about them. Taking this activity from the textbook as a starting point, a much more enriching and attractive proposal was developed for the pupils.

At the beginning of the class, it was announced to the students that there were four presents for each of them. They could only acquire them if they paid close attention. The presents were four excerpts from texts by the above mentioned authors: Alice's Adventures in Wonderland; Harry Potter and the Philosopher's Stone; Charlie and the Chocolate Factory; and The Very Hungry Caterpillar. (Appendix IX)

The texts proposed for reading were short fragments that could be understood with little contextualisation, with simple vocabulary and structures familiar to the pupils. The reading of these texts alternated with the presentation of the texts in the book.

Afterwards, the following aspects were discussed in a large group:

- Do you know any of these books? Have you read them?
- Which one did you like the most? Why?
- What happens in each of these fragments?

After these oral reflections, the students moved on to individual work, responding in their textbooks to reading comprehension questions related to these authors who had proved to be so close to them.

Lesson 8 (1h 30')

In this session, we started with the first fiction story to be collected in the final task: the story book.

This activity consisted of using fragments of Roald Dahl's works in verse (Revolting Rhymes) to construct their own fictional story. These fragments were made up of one verse and, between them, they made no sense. In addition to giving each group all these text fragments, they were also given a sheet of paper with rhymes and rhyming words they could use. This was done as, based on the initial questionnaire, a large percentage of the pupils felt that they had problems with a lack of vocabulary. (Appendix X)

In groups, the pupils had to write their story. The strategy was as follows: they had to order the fragments they wanted to use, as it was not necessary to use all of them, and among these fragments, include an invented text that, in addition to rhyming, would give meaning to the story.

Once the text had been written, it had to be transferred to an A4-size cardboard folded in half and decorated with illustrations and a title.

Lesson 10 (45')

The first half of this session was devoted to the finalisation of the story written in verse from lesson 8. Afterwards, students were asked to record themselves individually with their Chrome Books reciting the story they had written in groups. These videos were to be submitted as they formed part of the Oral Expression, element of the unit's assessment.

Lesson 11 (1h 30')

In this session, the second story that would form part of the story book was carried out. It was called Worth Telling, because in groups they had to write something that had happened to them or their acquaintances and change the ending, giving it an unexpected and fantastic element. This activity was carried out as creative writing in response to the initial questionnaire, where the students indicated that they had no imagination for writing stories.

Looking at the results of the first story in the book (lesson 8), the students were given a template to structure their thinking before transferring it definitively to their A4 cardboard. This template, in draft form, had questions for students to answer before starting the task (Appendix XI).

The students were asked to do this on a cardboard to which they would later add illustrations and a title.

Lesson 12 (45')

In this session, the third story that would make up the students' story book was carried out. It consisted of a series of blank bubble speech, in which they had to fill in the text they wanted, always corresponding to the expressions of the characters, the place where they were located, the corporal expression shown... While in all the vignettes action could be found, the last bullet was empty, as it was up to them to draw it, thus giving an ending to the story. (Appendix XII).

This was placed in this session, due to the time available and the complexity and time needed by the students to carry it out. In addition, it was carried out because the initial questionnaire determined that comics were the pupils' favourite format for reading, and therefore the one with which they were most familiar.

Lesson 13 (1h 30')

In this lesson, the students had to create the fourth and last story of the book in groups. In this case, the materials developed came from the students' textbook, although the design of the activity was changed to respond to the same line of work as the rest of the unit.

This task consisted of creating a prose story in groups. To do so, they had to choose a hero/ heroine, a villain, an object and a specific setting where the action would take place, from those proposed in the textbook in four different text boxes.

To better guide the activity and knowing that the students needed to make a draft before starting to write the story, the space provided in the textbook was used to do a draft. The questions When, Who, Why and Where were included, which they had to answer in this draft before starting to write the story on the final card.

This activity was designed so as to establish a difference between the results obtained in the activity prior to the implementation of the proposal, where they also had to choose a character, scenario and object, with respect to those obtained in this last story.

The students were asked to do this on a cardboard to which they would later add illustrations and a title. Appendix XIII

Lesson 14 (45')

This lesson was dedicated to working on listening comprehension. To do this, the pupils read their last story. One storyteller per group was chosen and had to read it in front of everyone. While reading it, the rest of the classmates had to answer questions from their textbook, such as Who is the hero/villain; Where does it happen; What is the plot of the story; ...

In addition, there was an audition of the book which, like those before it, talked about the favourite stories of four speakers. This activity is closely related to lesson 6: My favourite story. In this way, they were able to see how other people expressed their feelings, emotions, and gave reasons why this was their favourite book and not another one. After listening to the recording, comprehension questions in their textbook were answered and revised together aloud.

Lesson 15 (45')

In this lesson, the creation of the story book came to an end with the final task. It consisted of punching holes in the four-story cardboards and joining them together with

wool to make a book. In addition, they had to include a cover for their book and the signatures of the authors.

Lesson 16 (45')

Two evaluations were carried out in this lesson. One was on the work of their group mates, in which they had to set a score from 1 to 10 on how they had worked. In this way, they reflected on their own learning and that of their peers. Before they started, they were given some guidelines for evaluation: They were not only to negatively evaluate those classmates who had worked less than expected, but also those who did not allow participation and who wanted to do everything by themselves. The other evaluation was of the teaching practice. (Appendix XIV). This evaluation was also anonymous, allowing everyone to express their opinion freely. They were also invited to reflect on their level of learning, interest, and enjoyment. This questionnaire will be discussed in more detail and the results will be analysed in later sections.

EVALUATION

Assessment will be formative as students will be assessed throughout the unit and their learning process. Students have the opportunity to express their knowledge orally, receiving feedback from the teaching staff.

As for the instruments, an individualised observation will be carried, which will not only focus on the acquisition of the contents. According to the LOMLOE, the acquisition of specific competences and key competences must be evaluated. It will be also focus on the attitude of each of the students with the group-class, with the material and in their relationship with the subject.

The specific assessment tools will be:

- Analysis of productions. The main material to be observed will be the storybook, where the work carried out by the students will be collected. The whole teaching and learning process will be reflected in it, serving as a guide for the students.

- Oral exchanges. A relevant importance will be given to oral expression not only when correcting exercises, but also in any moment in which there is a greater communication about concrete or non-specific topics of the subject.

- Research and production of fictional and non-fictional text. Students will have to search for information, both through their digital devices and in the books, they will find in the school and classroom library. Not only will the final result be assessed, but also the confidence with which they surf the web and the discrimination of relevant and irrelevant information.

In addition, a peer evaluation and a teacher evaluation were included. They will be carried out individually and anonymous. This way of assessment is very important for students, as it allows them to reflect on their own learning, to develop critical thinking and to improve teaching practice in the future. It will be explained in more detail in later sections.

On the other hand, it is not only the students who will be evaluated. The evaluation will also take place for the teaching practice. Three evaluation tables have been designed to be carried out before, during and after the implementation of this. As mentioned above, it is a formative evaluation. These tables can be found in Appendix XV.

ASSESSMENT CRITERIA

Considering the previous section, a rubric will be developed that will take into account different aspects of the student's learning process. This will be carried out individually, and each part will have a percentage in the final mark:

- Final production: 25%.
- Daily work and attitudes: 30%. Participation in the activities, initiative, the relationship with the class-group and responsibility will be valued.
- Peer assessment. 20%
- Oral expression: 15%.
- Oral and written presentation: 10%.

As regards the type of qualification, although it must be numerical in the end, in each rubric there will be a section of observations in which each of the numerical qualifications awarded to the students will be argued. (Appendix XVI)

RESULTS

At the end of the classroom intervention, a questionnaire was again stated to encourage students to think about their learning (Appendix XVII).

The results and opinions were very satisfactory, with almost 90% of students rating their level of learning as high to very high; 81% of students stated that they had a very high level of learning; and 81% of students said they found it enjoyable, and the vast majority (93%) said they understood what was asked in the tasks.

As for the open questions, where they were free to express their thoughts, it is on these that the proposal for improvement should be based. The students evaluated the role as a teacher favourably, setting the average score at 9 out of 10. The next question was directed towards something they would change in practice, which 30% of the class answered was that they would have liked to write the stories individually. These answers were the most analysed when designing the improvement proposal.

IMPROVEMENT PROPOSAL

Having in mind the results obtained in the intervention in the mentioned context, I conclude that they are very satisfactory, as the students responded well to the proposed tasks, and created original stories where their creativity and achieved objectives are evident. However, there is always a possibility for improvement, especially in the field of cooperative work and student motivation. To this end, a proposal for improvement has been designed for the future, which, if the opportunity arose, it would implement at the beginning of the next school year in the same group and context, with the aim of laying clearly the foundations for cooperative work, from the beginning of the course year.

The main focus of this intervention proposal is the establishment of roles bases in students through strategies and interventions. As mentioned above in the Theoretical

Framework, Gardner and his Theory of Multiple Intelligences (1983) talk about taking advantage of the strengths of students to carry out different tasks in the classroom related to their most developed intelligences. It is for this reason that the teacher should take advantage of these individual characteristics to encourage cooperative work through heterogeneous groups where no one intelligence dominates, but all of them have a space.

It is important to implement this proposal at the beginning of the school year, as investing time in laying the foundations from the beginning would mean a better working dynamic for the rest of the school year, as well as avoiding certain problems related to coexistence. My proposal would take place during the first two weeks of class, dedicating at least three moments per week. These activities and their development and design are described in tables.

Table 2*Design of the first activity for the improvement proposal*

Activity 1: Dinner with the family	
Development	This activity will consist of a round table where all the students will discuss topics related to social and civic values. They will have to speak up and respectfully, listening to all points of view and drawing common conclusions. At the end, students will take notes of their learning, thoughts, and feelings.
Purpose	The aim is to learn to listen. For this reason, this is the first activity. It is considered that there is no communication without listening, so it is the first thing to work on before starting interpersonal relationships with students. It also reinforces respect and critical thinking, as well as oral communication. This activity will be carried out with the whole group.

Source: Own elaboration**Table 3***Design of the second activity for the improvement proposal*

Activity 2: The Nursing Service	
Development	This activity will be carried out in small groups. Before starting this role-playing game, situations of interest close to the students will be shared. They will have to act according to the role they have been assigned. In groups they will have to solve it. Then, take note of their learning, thoughts and feelings and change roles and situations. The groups will be of

	four people, where we will find the role of the "nurse", the person who has to help solve the problem; another person will have the role of opposing everything that the nurse suggests, looking for the weak points of their solutions; another person will be the "patient", who must choose the solution they want to take; and, finally, the person who sees everything from the outside and notes the initial problem, the complications and the final decision that has been taken.
Purpose	Students must find and reflect on which role they feel most comfortable and perform best. It also promotes interpersonal relationships, problem solving, oral and written communication and the acquisition of social values.

Source: Own elaboration

Table 4

Design of the third activity for the improvement proposal

Activity 3: How I like to learn?	
Development	This activity will consist of an individual questionnaire about the roles they have acquired during the previous sessions, as well as where they feel more comfortable and why. In addition, they will have to answer some questions, where, given a situation, they will have to indicate how they would respond to it.
Purpose	The teacher, through this questionnaire, will analyse, together with the written conclusions of the previous sessions, what role the students should take in the cooperative work, as well as the development of their intelligences. This is a space where students will be able to develop how they feel and where they will be free to express what place they want to occupy in the group.

Source: Own elaboration

Table 5*Design of the fourth activity for the improvement proposal*

Activity 4: Who, Where, When and Why	
Development	This activity will consist of a theoretical class where the different roles in the classroom and in the small groups will be explained, as well as the importance of all of them. In addition, posters will be put up around the classroom reminding them of the functions of each role.
Purpose	Know what each role consists of, as well as the obligations within it so that, when they acquire it, they know what it consists of. It serves as an introduction to that week's activities, which are more focused on the roles in the group.

Source: Own elaboration**Table 6***Design of the fifth activity for the improvement proposal*

Activity 5: Variety is the spice of life	
Development	This activity will be the first contact with the work roles that will be established later on. Taking into account the previous questionnaires, as well as the notes taken by the students, they will be divided into groups where one of the students will have the role of leader, another one of reporter, another one of scribe and another one of information finder.

	After this, the students will be given two topics to discuss with another group, on which they have to search for information and create a solid opinion. Then, the two debates will take place. One will be moderated and one will be unmoderated. This will be followed by individual, small group and large group reflection.
Purpose	Test if these initial groups, as well as the roles given, work in a context (the debates), where the roles are very differentiated. In addition, becoming aware of whether the rules of coexistence, such as respect for the opinions of others, are present and reflect on this. The fact that in one of the debates there is no moderator will serve as a reflection on relations in society and in everyday life, as colloquial conversations are usually a debate without a moderator, which does not mean that there are no rules.

Source: Own elaboration

Table 7

Design of the sixth activity for the improvement proposal

Activity 6: I'm very important	
Development	In this activity, cooperative work roles will be established, taking into account how these roles work with the students. In addition, roles will be distributed within the classroom to ensure that the class functions properly. The classroom roles will be related to task to be done: Mediators, cleanliness, library searching, teacher's assistant and delegating.
Purpose	Establish roles within the groups and the class. Remind pupils that everyone is equally important in carrying out a task, that their skills and commitment are needed. This is not only about the working group, but also about the class and society.

Source: Own elaboration

These activities will follow certain guidelines, as the teacher is the one who must establish the bases for the activity to enrich the students as individuals and strengthen the group. Polo- Acosta, (2018) proposes the following rules:

- The situation will not be invented but will be taken from a real-life situation with problems of interest to the students.
- There are no established dialogues, but it is the students and their spontaneity that will form it.
- The process and the students will be evaluated in order to find the role in which each student feels comfortable, but no elements will be included that could paralyse each child within his or her own character, attitudes or behaviour.
- Prior to the role play, the students will know what criteria will be observed in their role play.

Based on these initial activities that constitute the proposal for improvement, the roles of work and classroom functioning will be established. However, these will change at the beginning of each term, giving students the opportunity to develop in other areas and not be locked into any role which, far from favouring their personal growth, slows it down. In the same way, the members of each group will also change, favouring interpersonal relationships between all the pupils, as well as the creation of new heterogeneous groups.

In order for these groups to function and flourish, they will be subject to constant evaluation by the teacher in charge of the classroom, and at the end of each term with a questionnaire that they will complete individually, in order to respond to their feelings and opinions.

CONCLUSIONS

Having compiled the bibliography and assimilated all the information contained in the theoretical framework, which has contributed significantly to the design of the didactic proposal, it is worth reflecting on the importance of creative writing in the classroom.

Creative writing is not only an enriching practice for students due to the promotion of their motivation, but it also favours the development of social relations within the classroom. To further increase the effectiveness of this discipline, it must be combined with active methodologies, such as cooperative learning. In this way, very important elements are put into practice which go far beyond the physical barriers of the school, such as respect, critical thinking, self-confidence, and interpersonal bonds.

Moreover, its implementation in the classroom contributes to the acquisition of the specific and key competences currently set out in current legislation. As we have seen in previous sections, this practice successfully intertwines several competences, providing students with the necessary knowledge to be able to function in society. This is the very purpose of education. Among all the competences, we can highlight the development of the Linguistic Communication Competence. This helps to understand, interpret, and evaluate written and oral messages. Therefore, we can conclude that the acquisition of this key competence is decisive for the acquisition of all the others.

Knowing the importance of creative writing in the classroom, as well as its multiple benefits, a series of resources and materials were developed for the design of a unit that aimed to achieve the maximum degree of student development. These materials were created for a specific classroom and students, based on a previous investigation of their concerns, in order to find a solution to them, based on the motivation of the students.

To conclude, I would like to reflect on the objectives set at the beginning of this document and their achievement. The didactic proposal was successfully developed in a real context, with its own characteristics, which led to very favourable results, both in terms of the practice and the students' response to it. In this respect, the most significant learning has been the personal one, because through the development of the liberation and imagination of each student, a door of analysis has been opened, which translates into great opportunities to continue to grow as a teacher.

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APPENDICES







Appendix I

<https://forms.gle/BL9Noys2uRXKVauG9>

Appendix II

Figure 1

Presentation of the task to measure the initial level of the pupils

<p>AUTHORS FOR A DAY</p>	<p>Objective To write a story that includes at least:</p> <ul style="list-style-type: none"> • A verb in present simple. • A verb in the present continuous. • An irregular and a regular verb in past simple. • An adverb of frequency. 	<p>HOW?</p>	<p>SCENARIO</p>		<p>CHARACTERS</p>
1	2	3	4	5	6
	<p>OBJECTS</p>		<p>A MIDSUMMER NIGHT'S NIGHTMARE</p>	<p>Once upon a time there was a magic warm summer night. Manuel and Maria were two young lovers who always dreamt of getting married one day.</p>	<p>They were walking along when Maria said: - Be careful, Manuel! You're too close to the water. The mosquitoes are biting you!</p> 
7	8	9	10	11	12
<p>As Manuel began to realise what was happening, a magic mosquito bit him on the arm! He bled and collapsed on the ground.</p>	<p>Maria looked at him in fright, and realised that he turned into an 80-year-old man! The mosquito stole his youth!</p> 	<p>Maria cried out for help. Suddenly, a magic fairy appeared, and with her magic wand she touched Manuel's mosquito bite. Meanwhile, Mary said: - Manuel, you are recovering!</p> 	<p>From that day on, Manuel never trusted mosquitoes again.</p>	+	
13	14	15	16		



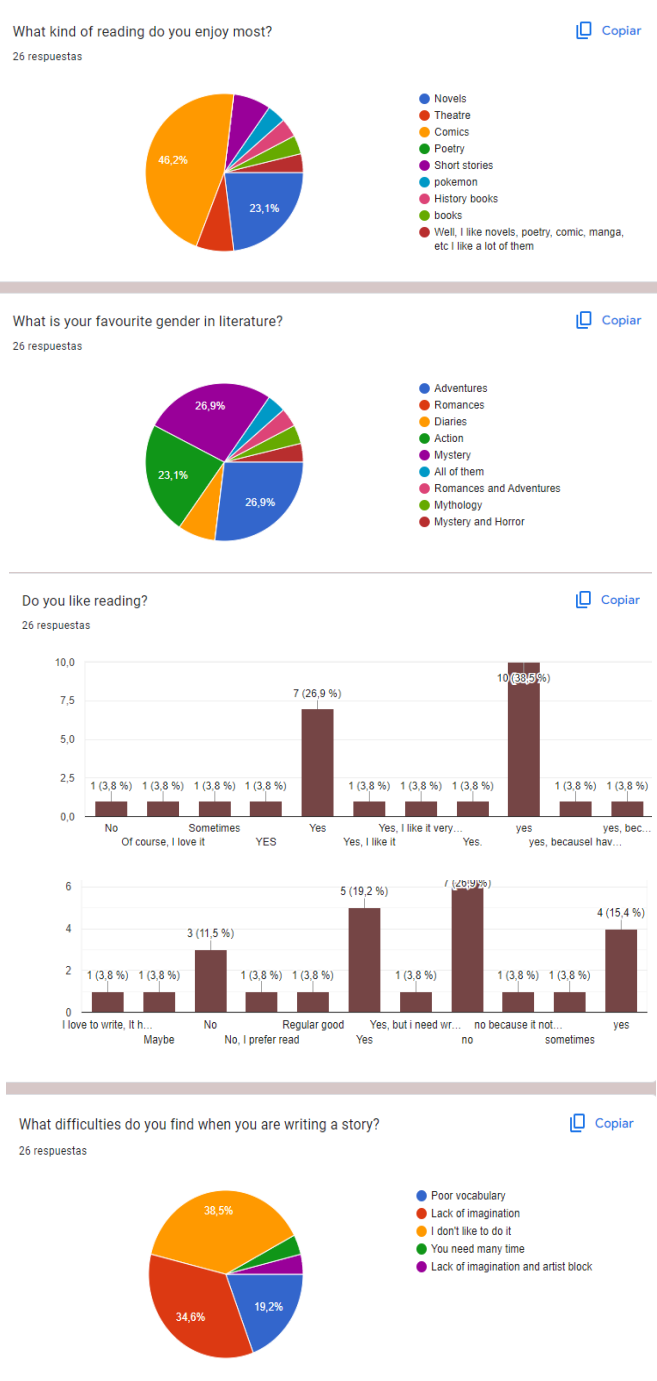
Appendix III

<https://forms.gle/De87jasYSygApP2cA>

Appendix IV

Figure 2

Results of the initial questionnaire



Appendix V

Table 8

Chronogram of the didactic proposal

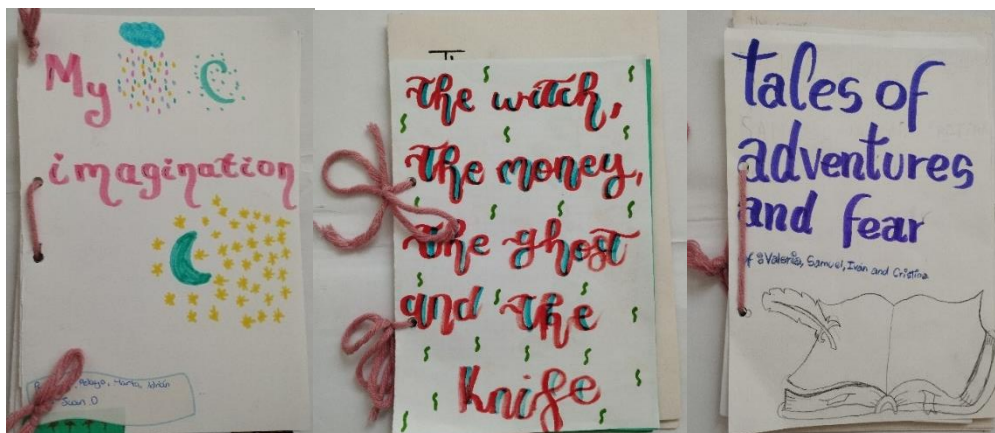
Monday	Tuesday	Wednesday	Thursday	Friday
April 10	April 11 Lesson 1	April 12	April 13 Lesson 2	April 14 Lesson 3
April 17	April 18 Lesson 4	April 19	April 20 Lesson 5	April 21 Lesson 6
April 24	April 25 Lesson 7	April 26	April 27 Lesson 8	April 28 Lesson 9
May 1	May 2 Lesson 10	May 3	May 4 Lesson 11	May 5
May 8	May 9 Lesson 12	May 10	May 11 Lesson 13	May 12 Lesson 14
May 15	May 16 Lesson 15	May 17	May 18 Lesson 16	May 19

Source: Own elaboration

Appendix VI

Figure 3

Examples of students' final tasks



Appendix VII

Table 9

Unit template

About the unit/ Where this unit fits		
Prior Learning	Language used in the unit	Important Resources
<p>The unit begins with a pre-activity that analyses the students' ability to create original stories individually and what their difficulties are, with the aim of working directly on them in order to remedy them.</p> <p>In addition, a questionnaire was previously carried out to measure the students' predisposition to writing, their reading habits (closely related to writing), their favourite reading format and their reading references.</p> <p>On the basis of these two tests, an individualised didactic unit was designed and developed for these pupils.</p>		
<ul style="list-style-type: none"> - Learning to work as a team, becoming a collaborative person who knows to work cooperatively. - Develop certain values and attitudes, such as respect for classmates and an active participation. - Knowing all the steps to create a story. 	<p>This unit includes paralinguistic, verbal and non-verbal language, such as illustrations that helps in the correct development of the communications during the lessons. The teacher uses public speech to create the context of the unit. The students use inner speech since they have an internalized self-directed dialogue.</p>	<p>The most important resources that we have used to develop this didactic unit are:</p> <ul style="list-style-type: none"> - Digital resources: <ul style="list-style-type: none"> • Canva application • Word • Google Forms

<p>- Assimilate and understand concepts related to the writing of different texts.</p> <p>- Understand what a story is and its different parts (Introduction, plot and end)</p>		<ul style="list-style-type: none"> • Gmail • Individual Chrome Books • Whiteboard <p>- Seminar textbooks</p> <p>-Cardboard, pens, coloured markers, paints, etc.</p>
---	--	---

Expectations

<p>At the end of this unit all the children must</p>	<ul style="list-style-type: none"> - Work as a team cooperatively. - Use the vocabulary related to the unit. - Be able to respect the rules and materials that they are using and are going to use during the whole unit. - Develop the communicative competence. - Use gestures to explain themselves. - Work as a team respecting the opinions of others.
<p>At the end of this unit most of the children should</p>	<ul style="list-style-type: none"> - Attend and understand the teacher's instructions. - Be able to explain their stories and why they wrote them. - Know how to express themselves correctly through mime and gestures. - Be able to create original stories, using a correct language and decorate them with illustrations.

At the end of this unit some of the children could	<ul style="list-style-type: none">- Recite poems alone with proper intonation.- Explain the work using arguments.- Be able to use non-verbal language, using gestures, logical language when give oral explanation.- Discuss and decide criteria for create original stories.- Learn everything related with the unit.- Share conclusions.- Use non-verbal language by themselves.
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Source: Own elaboration

Table 10*Summary of each lesson of the unit*

Lessons Overview				
Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> - To introduce the vocabulary of the unit. - Reflect on literature and its importance. - Include a simple text that they can interpret. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Apply selected words in a coherent context. - Discriminate between reading and interpreting. - Express themselves orally in English. - Active participation in class activities 	<p>Reading with interpretation (Romeo and Juliet) and review of subject-specific vocabulary.</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Assessment rubrics - Learning outcomes
2	<ul style="list-style-type: none"> - To explain the situations in which we need to know the superlative adjectives and their use. - To introduce the grammar of the unit. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Reflect on the quantity and quality of the reading they consume. - Use grammar consistently and in relation to their needs and context. -Active participation in class activities 	<p>Grammar: Superlative Adjectives</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Learning outcomes - Assessment rubrics

<p>3</p> <ul style="list-style-type: none"> - To get to know authors who write in different formats. - To introduce age-appropriate literary texts. - To encourage reading and writing. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Respect all reading formats as literature. - Active participation in class activities - Respect the opinions of others. - Establish connections between known authors and their most characteristic works. - Interpret texts by adjusting tone, volume, gestures... to the needs of the text. 	<p>Vocabulary game: Bingo!</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Assessment rubrics <p>Learning outcomes</p>
<p>4</p> <ul style="list-style-type: none"> - Use oral English language as a way of communicating. - To know authors who write in different formats. - To introduce age-appropriate literary texts. - To encourage reading and writing. 	<ul style="list-style-type: none"> - Respect all reading formats as literature. - Active participation in class activities - Respect the opinions of others. - Establish connections between known authors and their most characteristic works. 	<p>Reading: Important authors</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it.

		- Interpret texts by adjusting tone, volume, gestures... to the needs of the text.		- Learning outcomes
5	<ul style="list-style-type: none"> - Contextualised use of the grammar of the unit (superlative adjectives together with literature-related vocabulary). - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Work in a team with work values. - Active participation in class activities - Respect the opinions of others - Recognise what superlative adjectives are and when they should be used. 	Grammar game: Puzzle	<ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it. - Learning outcomes - Assessment rubrics
6	<ul style="list-style-type: none"> - Use the mind map as a way of ordering information. - Work individually. - Reflect on their own preferences. 	<ul style="list-style-type: none"> - Active participation in class activities - Respect the opinions of others - Reflect on their favourite readings. 	Topic: My favourite tale	<ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Assessment rubrics

	<ul style="list-style-type: none"> - Use the time set to complete their work. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Explain the reasons for their decisions. - Synthesise and order the information to be transmitted. 		Learning outcomes
7	<ul style="list-style-type: none"> - Use of English as a medium of expression - Evaluate the capacity for synthesis and effort expended. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Active participation in class activities - Respecting the opinions of others - Use English as a means of expressing ideas, opinions and feelings. - The use of paralanguage and non-verbal language as a means of expression. 	Presentation of the topic: My favourite tale	<ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Learning outcomes - Assessment rubrics
8	<ul style="list-style-type: none"> - Encourage self-confidence. - Work as a group on a common task. - Adjust the time given to the development of their work. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. 	Creative writing 1: Arrangement of texts in different order.	<ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of

	<ul style="list-style-type: none"> - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Develop their creative writing. - Use their imagination to create new stories. 		<p>the task, respect the ideas and opinions of others and help their classmates when they need it.</p> <ul style="list-style-type: none"> - Learning outcomes - Assessment rubrics
9	<ul style="list-style-type: none"> - Use of English as a medium of expression - Evaluate the capacity for synthesis and effort expended. 	<ul style="list-style-type: none"> - Active participation in class activities - Respecting the opinions of others - Use English as a means of expressing ideas, opinions and feelings. - The use of paralanguage and non-verbal language as a means of expression. 	<p>Presentation of the topic: My favourite tale</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Learning outcomes - Assessment rubrics
10	<ul style="list-style-type: none"> - Encourage self-confidence. - Adjust the time given to the development of their work. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. 	<p>Oral expression: Record a video</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make

<ul style="list-style-type: none"> - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Develop their creative writing. - Use their imagination to create new stories. - Express their story in oral language. - Record a video, adding the necessary paralinguistic and intonation of poetry. 		<p>useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it.</p> <ul style="list-style-type: none"> - Learning outcomes - Assessment rubrics
<p>11</p> <ul style="list-style-type: none"> - Encourage self-confidence. - Work as a group on a common task. - Adjust the time given to the development of their work. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. - Develop their creative writing. - Use their imagination to create new stories. 	<p>Creative writing 2. Worth telling</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it. - Learning outcomes - Assessment rubrics

12	<ul style="list-style-type: none"> - Encourage self-confidence. - Work as a group on a common task. - Adjust the time given to the development of their work. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. - Develop their creative writing. - Use their imagination to create new stories. 	<p>Creative Writing 3: Filling in comic vignettes</p> <ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it. -Learning outcomes - Assessment rubrics
13	<ul style="list-style-type: none"> - Encourage self-confidence. - Work as a group on a common task. - Adjust the time given to the development of their work. - Using oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. - Develop their creative writing. - Use their imagination to create new stories. 	<p>Creative writing four: Making a story using different elements</p> <ul style="list-style-type: none"> Observation and record keeping. - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it.

			<p>Learning outcomes</p> <ul style="list-style-type: none"> - Assessment rubrics 	
14	<ul style="list-style-type: none"> - Use of English as a medium of expression - Evaluate the capacity for synthesis and effort expended - Testing the active listening of pupils - Test if the tips given in the presentation have helped to improve their speaking skills 	<ul style="list-style-type: none"> - Actively participates in class activities - Respecting the opinions of others - Use English as a means of expressing ideas, opinions and feelings. <ul style="list-style-type: none"> - The use of paralanguage and non-verbal language as a means of expression. - Active listening as a means of learning. 	<p>Reading, answering & listening</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students. - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it. <p>Learning outcomes</p> <ul style="list-style-type: none"> - Assessment rubrics
15	<ul style="list-style-type: none"> - Encourage self-confidence. - Work as a group on a common task. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. 	<p>Final task: Creating your storybook</p>	<p>Observation and record keeping.</p> <ul style="list-style-type: none"> - Notes from direct observation - Notes from questions, answers, and feedback from students.

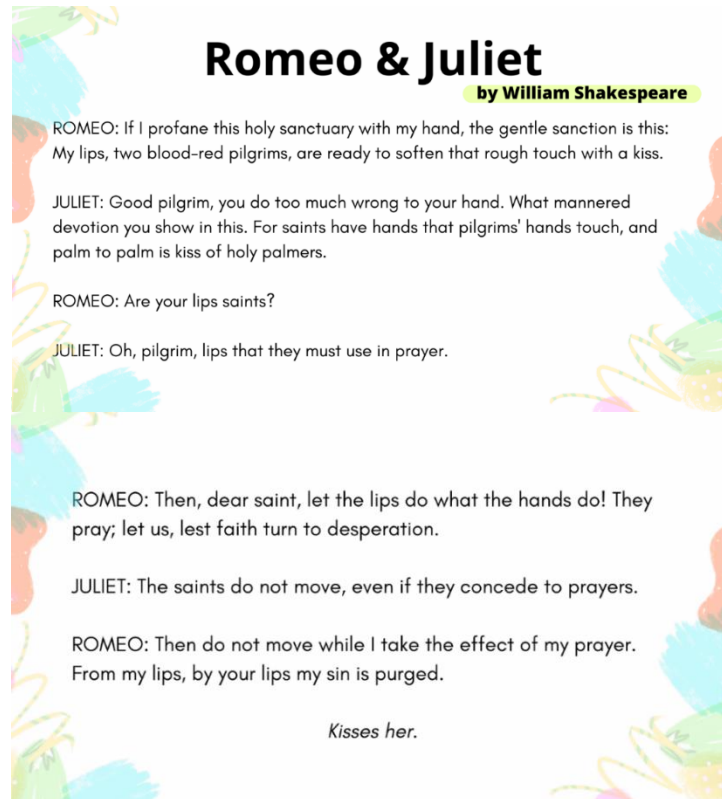
<ul style="list-style-type: none"> - Adjust the time given to the development of their work. - Use oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Respect the opinions of others. - Develop their creative - Use their imagination to create a title and illustrations that show the originality and personality of their creations. 		<ul style="list-style-type: none"> - Notes from the group work: play their role in the group correctly, participate actively, show initiative and make useful proposals for the achievement of the task, respect the ideas and opinions of others and help their classmates when they need it. Learning outcomes - Assessment rubrics
<p>16</p> <ul style="list-style-type: none"> - Encourage self-confidence. - Adjust the time given to the development of their work. - Evaluating students fairly by listening to their opinions - Using oral English language as a way of communicating. 	<ul style="list-style-type: none"> - Work as part of a team with work values. - Participate actively in class activities. - Respect the opinions of others. - To become aware of the work done. - Fairly evaluate other group members for the work done. - Being aware of their own learning 	<p>Teaching assessment and peer assessment</p>	<ul style="list-style-type: none"> - Peer review - Learning outcomes

Source: Own elaboration

Appendix VIII

Figure 4

Interpretation text adapted to students



Romeo & Juliet

by William Shakespeare

ROMEO: If I profane this holy sanctuary with my hand, the gentle sanction is this:
My lips, two blood-red pilgrims, are ready to soften that rough touch with a kiss.

JULIET: Good pilgrim, you do too much wrong to your hand. What mannered
devotion you show in this. For saints have hands that pilgrims' hands touch, and
palm to palm is kiss of holy palmers.

ROMEO: Are your lips saints?

JULIET: Oh, pilgrim, lips that they must use in prayer.

ROMEO: Then, dear saint, let the lips do what the hands do! They
pray; let us, lest faith turn to desperation.

JULIET: The saints do not move, even if they concede to prayers.

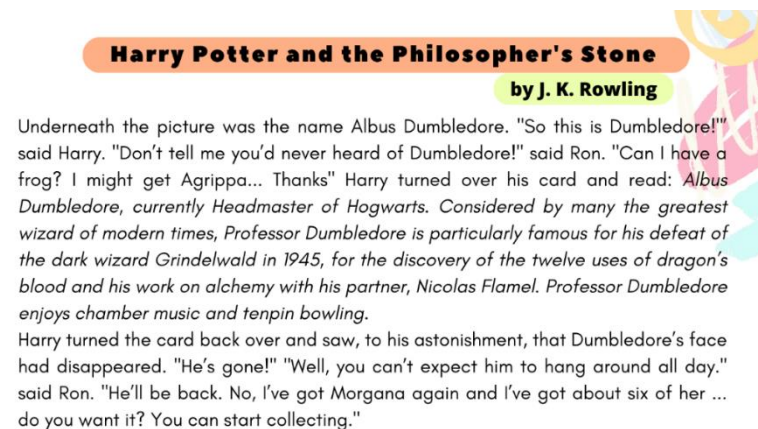
ROMEO: Then do not move while I take the effect of my prayer.
From my lips, by your lips my sin is purged.

Kisses her.

Appendix IX

Figure 5

Example of text fragments by well-known authors



Harry Potter and the Philosopher's Stone

by J. K. Rowling

Underneath the picture was the name Albus Dumbledore. "So this is Dumbledore!" said Harry. "Don't tell me you'd never heard of Dumbledore!" said Ron. "Can I have a frog? I might get Agrippa... Thanks" Harry turned over his card and read: *Albus Dumbledore, currently Headmaster of Hogwarts. Considered by many the greatest wizard of modern times, Professor Dumbledore is particularly famous for his defeat of the dark wizard Grindelwald in 1945, for the discovery of the twelve uses of dragon's blood and his work on alchemy with his partner, Nicolas Flamel. Professor Dumbledore enjoys chamber music and tenpin bowling.*

Harry turned the card back over and saw, to his astonishment, that Dumbledore's face had disappeared. "He's gone!" "Well, you can't expect him to hang around all day." said Ron. "He'll be back. No, I've got Morgana again and I've got about six of her ... do you want it? You can start collecting."

Appendix X

Figure 6

Roald Dahl's verses

I guess you think you know this story.
You don't. The real one's much more gory.

And made to sound all soft and sappy
Just to keep the children happy

The knife was poised, the arm was strong,
She cried again, 'I've done nowrong!'

The Magic Fairy heard her shout.
Appearing in a blaze of light,
She said, 'My dear, are you all right?'

Next day, the Prince went charging down
To knock on all the doors in town

'Oh Mirror Mirror on the wall,
'Who is the fairest of them all?'

Pigs are noble. Pigs are clever,
Pigs are courteous. However,

Figure 7

List of rhyming words to help students with their work.

List of verbs

To draw	To know
To drink	To go
To drive	To make
To eat	To take

List of adverbs

Badly	For a while	Happily
Eventually	Ever since	Likely
Generally		Naturally
Perfectly	From now on	Obviously
Wrongly	Up to now	

List of adjectives

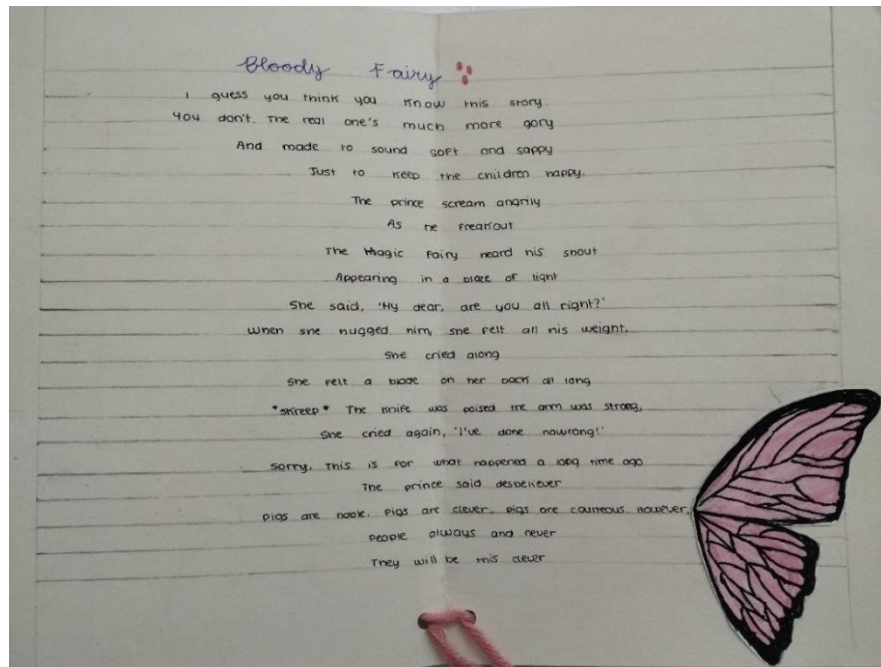
Cold	Poor	Wide
Cool	Good	Wise
Far	Tired	
Fat	Tight	
Flat		
Sad		

List of rhyming words

Should/ good	Hurly, burly	
Beer/ hear		
Hair/ Bear	Super/ duper	Night/Right/
		Light/ Ride/
Date/ Eight	Bees/ Knees	Fight/ Write
Put/ Foot	Bone/ Clore/Done	
	Lovey/ Dovey	
Weight/ plate		

Figure 8

One group's outcome of the first creative writing activity



Appendix XI

Figure 9

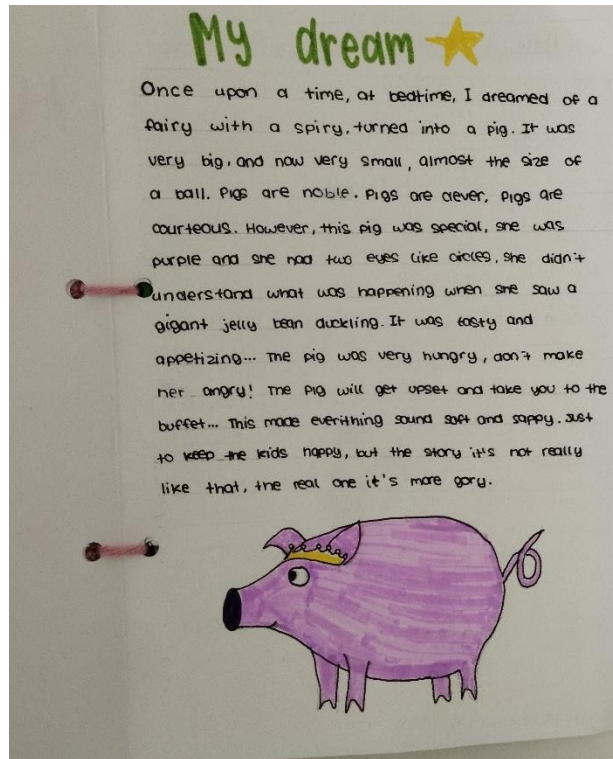
Draft sheet

Worth telling

Characters who appear in the story	What happens in the story?
Alternative ending (you have to invent it)	Where it happens?

Figure 10

One group's outcome of the second creative writing activity



Appendix XII

Figure 11

Comic strips from the third creative writing activity

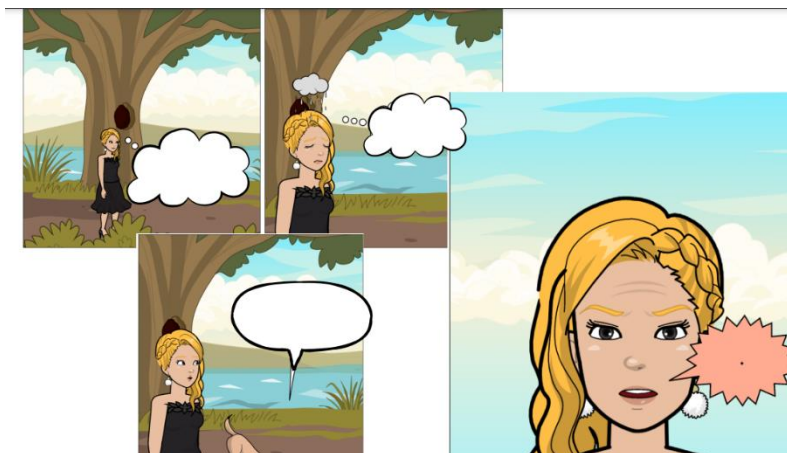




Figure 12

One group's outcome of the third creative writing activity



Appendix XIII

Figure 13

One group's outcome of the fourth creative writing activity

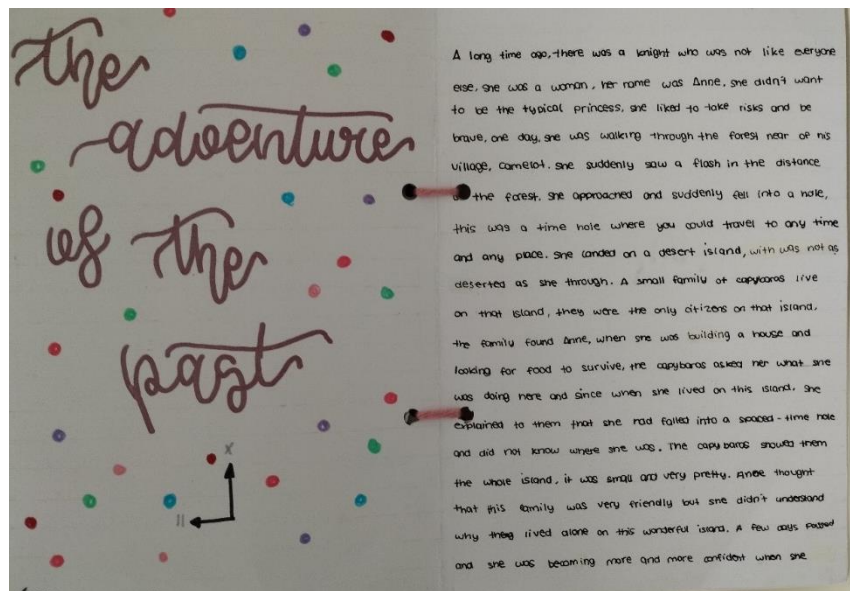
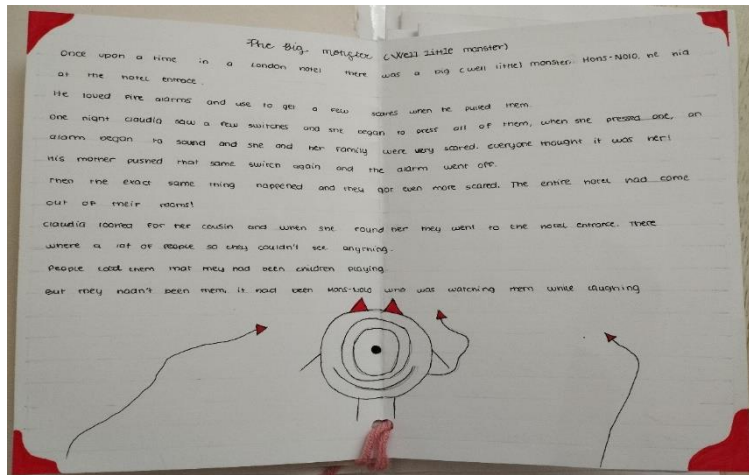


Figure 14

Another group's outcome of the fourth creative writing activity



Appendix XIV

Classmates review: <https://forms.gle/f7w1X4WEQM29Uz9F8>

Evaluation of teaching practice: <https://forms.gle/De87jasYSygApP2cA>

Appendix XV

Table 11

Pre-implementation assessment of the unit

Teacher evaluation template (Before the Didactic Unit)		
Indicators	Yes/No	Observations
The time allocated to practical activities is equal to the time allocated to theoretical activities.		
The development of interpersonal links and teamwork is encouraged.		
The choice of methodologies is appropriate for the activities I want to carry out.		
I take into account previous knowledge		
The unit is appropriate in content and competences to the level and age of the students.		
The objectives are realistic and adjusted to the students.		
The unit fits in with the usual classroom methodology and work rhythm.		

Source: Own elaboration

Table 12

Evaluation during the implementation of the unit

Teacher evaluation template (During the Didactic Unit)		
Indicators	Yes/No	Observations
The unit is motivating for students and encourages their interest.		
I give feedback to my students on their progress in the teaching-learning process.		
The content is related to their interests		

The time allocation is acceptable			
The resources are well developed and effective			
The chosen methodology is appropriate			
Coexistence is based on respect and there is a good working atmosphere in the classroom.			
The activities favour the assimilation of contents and the development of competences.			
The classroom layout is adequate to meet the objectives and assessment criteria.			

Source: Own elaboration

Table 13

Post-implementation evaluation of the unit

Teacher evaluation template (Before the Didactic Unit)		
Indicators	Yes/No	Observations
The methodology has favoured a good working atmosphere in class.		
The didactic materials have been adapted to my methodological strategy.		
Use of different evaluation techniques depending on the activity, diversity of the students, contents, areas...		
I have followed the evaluation method, strategies and instruments that I proposed at the beginning of the didactic unit.		
The basic and specific competences have been developed according to my expectations.		

Source: Own elaboration

Appendix XVI

Figure 15

Students' assessment rubric

ASSESSMENT RUBRICS

Our best superpower

Name of the student: _____

N.º: ____

ASSESSMENT RUBRICS				
Daily work	Failed (0-4)	Achieved (5-6)	Fine (7-8)	Completed (9-10)
Respect	The student does not respect the turn to speak or the opinions of his or her classmates.	Student remains silent while classmates or teachers are speaking	The pupil raises his or her hand in most cases, keeps silent and sometimes helps his or her classmates.	The student helps his/her classmates to express themselves, raises his/her hand to speak and waits his/her turn, respecting the opinions of others.
Participation	The student does not participate in the proposed activities	The learner participates passively in the group.	The learner actively participates	The student has an active role, and his or her work is indispensable for the group, brings ideas and demonstrates involvement
Involvement in the process	The pupil does not assume his or her role	The learner understands his or her role in the group and usually takes it on board	The student understands his or her role in the group and assumes it most of the time.	The learner assumes his/her role in the team and contributes to making the group work. Works as a group, not individually
Accountability	The student does not present the material on time and does not carry out the proposed tasks.	The student presents the material on time	The student hands in the material on time and makes an effort to do the task well.	The student presents the material and, takes care to understand the steps, strives to do it and to present the best possible results.
Time management	The learner has no control over time. Does not adjust to the task, too little or too much.	The student presents the material on time	The student has control of the time, and depending on his or her rhythm, he or she sets different objectives.	The learner has presented all tasks on time, adjusting the time to the amount of effort required for the activity.
Delivery of daily activities	Tasks have not been submitted	The tasks have been presented	All tasks have been presented, most of them in a clean and tidy manner.	All tasks have been presented in an orderly, clean and timely manner.
Observations				

ASSESSMENT RUBRICS

<u>Final production</u>	Failed (0-4)	Achieved (5-6)	Fine (7-8)	Completed (9-10)
Content	The document does not contain all the tasks proposed in the Didactic Unit.	The document contains all the tasks proposed in the Didactic Unit.	The document contains all the proposed tasks, has been completed with effort and meets most of the requirements.	The document contains all the proposed tasks, has been carried out with effort and meets all the established requirements.
Presentation	The document is unfinished, has no illustrations, is dirty and untidy and contains spelling mistakes.	The document is finished, has a cover page and distinct parts.	The document is finished, has some illustrations and is clean and tidy.	The document has been revised, has illustrations in all tasks and is clean and tidy.
Group work	The document has not been produced by all members with the assigned role.			The document has been produced in an equitable manner by all participants, each one fulfilling their role in each of the parts.

Observations

ASSESSMENT RUBRICS

<u>Oral expression</u>	Failed (0-4)	Achieved (5-6)	Fine (7-8)	Completed (9-10)
Use of English	Never uses English as a means of communication	Sometimes uses English as a means of communication	Almost always uses English as a means of communication	Always use English as a means of communication
Use of gestures	He does not use non-verbal language to accompany his oral speech.	Uses some non-verbal language to accompany their spoken discourse	most of the time he accompanies his oral speech with gestures	always accompanies his oral speech with gestures
Use of the voice	Does not adapt tone, volume or intensity of voice to the speech	Sometimes adapts tone, volume or intensity of voice to the speech	Most of the time it adapts the pitch, volume or intensity of the voice to the speech.	Always adapt the tone, volume or intensity of the voice to the speech.

Observations

ASSESSMENT RUBRICS

<u>Presentation</u>	Failed (0-4)	Achieved (5-6)	Fine (7-8)	Completed (9-10)
Previous thinking	No previous thought	Before making the presentation, a mind map was made and the topic was broken down into its parts	Information has been sought on the internet or in books to complete the topic.	The topic has been made into a mind map broken down into parts, additional information added and then reviewed by the teacher.
Oral presentation	Student reads all the information on the board.	Reads half of the information on the board, does not provide additional information to that written and uses little vocabulary from the unit.	Does not read most of the information, uses subject vocabulary and controls his or her voice.	The learner does not read out any information, shows confidence in his speech, vocabulary of the unit, and adapts his tone and volume to the time and place.
Supporting document	Visual presentation is not provided	The presentation has spelling mistakes and is difficult to understand.	The presentation has few spelling mistakes and is easy to understand.	The presentation is revised, free of spelling mistakes, easy to understand and there are more images than text.

Observations

END-OF-UNIT MARK

	Marks	Average
Daily work (30%)		
Final production (25%)		
Peer assessment (20%)		
Oral expression (15%)		
Presentation (10%)		
<u>Total</u>		

Appendix XVII

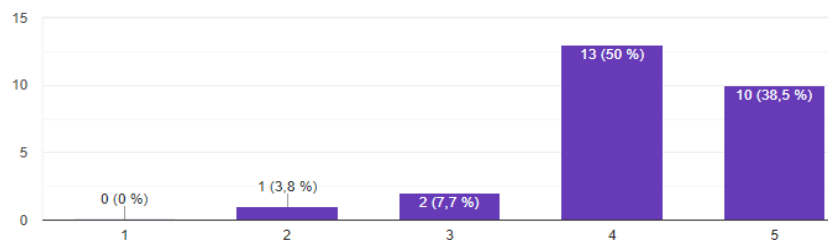
Figure 16

Results of the evaluation of teaching practice

Choose your learning level during this last seminar.

[Copiar](#)

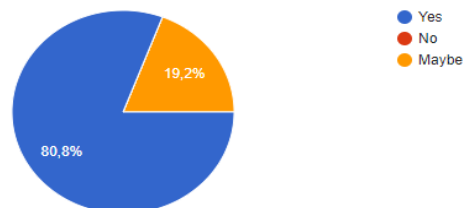
26 respuestas



Did you find it entertaining?

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26 respuestas



Choose your level of understanding of the tasks

 Copiar

26 respuestas

