

The improvement of oral skills in young learners promoting the development of  
creativity.

By

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Universidad Nacional Abierta y a Distancia - UNAD

School of Education Sciences - ECEDU

Master of Pedagogical Mediation in English Learning

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## Resumen Analítico de Estudio RAE

1. Información General	
Tipo de documento	Tesis de Grado para optar al título de Magister en Mediación Pedagógica en el Aprendizaje del Ingles
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Título del documentO	<b>The improvement of oral skills in young learners promoting the development of creativity.</b>
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2. Descripción	
<p>Esta investigación se centró en fomentar la expresión oral en inglés en un grupo de 22 estudiantes de grado primero a través de la adaptación de la estrategia en espiral de aprendizaje creativo. La propuesta fue implementada en tres momentos la aplicación del pre tests para medir la creatividad de los estudiantes y su nivel de inglés, la implementación de la estrategia y la aplicación de los post tests a fin de demostrar la influencia de la estrategia usada para fomentar la expresión oral en un segundo idioma. Este estudio utilizó un enfoque descriptivo para analizar el impacto de la estrategia en una población específica, el análisis de los datos se llevó a cabo a través de un proceso de codificación y porcentajes para medir y comparar los resultados obtenidos para demostrar el impacto de la estrategia en el proceso de aprendizaje. Los resultados del análisis</p>	

señalan una mejora significativa de 24% en el desarrollo de la habilidad de speaking, además de ello los resultados en cuanto al desarrollo de la creatividad también fueron positivos 19,88% de los estudiantes mejoraron su nivel de creatividad para construir y comunicar sus propias ideas.

Con lo anterior, la implementación de la estrategia en espiral aprendizaje creativo demuestra un impacto positivo teniendo en cuenta las categorías emergentes tales como la interacción entre pares a través de mesas redondas y el desarrollo de sus ideas a través de la espiral motivando al estudiante a intercambiar información sobre sus creaciones. El desarrollo de la estrategia permitió a los participantes sentirse más cómodos para interactuar en un segundo idioma y comunicar sus ideas y opiniones, el desarrollo de ideas propias y originales motivo a los estudiantes a participar activamente en su proceso de aprendizaje. El uso de la estrategia en espiral permitió crear ambientes de aprendizaje que promovieron el intercambio de conocimiento y momentos de reflexión desarrollando habilidades comunicativas y cognitivas. Finalmente, la investigación acción fue implementada en este estudio, a través del diagnóstico inicial y la intervención ejecutada mediante la estrategia pedagógica, los instrumentos de carácter cuantitativo como el test para medir el nivel de inglés y el test para medir la creatividad brindaron datos que permitieron dar porcentajes para analizar los resultados de esta investigación.

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#### 4. Contenido

Este estudio de investigación se presenta en cinco capítulos, los cuales dan cuenta de los datos relevantes y los pasos dados que se llevaron a cabo para alcanzar los objetivos planteados. El capítulo I describe la introducción al estudio de investigación describiendo la estrategia a utilizar y la caracterización del contexto, la problemática, las preguntas de investigación, así como los objetivos y la justificación. El capítulo II hace referencia al estado del arte y estudios anteriores relacionados el desarrollo de la expresión oral en un segundo idioma a través de la creatividad, estudios previos en los cuales se han implementado estrategias en espiral similares, así como sus

características y resultados para validar este trabajo. En este capítulo se examina la relevancia y pertinencia que el enfoque comunicativo aportó, siendo visibles los principios tales como el desarrollo de la competencia comunicativa de los participantes, enfocado en situaciones de la vida real. De esta manera se favorecieron las oportunidades para que los participantes desarrollaran las habilidades orales. Por otro lado, el enfoque comunicativo hace referencia también a la cooperación entre pares, donde la negociación de significado estuvo siempre presente, permitiendo a los participantes fortalecer su producción oral. En este constructo se hace la descripción tanto del marco teórico como del marco conceptual que sustenta la propuesta de investigación. El capítulo III se presenta una descripción completa del diseño de la investigación haciendo énfasis en el método y enfoque que se adoptó para este proceso, teniendo en cuenta los procedimientos, los métodos de recolección de los datos, se especifica la población, las técnicas que se utilizaron para el análisis de los resultados, el impacto del investigador, los protocolos éticos y las técnicas para la recolección de la información abordadas durante el proceso. El capítulo IV se centra en el análisis de la información a partir de los hallazgos encontrados. Se explica el paso a paso para llegar a establecer las categorías de estudio, la discusión y la operacionalización de éstas. El capítulo V presenta los resultados, se describen las implicaciones pedagógicas y los limitantes que hubo durante el tiempo de ejecución, recomendaciones para futuras investigaciones y se establecen las conclusiones del documento.

## 5. Metodología

El proceso de investigación se desarrolló en seis momentos: El primer momento: el análisis del contexto y las estrategias implementadas en el desarrollo de la creatividad en estudiantes de grado primero hace referencia al análisis con el fin de identificar la problemática relacionada a la falta de ambientes de aprendizaje donde se promueva la interacción en un segundo

idioma y el desarrollo de la creatividad en estudiantes de grado primero, El segundo momento hace referencia a la elección de los instrumentos para la recolección de datos cuantitativos y la aplicación de los pre tests. El tercer momento se llevó acabo con la implementación de la estrategia en espiral de aprendizaje creativo. El cuarto momento corresponde a la aplicación de los post tests. El quinto momento corresponde al análisis de los datos obtenidos en los tests. El sexto momento se dan las conclusiones a las cuales se llegaron a partir del análisis de los datos.

## 6. Resultados

Los resultados obtenidos en este estudio demuestran el efecto positivo que tiene el uso de la estrategia elegida para fomentar la expresión oral en un segundo idioma en estudiantes de grado primero, a partir de esta estrategia se crearon ambientes de aprendizaje significativos en los cuales los estudiantes interactuaron para intercambiar información, ideas y opiniones sobre sus creaciones permitiendo así promover el uso del vocabulario aprendido y fortalecer sus habilidades comunicativas. El desempeño de los estudiantes en los post tests mejoró significativamente tanto en sus habilidades comunicativas en inglés, así como en su creatividad, lo cual indica que esta experiencia pedagógica logro fortalecer la expresión oral en un segundo idioma mientras los participantes desarrollaban sus ideas a través de la estrategia en espiral de aprendizaje creativo. En cuanto a las habilidades comunicativas los estudiantes obtuvieron resultados positivos en la habilidad de speaking 24 % listening 2% y reading 18,75% de los estudiantes mejoraron en estas tres habilidades en cuando a la parte creativa, en originalidad 17,4% de los estudiantes demostraron una mayor facilidad para dar respuestas únicas y desarrollar sus habilidades comunicativas, en elaboración 30,5% y fluidez 13,2 lo cual indica un resultado positivo en el desarrollo de ideas y la producción de imágenes figurativas, finalmente en flexibilidad 41,24% mejoró su capacidad para escribir los títulos de las imágenes

creadas demostrando así mayor habilidad para expresar sus ideas y pensamientos ya sea de manera oral o escrita.

## 7. Conclusiones

El desarrollo de la habilidad oral fue mejorado por los estudiantes debido a La Espiral de Aprendizaje Creativo, la interacción continua durante todos los pasos de la espiral permitió poner en práctica el vocabulario aprendido a través de del intercambio de ideas y conocimientos con sus pares, donde los estudiantes usaron sus habilidades comunicativas para describir los súper héroes creados por cada uno de ellos y los cuales describieron haciendo uso de palabras y frases cortas, durante esta interacción los participantes ampliaron sus conocimientos en vocabulario y desarrollaron mayor habilidad para expresarse en un segundo idioma de acuerdo a su edad. La influencia de la estrategia en espiral que tiene como fin principal desarrollar la creatividad del estudiante tiene un impacto positivo cuando es adaptada a ambientes de aprendizaje de una segundo idioma, ya que genera momentos de interacción en los cuales la comunicación es uno de los ejes principales de esta estrategia en la cual durante todo el proceso del desarrollo de ideas se están compartiendo pensamientos, ideas y opiniones en las cuales los estudiantes hacen uso del vocabulario aprendido durante el proceso creativo.

Elaborado por:

Adriana del Pilar Rojas Castillo

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**Abstract.**

This research study is focused on how the implementation of The Creative Learning Strategy encourages first-grade students to interact in English. The proposal was implemented by a first-grade teacher creating an innovative English Learning environment; in which the students create something new; in this case, original superheroes using materials of their interest and they follow all the steps of the strategy to construct their ideas (imagine, play, share, reflect, and imagine again) during all process the students interact with each other using single words and short sentences to talk about their superheroes.

The results demonstrate that the use of learning environments to develop creativity helps the students to interact in a second language and provide meaningful learning experiences, the students improved their ability to communicate ideas and increase their oral skills due to the continued interaction with their classmates. This study follows action research patterns and the instruments to collect quantitative data were implemented before and after using the strategy to measure their impact on the English learning process.

**Key Words:** creativity, speaking, strategy, teaching, interaction.

**Resumen**

Esta investigación se centra en cómo la implementación de la Estrategia de Aprendizaje Creativo estimula a los alumnos de primer grado a interactuar en inglés. La propuesta fue implementada por una maestra de primer grado creando un ambiente innovador de aprendizaje del inglés; en el cual los alumnos crean algo nuevo, en este caso, superhéroes originales utilizando materiales de su interés y siguen todos los pasos de la estrategia para construir sus

ideas ((imaginar, jugar, compartir, reflexionar e imaginar de nuevo) durante todo el proceso los alumnos interactúan entre sí utilizando palabras sueltas y frases cortas para hablar de sus superhéroes.

Los resultados demostraron que el uso de entornos de aprendizaje para desarrollar la creatividad ayuda a los alumnos a interactuar en una segunda lengua y proporciona experiencias de aprendizaje significativas, los alumnos mejoraron su capacidad de comunicar ideas y aumentaron sus habilidades de expresión oral debido a la interacción continua con sus compañeros de clase. Este estudio sigue los patrones de la investigación-acción y los instrumentos para recoger datos cuantitativos se aplicaron antes y después de utilizar la estrategia para medir su impacto en el proceso de aprendizaje del inglés.

**Palabras clave:** creatividad, expresión oral, estrategia, enseñanza, interacción.

## Introduction to the Research Study

This research study describes the Creative Learning Spiral as a teaching-learning strategy to motivate first-grade students to interact in a second language. It is described by Resnick (2017) as a way to cultivate creativity through projects, passion, peers, and play and provides the most valuable learning experiences because the students are engaged in designing, building, or creating something new.

**Figure 1.**



Note. Illustration of the Creative Learning Spiral by Resnick ,2017.

The creative learning spiral is characterized by some steps as shown in Figure 1. This research study adapted this strategy for first-grade students in order to improve their oral skills, the students created original superheroes and they follow all the steps of the spiral. They worked in round tables to imagine and sketch their ideas. After that, they created their superheroes at home with their parents' help, then they play and shared what they have learned with their classmates interacting with each other to talk about their superheroes. After that, they reflected

on how to improve their creations and think about some changes and repeat the whole process until they feel satisfied with their creations. During the all steps of the spiral, the students interacted using single words in English to talk about the materials used to make the superheroes and describe their powers using short sentences.

This research study was based on Action research. Cohen et al. (2017) define the procedure of action research “ into two simple stages: a diagnostic stage in which the problems are analyzed and the hypotheses developed; and a therapeutic stage in which the hypotheses are tested by a consciously directed intervention or experiment in situ”(p.304). In this research study, the teacher identified the lack of strategies to promote the development of creativity and few opportunities to interact in a second language; then, she established the hypothesis about the importance of creativity in second language learners, then the teacher implements the Creative learning strategy adapted to young learners in order to analyze the impact of it in the development of oral skills in a second language providing a learning environment in which the students interact in English during all stages of the strategy used. The quantitative data was collected to analyze the impact of the Creative Learning Spiral strategy on the development of oral skills in first-grade students. Resnick (2017) describes some experiences applying this strategy in the technology field, the students designed videogames, animations, and digital illustrations through online learning communities to develop these projects. Bearing this in mind, the Creative learning spiral has been applied to technological creations. This research study can be considered as the first study in which this strategy is used in the language learning process to improve oral skills; the development of creativity skills becomes a secondary purpose in the contribution of the Creative Learning Spiral strategy in the acquisition of a second language. According to Rodríguez, H. (2014) “Young people learn effectively when they explore and make

discoveries through the use of concrete didactic materials that interest them, and classroom organization is a teaching tool that supports teachers.”. (Organización para propósitos especiales, para.2). Therefore, the steps of this spiral allow students to interact with each other while they are building their own ideas, this learning experience motivates the students to participate in the learning process and improve their oral skills. Resnick (2017) considers that the implementation of the Creative Learning spiral helps teachers to provide appropriate environments to develop critical, reflexive, and analytical thinking about students’ ideas and how to build them. Besides, Jesson, J. (2012) considers when “children are engaged in activities that are creative, they are more likely to be successful learners”. (p.11). Furthermore, the use of this strategy in the language learning environments helps students to achieve their learning goals.

### **Context of the Research Problem**

Some factors that inhibit the increase of oral skills in language learning environments in young learners. The different resources used to teach English to young learners as textbooks, platforms, videos, songs, and flashcards do not promote oral skills because the students work on them individually and do not interact with each other. In fact, Neiva (2021) points out “The development of oral interaction in L2 environments has been a matter of study in recent years. Thus, many scholars agree that this skill goes along with the development of social relationships and creative learning environments. (p.5) Thus, the resources used in the classroom to teach English do not provide a meaningful experience in which the students can interact in a second language. Even, Resnick (2017) mentions “Too often, schools focus on delivering instruction and information rather than supporting students in the creative learning process.” (p.13). Then, the creative learning environments are not implemented in young learners’ classes. Even this author considers that “Most schools in most countries place a higher priority on teaching students

to follow instructions and rules ... than on helping students to develop their own ideas, goals and strategies” (p.3). For that reason, it is necessary to provide learning experiences in which the students develop oral skills in creative learning environments. However, there are different factors in the educational and social context that limit the development of creativity in first-grade; Rodriguez (2014) indicates that the learning experiences developed by teachers should favor the acquisition of competencies in the students. The implementation of activities to develop students ‘creativity is reduced because are applied in other educational contexts. Most of the activities and learning strategies are focused on guiding the development of cognitive and motor skills; hence, the opportunity to implement creative learning strategies is limited and the strategy to learn English does not promote interaction with each other. In first grade, students are used to following teachers’ directions and answering simple questions. Crosling et al. (2019) determines Three issues in early education to develop creativity, the first argument is the misconception of creativity commonly viewed as exclusive to the arts, the second is how to push for earlier academic success sidelines play in early education which reduces children’s capacity for creativity thought and action when curriculums in early education become too prescriptive. The third, the false impression that the physical environment acts as a mere container for activities in early education thus not warranting significance in early education is discussed

The research conducted by Medina et al. (2017) about creativity in young learners demonstrated that children depend on teachers’ instructions and they do not express their ideas fluently, even the teachers do not have lesson plans to lead the learning into actions to motivate creativity, originality and freedom to express what they are thinking; besides, the actions of the students are limited by the learning environments, according to Fonseca et al. (2019) teachers do

not know enough about methods and strategies to teach how to develop creativity in schools, the lack of motivation, originality and flexibility leaves the students in a passive receptor position.

The curriculum for English Area in the Liceo Campestre Cafam is based on a textbook with some specifications about what words must be taught and when, there are some constraints to including new vocabulary or strategies to motivate the students to interact in a second language because the activities in the book are similar, they use the same strategies to develop listening skill and all the units have the same format; therefore, the students did not feel excited when they have to work on the activity book because of it. The instructions are very specific letting aside the opportunity to try something different to catch the students' attention. According to Richards (2002) "Textbooks, no longer seen as indispensable tools, are viewed as controlling instruments, hindering the creativity of the teacher, maintained in place through the pressure of publishers, and may result in the deskilling of teachers through the recycling of old." (p.5). The use of the textbook pushes the teachers to keep the same strategies in the classroom, teach the same list of words and develop the four skills (listening, writing, speaking, and reading) in the same way year after year., besides the school philosophy does not highlight the need to use methodologies to develop creativity. Bearing in mind various observations, the creativity in these grades is restricted by the contents to be studied and the abilities to be developed.

In addition, the lack of trained teachers to develop creativity was demonstrated by the study conducted by Parra et al (2015) about creativity in early childhood education in public and private schools in Bucaramanga, Colombia. This author concluded that the training of teachers on the subject of creativity is low and the design of schools' policies to develop creativity is low, making it more difficult to design learning strategies to develop creativity in students; moreover, the lack of trained teachers and the use of traditional methods are factors that affect the

development of creativity; Massani and Mejía (2019) concluded in their exploratory study “Creativity Development in Children Elementary School. A Challenge for Education in Colombia” that the use of traditional methods in education does not contribute to the development of creativity, it is approached in superficial manners it is not possible to work on creativity properly because the dynamic in the classroom is centered in the acquisition of knowledge reducing the actions of teachers on traditional methods, strategies, and activities.

### **Research Question and Objectives**

#### **Research Question**

To what extent does the implementation of the "Creative Learning Spiral Strategy" in first-grade students contribute to the improvement of their oral skills?

#### **General objective**

To analyze the impact of the Creative Learning Spiral strategy on oral skills for first-grade students.

#### **Specific Objectives**

To identify the aspects that influence the development of oral skills in young learners.

To recognize the elements of the Creative Learning Spiral strategy that promote interaction in a second language.

To describe the benefits of implementing a strategy to develop creativity in the development of oral skills in first-grade students.

### **Rationale of the Research**

#### ***Rationale for the Research Problem***

The first-grade students are exposed to similar strategies and techniques that most of the time do not develop oral skills because the pedagogical material like textbooks limit the field of action for teachers and the students do not have a meaningful experience to motivate them to interact in English. Besides the use of different resources like games, videos, and songs have become common strategies for teachers due to Home Education during the Covid-19 lockdown, nowadays the students no longer see technological tools as a different and innovative material. Then, Education needs of innovative strategy that motivates the students to communicate their ideas in a second language. Resnick (2017) points out that students spend much of their time sitting at desks, filling out worksheets, and listening to lectures. It is necessary to develop and propose different activities in order to create learning environments where students can build their own knowledge and share what they have learned using single words or short expressions in a second language. The learning strategies for young learners must be attractive to them and catch their attention in order to involve them in their own learning.

### ***Rationale for the Methodologies to Address the Problem***

The Creative Learning Spiral strategy is a good alternative to develop oral skills in young learners because they can work collaboratively and interact in a second language to communicate their ideas; even, they have the freedom to imagine and create new things or build their own ideas, making the learning process a personal and meaningful experience; this research study put the students in control of their learning process and give them autonomy to make decisions about how to achieve their goals, analyze and evaluate the different possibilities to solve problems during the steps follow by the students in the spiral. According to Resnick (2017), “For people to flourish in this rapidly changing landscape, the ability to think and act creatively is more important than ever before” (p.4). As a consequence, the creative learning spiral helps learners to

develop their ability to communicate their ideas and develop the cognitive skills necessary to face today's world. The project with the superheroes was selected to motivate the students to build their ideas and encourage them to use different vocabulary to describe them, the superheroes were useful to put in practice the vocabulary about physical description and abilities in a second language. The creation of a superhero through the use of a creative learning spiral strategy offers the students the opportunity to develop their ideas and interact with others, they listen and learned from their classmates and give opinions and help them to reflect to solve problems. Richards (2013) considers that creative intelligence can facilitate language learning and also develop specific skills to analyze, evaluate and criticize projects.

### ***The scope and limitations of the Study***

There were some limitations to this research study, the Creative Learning Spiral strategy just was applied once with the creation of the superheroes because of the lack of time, the students did not have the opportunity to create something else in order to learn more vocabulary and explore others' learning experiences. Another limitation encountered by the researcher was the range of age of the participants that take part in this research study because this limited the use of the teaching-learning strategy to a specific group of people. The communicative skills such as writing were not considered in this research study because the tool to measure students English level do not include this skill. The lack of previous studies in which the Learning Creative Learning Spiral is applied in language learning environments makes it difficult to find results to compare the result obtained in this research study.

### ***Delimitations of Study***

This research study starts from the lack of creativity development and interaction in a second language learning to improve the oral skills of young learners. Bearing these problems in mind, the Creative Learning Spiral was considered an innovative strategy to be used in order to promote interaction in young learning with activities in which students can speak with each other and develop creativity by building their own ideas, this research study just took a small sample of first-grade students because it was not possible to access another educational level, the impact of the study was analyzed just for five months because of time constraints and the communicative skills to consider in this study were limited to oral skills taking, into account the age of the students and their English level. The main objective of this study is addressed to identify the impact of the Creative Learning Spiral on the development of oral skills. Therefore, the data collected by the researchers was quantitative to measure students' creativity skills and English level with numerical results that allow to identify the impact of this strategy with percentages.

### **Introduction to the Literature Review**

In this chapter, the importance of creativity in language learning is described and analyzed from other studies in which creative thinking is considered an important skill in the development of oral skills in a second language. The use of strategies to promote the development of creativity and the benefits in the development of communicative skills and second language acquisition. has been defined in different ways from a wide variety of fields giving it different characteristics.

### **State of the Art**

In the study of Huh & Lee (2019), SMART education was integrated (Self-directed, Motivated, Adaptive, Resource-enriched, and Technology-embedded) to demonstrate if it can

help English language learners' creativity as well as language development. This study explored how SMART learning environments affect elementary English as a foreign language (EFL) students' creativity and English ability in fifth grade in EFL students for 12 weeks. They used the Torrance Test of Creativity Thinking, English Tests, and a perception survey to compare the pretests and posttests for students' creativity and English ability scores. The results revealed a statistically significant increase in the creative thinking skills of fluency, flexibility, and originality. In terms of English, students' speaking and writing abilities showed meaningful improvement.

Avila (2016) did a pedagogical intervention using a set of nine activities (chain games, creative writing, screenwriting exercises, sharing a speech, circles of life, drawing and speaking, asking and answering questions, students' autonomy in creating their own activities) designed to improve oral and written production in English class. The results obtained demonstrate that the use of these activities that promote creativity developed students' fluency in oral and written production and improve their understanding of English grammar and structure. Even the students were more willing and motivated to participate in these kinds of activities.

In the study of Ghonsooly & Showqi (2012) about the influence of foreign language on creative thinking, the results obtained show that mastering a foreign language in a classroom context increases the four components of creative thinking ability, i.e., fluency, elaboration, originality, and flexibility. Considering the results obtained in these studies, the learning environments that promote the development of creativity improve writing, reading, and oral skills in a second language. Bearing this in mind, the Creative Learning Spiral could be considered an effective strategy to improve oral skills in young learners because the students have the autonomy to develop their ideas and they are involved in the learning process; therefore,

they develop oral skills and learn how to interact with each other to listen and talk about what they created and what they have learned.

There is a study by Zhang (2021) in which analyzed two learner groups: designers at the Harvard Graduate School of Design (GSD), and entrepreneurs at the Harvard Innovation Lab (i-lab) to produce 2D and 3D models of learning spaces, the product of this study was the Creative Learning Spiral characterized by four types of activities:

The spiral begins with sparking or focusing on one person. These bouts of inspiration come from the setting of a lecture, talk, or a private meeting with some expert or mentor figure. Next, in the making phase, the learner focuses on objects with heads-down tinkering and work time. Third, the learner enters a research phase of grazing on different materials and objects, from precedent projects to research papers to field visits. Fourth, the learner socializes with his or her peers, giving and receiving feedback to discuss ideas and refine their projects. The spiral closes with a phase of reverse sparking, where the learner demonstrates his or her learning through performing or showcasing the project. At this phase, the learner receives critical feedback from mentors and experts, and the aim is for this feedback to funnel into future work. (Zhang, 2021, p 236)

This spiral can be used as a tool to assess the spatial needs of specific creative learning activities and to design environments that accommodate the needs of learners. Veladat & Mohammadi (2021) used a spiral learning method with 11 steps and 15 goals in comparison with traditional methods to challenge students' minds in a different way and make them ask questions, answer and write what they have learned to reach the education goal. This model shows the significant difference between the spiral method in increasing the student's learning and the durability of that learning, the spiral is an offer for teachers and educators to increase the learning quality of students. Lin et al. (2009) applied a

Creative Spiral instruction model in a LEGO robotics course to analyze its effect on students' creativities and problem-solving performance, students exhibited creativity and acquired knowledge about program design and assembly of LEGO robots. Three main strategies were used by the students to solve the problems: Slight adjustment, new elements adding, and problems redefining. The results showed the richness of data collection is beneficial for understanding the problem-solving modes. The use of a spiral strategy allows students to experience different moments while they are reaching their learning goals, these moments allow the students to develop activities in which they can develop other skills as reflection and critical thinking when they are trying their creation, they develop communicative skills while they exchange information and give and receive opinions. There is not previous research studies in which the Creative Learning Spiral has been applied in language learning environments or others studies.

### **Theoretical Framework**

This chapter mentions the different topics related to the development of creativity in school and their impact on oral skills development in young learners, and describe some strategies to develop creativity in order to address this learning strategy to improve oral skill in first-grade students.

### **Speaking skills in young learners**

The first-grade students have limited opportunities to interact in a second language because of the number of students in the classroom (38-37) making it difficult to implement strategies in which the students can interact with the teacher constantly or with other classmates; Sometimes, they do not feel comfortable to talk with other students. According to Ur (1996 as cited in Al Hosni, 2014) consider some factors that cause difficulty in speaking:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue (p.23).

Bearing in mind these factors, oral skills development requires a teaching strategy in which the students feel comfortable expressing their opinions and interacting with each other. The teachers need to implement innovative strategies that motivate students to speak a second language and give the students the same opportunities to practice and participate. Massani and Mejía (2019) emphasized that schematic practices, repetitive methods and techniques, the lack of theoretical foundations about creativity, the difficult social environment, and the limited participation of the family in the learning process have a negative impact on the development of creativity. Lee (2013 as cited in Celik & Tumen 2021) said that teachers' intolerant behavior can be the cause of the lack of development of creativity in students, when they have unconventional habits, like asking several questions, and sometimes they do not accept ideas, answers, and common views. Even when they do not want to cross the limits, the design of effective strategies to develop creativity is not possible. The teachers need to learn how to lead those behaviors into the development of creativity. Besides, the research conducted by Medina et al. (2017) demonstrated that kids in kindergarten depend on teachers' instructions and they do not express

their ideas fluently; Even, the teacher does not design a lesson plan to lead the learning into actions that motivate creativity, originality, and expression of ideas. Bearing these obstacles in mind, Resnick (2017) explained that students spend most of the time in the classroom doing worksheets and listening to lectures, and the schools focus on giving information and orders instead of developing creativity. The author Ai-girl (2007) points out similar ideas to Resnick and mentions that the teaching methods are focused on the transmission of knowledge and the students are simply consumers of it, the students do not have experiences to discover and transform the world; teachers do not encourage students to create and generate ideas. Avila (2016) suggest “Educators should consider potential and creative teaching options to overcome students’ learning challenges such as their lack of interest and attention in the subject.” (p.92). The use of the superheroes motivated the students to develop their ideas and encouraged them to interact in a second language putting into practice the vocabulary learned during the language learning process. This experience helps them overcome their insecurities about talking in English because they felt comfortable interacting with their classmates in roundtables and learning from each other.

### **The impact of creativity in the educational context**

At schools, the research about creativity has been growing lately, the impact of these studies in different contexts and considering creative thinking skills as a possible answer for economic, social, and cultural problems is mentioned in some investigations. Even some authors express that the impact of creativity could be huge in society; author Cardenas (2019) thinks that creativity is the key to solving the worst problems in society; meanwhile, Celik & Tümen (2021) states that in the 21st- century, creativity is significant to make students able to face problems and future uncertainties. Even Resnick (2017) suggests that the ability to think and act creatively

is important in order to flourish in this rapidly changing world. The impact of creative development can be realized in some fields easily through paintings, publishing advertising, marketing, handcrafts, etc. Every field develops creativity in different manners, but in Education, it is not noticeable at first sight. Different benefits in the development of creativity in the educational context have been found recently. Nedjah & Hamada (2017) points out that EFL teachers at Annaba-university consider that creative thinking has become students in better thinkers and active learners. Seelig (2012, as cited in Celik & Tümen 2021) acknowledges that the development of creative thinking skills facilitates the assimilation of information, application of content knowledge in different manners, solving problems, improving language competencies, and overcoming learning challenges. Cardenas (2019) suggests that "Creativity favors the process of apprehension of knowledge as it enhances the development of critical and abstract thinking, as well as the ability to solve problems in different contexts". (p.220). The development of multiple cognitive skills can be achieved with the use of learning strategies that involve creativity. The process to design activities that lead to the development of creativity needs of innovative and creative teacher able to encourage students to participate in the learning process. Shamas (2018) mentions that it is important to offer students a particular and extraordinary experience to move beyond their own limitations and increase their knowledge base. It is important to provide the student an adequate learning environment in order to fully develop their creativity, this requires trained teachers, resources, and specific strategies. Cardenas (2019) considers "The 21st century demands creative teachers, attentive to the needs of students, capable of empowering, generating ideas and solutions that contribute to the improvement of society" (p.219). According to Avila (2016) stimulating creative strategies in the classroom give

students the opportunity to experience new learning techniques and develop vivid and imaginative experiences.

### **Strategies to develop creativity**

There are different learning strategies to develop creativity in the classroom, Celik & Tümen describe the experiences of other authors and how they develop creativity in their students; Read (2015, as cited in Celik & Tümen 2021) stated that there are seven pillars to nurture students 'creativity, develop positive self-esteem, modeling creativity, making connections, analyze ideas, support critical reflection, provide different choices and effective questions; Wright (2015 as cited in Celik & Tümen 2021) indicated that teachers must provide a creative situation for their students, challenging them with difficult practices and invite them to think creatively; but it is essential that teachers pay attention to students contribution and students know their teachers' expectations. Lee (2013 as cited in Celik & Tümen 2021) mentioned some principles to foster EFL students' both creativity and language proficiency, the first principle is the identification of student's cognitive abilities, personality, motivational traits, and environmental factors, and the second principle is the use of creative tasks, critical literacy, and several teaching methods. The use of diverse strategies exposes students to different experiences to develop cognitive skills and levels of creativity; Cardenas (2019) mentioned that teachers must be creative and innovative to design strategies that respond to student's needs and develop their creativity. Resnick (2017) described the creative learning spiral as a strategy to develop creativity and share learning, "kindergarten children go through the spiral, they develop and refine their abilities as creative thinkers. They learn to develop their own ideas, try them out, experiment with alternatives, get input from others, and generate new ideas based on their experiences" (p.13). Even, Ottó (1998) indicates that Communicative Language teaching use and

involves communicative tasks that require students to generate their own ideas and this depend to a great extent on students' creative abilities. Creativity is an important skill to be developed in young learners in order to help them to communicate their ideas and develop other cognitive skills that help them to learn a second language.

### **Conceptual framework**

The misconceptions of creativity are relevant elements that can affect the learning process deeply, Resnick (2017) mentions that alternative conceptions are the problem to recognize the value and importance of creativity, the diverse meanings about creativity lead people to have a different idea of what creativity means; therefore, these misconstructions lead to designing learning material without educational environments that develop creativity. The definition of creativity has been considered by Resnick (2017) as a cause of the lack of strategies that develop creativity in school.

### **Creativity**

The creativity has been defined from different fields and its definitions are extended, it can be modified or transformed depending on the field to be used. According to Stepanek (2015, as cited in Celik & Tümen, 2021) The creativity is considered as an innate ability that everyone possesses and it is developed in different forms and levels; In the study by Celik & Tümen (2021) the majority of Turkish teachers consider the concept of creativity is related to have original ideas, thinking uniquely in the educational context. Naiman (1998, as cited in Avila, 2016) and Resnick (2017) share the idea of creativity as a process to imagine ideas and then build them. Ai-girl (2007) explains creativity as a cultural and individual phenomenon that transforms possibilities into reality. Therefore, the development of creativity could be easier or difficult depending on the context and the base knowledge of it. Finally, Richards (2013)

considers “Creative intelligence seems to be a factor that can facilitate language learning because it helps learners cope with novel and unpredictable experiences”. p. (22). The development of creativity require the main strategies described by Cárdenas (2019) as follows: Having adequate space and time, building students' self-esteem and confidence, engaging children in higher-level thinking skills, encouraging the expression of ideas through a wide variety of expressive and symbolic media, encourage the integration of content through themes that are meaningful and relevant to children's lives and generate dynamic spaces. Indeed, the learning environments must be well-thought in order to ensure full development of creativity.

### **Oral skills in Young Learners**

Oral skills must be developed at an early age. The students must be exposed to teaching environments in which they can interact and use what they have learned expressing themselves. Al Hosni, (2014) mentions four conditions for language learning, the exposure, opportunities to use the language, motivation and instruction; teachers must provide opportunities to participate and practice oral expression to improve oral skills. According to Minalla (2023), “All the students need a reason to get involved in classroom activities; ( p.410). Teachers need to identify students’ needs and interests to motivate them to participate and interact in a second language, even it is important to listen to their opinions about the teaching strategies and activities to provide English learning environments to make the students feel comfortable and secure or sharing their thoughts and opinions without feeling fears. Szpotowicz (2012) considers “Designing a developmentally appropriate task that is meaningful and elicits language that young learners are able and ready to produce is demanding.” (p.(144). Indeed, the students learning environments in which they share what they have learned used the vocabulary already known to

communicate their ideas, teacher must create learning environments in which the students can interact and develop oral skills understanding and listening to others.

## **Research Design**

### **Introduction of the Research Design**

This chapter characterizes both the method and approach of this research study, the sample study describing the group of participants, their age and their social and familiar context; how the information was collected with two main instruments to get quantitative data. The type of research is described in this chapter, the characteristic and why it is appropriate for this study keeping in mind the variables, context and resources to do this research.

### **Methodological Design**

#### **Research Method**

This research study aims to analyze the impact of the Creative Learning Spiral strategy on oral skills for first-grade students; therefore, the descriptive method is the best way to study the phenomenon. According to Hernandez et. al (2006), the descriptive method highlights the important characteristics and profiles of people, groups or communities to be analyzed, and is useful to show situations, contexts, and events with accuracy. In this research study, a specific population is analyzed to describe a phenomenon in which they are involved, in this case, a group of 22 students who were immersed in a specific language learning environment using a specific pedagogical strategy to improve their oral skills in a second language. This descriptive method allows the researcher to analyze the data from the variables to have a better understanding of the impact of this strategy on the learning process. The variables considered by this research study were related to the interaction and oral skills development in young learners.

## **Research Approach**

Considering the sample, the problem, the context, and the possible solution, Action Research is the best option to lead this investigation. Cohen et al. (2017) express that “Action research is a powerful tool for change and improvement at the local level”. (p.297). This study analyzes a small group of students (22 participants) in a private school. In addition, this type of research according to Cohen et al (2017) can be assumed by the individual teacher and used in many areas, teaching methods (replacing a traditional method with a discovery method), learning strategies, evaluative procedures, attitude and values, management and control, etc. This study was led by a single teacher to apply a non-traditional and innovative strategy to a preschool group. Meanwhile, Jerry (2014) considers that “action research identifies real world, practical problems or issues and tries to develop and validate solutions or answers to them...The goal is to figure out how to bring about change in a particular context”. (p58). The study is focused on a problem (lack of strategies to develop creativity) that is identified in the educational context giving the opportunity to act and find a solution.

### ***Action Research Stages***

The four-moment model of Action Research proposed by Kemmis & McTaggart (1988), and Seymour-Rolls & Hughes (1995) is described by Jerry (2014) as the reflection to identify the problem and the goal of the action research, the plan to collect data and consider different ways to address the problem; act to implement the plan and evaluate it and observe to identify the changes and evaluate them. This four-moment model of Action Research can be applied to this investigation because it is possible to apply it; in fact, the first moment was already applied to identify the factors that affect the development of oral skills in first-grade students, the plan is being developed by gathering the information necessary to carry out the plan, in this case, the

lack of strategies to develop creativity in language learning environments was the main factor to propose a plan to face this problem. and the act was implemented by the use of the Creative Learning Spiral to develop creativity in first-grade students in order to improve their oral skills; finally, the changes in the student's creative and oral skills were evaluated by comparing the results of the pretest and post-test that measure their English level and creativity.

### **Context of the research**

#### **Population and Sampling Procedures**

The population for this study is a group of 27 students in first grade that were selected by probability sample, the participants study in a private school Liceo Campestre Cafam, it is located in the south of the Bogotá in Tunjuelito area; The school belongs to a big company that provides services as entertainment, education, and health care. The group of students belongs to the medium economic level and their parents are linked to this company as clients and others as workers. This group is made up of boys and girls between the ages of 5 and 7 years old. Most of the students live in the south of the city and live with their nuclear family, their parents have formal jobs, and the majority of these students have studied in other schools before. The participants receive four hours of English classes per week and one hour of Bilingual science and social studies classes per week. The sample was selected by probability sample according to Cohen (2017) mentions that “every member of the wider population has an equal chance of being included in the sample” (p,110). The sample was selected with simple random sampling due to the students have similar characteristics regarding age, economic level, and cultural and social context.

#### ***Research's Impact***

The method of selection offers the opportunity to analyze the impact of the strategies that carry out the development of oral skills at an early age and how the development of creativity facilitates the development of the skills necessary to communicate ideas in a second language; the simple random sampling will select students with different familiar context and learning skills, therefore the results can be diverse and it allows to identify some factor that can facilitate or make difficult the application of these learning strategies and how to affect the development of oral skills and creativity.

### **Ethical protocol**

This research study is framed taking into account all the ethical implications related to the methodology used and the objectives of this research study in order to take the corresponding measures to guarantee the rights of the participants (children 5-7 years), their safety, confidentiality of the information, scientific rigor, and transparency. Mackey and Gass consider that (2005) researchers need to assure parents that the procedures used will not affect the students' integrity. The informed consent (Appendix A) is a document to put the participants and in this case the parents in context about the research study and how is going to be developed in detail in order to be transparent with the process and know the purpose of the study and the learning environments in which the participant will be involved. Considering the age of the participants the informed consent was addressed to their parents to respect the principle of safety and integrity. Mackey and Gass (2005) consider "the nature of consent implies voluntary agreement to participate in a study about which the potential subject has enough information and understands enough to make an informed decision". (p.27). The information given in the informed consent describes the process to collect data, the activities that are going to be

developed in the classroom and what is going to require from them, and the voluntary participation in this research study in order to give them complete and confident information.

### **Data Collection Techniques**

This section describes the methodological procedure in this research study, the stages were considered taking into account the data collection instruments, the first stage was the pretest to measure students' creative skills and English level in first-grade students to have a profile of the students about their ability to communicate their ideas and create them. The second stage was the implementation of the Creative Learning Spiral strategy to give the students the opportunity to interact with each in order to improve their oral and creative skills, the third stage was the posttest to measure the creative and English levels once again to identify the impact of this research study the development of the abilities to communicate ideas in a second language and generate ideas.

### **Description and Rationale of the Instruments**

#### ***The Torrance test of creative thinking***

The test “Adaptación y baremación del test de pensamiento creativo de Torrance: expresión figurada. Educación Primaria y Secundaria” was design and adapted by Jimenez et al (2007) “to evaluate the level of creativity in drawing by assessing the components of originality, fluency, flexibility and elaboration” (p.13). Fluency is measured by the number of answers given by the child, flexibility is obtained by the variety of responses. Originality is measured by the number of novel and unconventional and unconventional responses. Finally, elaboration is the amount of detail that embellishes and enhances the creative output. This information was updated about the students' creative thinking before implementing a strategy to develop creativity. Cohen et al. (2017) mention that the test is a powerful method to collect data of a numerical rather than verbal kind, bearing this in mind the quantitative data was useful to analyze the development of

creativity and have a different source of information to get a different perspective about the impact of the strategy to improve creativity in first-grade students.

### *The diagnostic Test by Macmillan Publishing House*

The diagnostic test was applied to identify the students' communicative skills in a second language and classify them by levels according to the results obtained in the different communicative skills (listening, reading, writing, speaking). The data collected was used to have a profile of the students to choose the sample for the research. The Torrance test was applied to get data about students' creativity skills to divide the students into groups based on the results, the quantitative data collected from these instruments was used to identify the sample's characteristics. Mackie & Gass (2005) consider that the pretest ensures comparability of the participants' group prior to the treatment and a posttest to measure the effects of treatment, the pretest was taken by the students before the Implementation of the project and the posttest was taken by the students two months after the creation of the superheroes Mackie & Gass (2005) mention " the advantages of delayed posttest is that one gets a Wider snap shot of the treatment effects " (p.149).

### **Validation Procedures.**

The data was collected implementing the instruments by the researcher after and before the use of the strategy to compare the quantitative data from the diagnostic and Torrance tests. Cohen et al. (2007) describe the test as a powerful method of data collection that provide numerical data. This type of information was useful to analyze the data collected and organize it by graphics to have a better understanding of the learning creative spiral strategy impact. In this study the tests that were used are published, this kind of tests have some advantages described by

Cohen et al (2007) they are objective, they have been piloted and refined, therefore they are reliable and valid. Some of them have instructions for administration and guides to the interpretation of the data. In the case of the adaptation of the Torrance test of creative thinking, it has been implemented on a wide number of participants with similar characteristics to the population selected for this study.

### **Pedagogical intervention and Application**

The main purpose of this study is to demonstrate the impact of The creative Learning Spiral strategy in the development of oral skills in first-grade students collecting data about their creative and oral skills before implementing this strategy and taking the test again once the participants were part of the spiral strategy to know the impact of using this strategy in the language learning environment and reach the objectives of this study.

### **Data Analysis and Findings.**

#### *Introduction to Data Analysis and Findings.*

This chapter describes the quantitative data obtained before and after implementing the Creative learning spiral strategy in first-grade students and the results and findings related to the impact of this strategy in the second language learning process. The use of the creative learning spiral strategy in first grade seeks to develop creative thinking in order to facilitate the learning of a second language. The recent learning strategies in the school are limited by the implementation of textbooks and learning guides in which the students just follow instructions and apply their knowledge related to the vocabulary and grammar learned. According to Resnick (2017), students learn better when they are actively involved in doing things and take part in this, learning through hands-on activities. Therefore, the students were involved in learning

environments that require creativity and critical and reflective thinking; in fact, the creativity and English level were measured before and after these learning experiences in order to identify the benefits of these kinds of activities in the classroom.

### **Data Management Procedures.**

The quantitative data was gathered by the researcher with two different tools to collect data during this study. The first source used to get information about the creative skills in first-grade students was “Adaptación y baremación del test de pensamiento creativo de Torrance: expresión figurada. Educación Primaria y Secundaria” by Jimenez et al (2007) to measure creativity, the test was implemented with the students during an hour in which they developed a series of drawing to complete them and they created some title for them, the main objective of this instrument is to determine the originality, flexibility, elaboration and fluency.

The second tool to collect data was the diagnostic test designed and implemented by Macmillan publishing house, it was applied to identify students’ English level, before and after implementing the learning strategy. This test measures three communicative skills in English; speaking, reading, and writing.

The data was organized and coding in an Excel document to compare the result in the pretest and posttest to identify the impact of the study. The average of the results obtained by the 22 students in first grade is essential to understand the effects of this research on different aspects of learning and creative skills.

### ***Data analysis process:***

The process used to analyze the data was the descriptive statistics by the measure of central tendency, Mackey and Gass (2005) mention the importance of this kind of statistics to

provide a simple summary of the data and help the researchers to understand the data set. The data analysis process was developed by the use of Mean; therefore, the data obtained were summed and divided by the number of observations, then the average of the results was indicated in the graphic.

### ***Data Collection processing:***

The data was organized in charts and graphics to measure the impact of the Creative Learning Spiral in English learning environments applying pretests and posttests to compare creative and speaking skills in order to identify the progress of the students; the categories for this study are centered in the numbers of nouns and adjectives used by the students to describe their drawings in the Torrance Test, the second category is the group of images that the students identified expressing single words in the diagnostic Test. The participants were identified with codes and the results were organized in the different subscales.

Macmillan Diagnostic test: This test has 29 questions to measure listening, reading, and speaking skills. Each activity has an example to guide the student on how to answer the questions or develop the activity, the data was organized by communicative skills in the pretest and posttest to contrast the results obtained by the students before and after the implementation of the creative learning spiral strategy. The data was analyzed, and the results were obtained using the mean to generate a general result for each category (Annex ??). These results were obtained by selecting the data and Excel provides the average automatically

The adaptation of the Torrance Test of Creative Thinking: the students took this test before and after the implementation of the creative learning spiral strategy, then the data were divided by categories, in order to measure and identify the different abilities to create something new and generate ideas. The data were summed and divided in order to obtain a general result to identify a change in

students' creative thinking (Annex ??)..

### Statistical tools for data treatment

Microsoft Excel was the statistical tool used for data treatment, according to Sah (2009) “the design of line graphs with Excel is useful to present a particular variable measured at various points over time.... highlighting trends in a variable over time” (p.4). This will provide the graphs to facilitate the analysis of qualitative and quantitative data and show the statistical data about the changes during the implementation of the project. In addition, Sah (2009) mentions other characteristics of Microsoft Excel as the frequency distribution, it is a useful tool to summarize data in the form of class intervals and frequencies and it is possible to make correlations to measure the association between two variables. This tool is an easy access tool and there is a lot of information about how to design charts, graphs, etc... to organize the data.

Figure 2.

### Statistical tool for data treatment

	A	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Nº	Originality	Elaboration	Fluency	Flexibility	CREATIVITY	# of nouns	# adjectives							
2	1	48	20	21	7	96	29	11							
3	1	64	15	28	11	120	30	14							
4	2	58	0	16	0	74	1	0							
5	2	49	8	17	19	93	27	7							
6	3	70	14	18	10	112	25	10							
7	3	59	10	21	14	105	28	9							
8	4	37	1	16	0	54	11	0							
9	4	46	1	17	11	74	18	5							
10	5	23	17	17	10	67	15	8							
11	5	41	17	20	10	90	26	9							
12	6	88	10	31	22	151	37	7							
13	6	130	33	39	19	229	43	9							
14	7	38	2	16	2	58	18	0							
15	7	32	7	15	11	65	18	4							
16	8	86	9	31	5	132	32	3							
17	8	52	12	27	8	91	30	6							
18	9	34	4	23	8	69	13	6							
19	9	43	5	22	10	80	26	5							
20	10	18	0	5	0	23	1	0							
21	10	32	1	15	8	48	13	9							
22	11	52	2	15	6	75	12	3							
23	11	57	1	23	12	93	30	1							
24	12	23	0	24	0	47	27	0							
25	12	47	0	16	0	63	2	1							

This study is considered quantitative research, Mackie & Gass (2005) point out that the intention of quantitative research is to analyze data and provide results based on statistics, and

the data is collected experimentally. Mackie & Gass (2005) mention that quantitative research is divided into two types, associative and experimental and they describe experimental research, as a study in which researchers manipulate one or more variables to determine the effect on another variable. In this case, the variables of this study are related to creativity and second language learning. The learning strategy used in this research manipulates creativity variables to study the impact of it on the learning process. Besides, one of the characteristics of quantitative research mentioned by Mackie & Gass (2005) is the comparison of pretreatment and post-treatment performance. Bearing this in mind, the instruments to collect data (tests) will allow us to analyze and measure the performance of participants before and after implementing the learning strategy.

### **Categories**

Torrance & Haebly (2003, as cited in Said et al 2018) establish that The Torrance Test of Creative Thinking is divided into a verbal test that measures thinking creatively with words and a figural test to measure thinking creatively with pictures. Considering the age of the students and the limitations because of their skills in reading and writing, the best option to measure their creative thinking was the figural test; the students developed this test in Spanish due to they have not developed good writing skills in English yet and this factor could affect the results of the test what its main purpose is to measure the students 'creative thinking. The category in this test is the use of words as nouns and adjectives that students wrote to describe the drawings in the test as a sign of the development of the ability to communicate their ideas. The number of adjectives and nouns used by the students in the pretest and post-test allows identifying the progress of the students to describe the drawing using words reflects the changes and improvement in their communicative skills.

## Discussion of categories

**Table 1.**

<b>Research Question</b>	<b>Emerging categories during data analysis</b>	<b>Subcategories</b>
To what extent does the implementation of the "Creative Learning Strategy" in first-grade students contribute to the improvement of their oral skills?	Interaction to improve communicative skills.	The importance of roundtables in the development of oral skills
<b>General Objective</b>		
To analyze the impact of the Creative Learning Spiral strategy on oral skills for first-grade students.	Creative Learning environments to encourage students to interact in a second language.	Abilities to communicate ideas
<b><i>Specific Objectives</i></b>		
To identify the aspects that influence the development of oral skills in young learners.		

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<p>To recognize the elements of the Creative Learning Spiral strategy that promote interaction in a second language.</p>	<p>Moments of the Creative Learning spiral that promotes interaction.</p>	<p>Learning environments to promote communication in young learners.</p>
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To describe the benefits of implementing a strategy to develop creativity in the development of oral skills in first-grade students

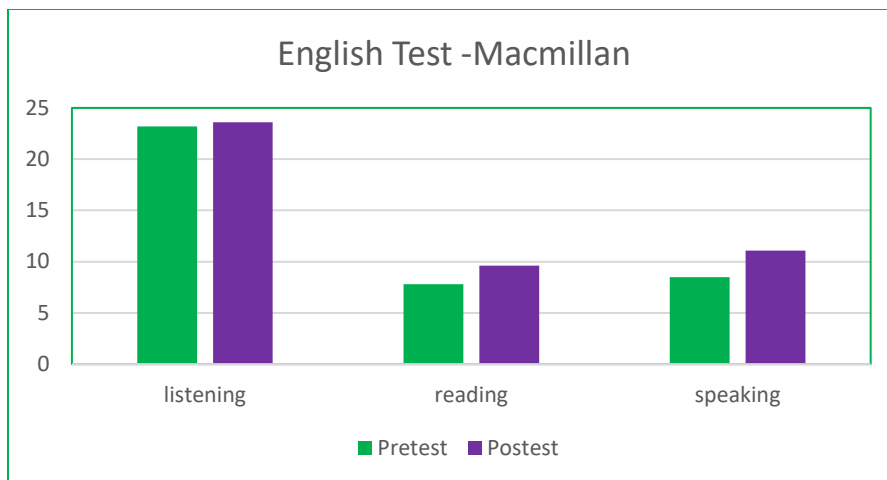
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### *Diagnostic Test*

The diagnostic test designed by Macmillan publishing house measure three communicate skill reading, listening, and speaking. Considering that this study is centered on oral skills the vocabulary recognized by the students in the speaking activity was divided by categories, toys, parts of the body, food, means of transport, nature, and daily routine. To identify the group of words in which the students recognize more words and the group of words in which they do not recognize them.

### **Figure 3**

Diagnostic Test design by Macmillan publishing house.



Note: This figure shows the data collected from the English Diagnostic Test provided for Macmillan publishing house to measure students' English levels before and after implementing the Creative Learning Spiral strategy.

The graphic indicates that 24 % of first-grade students improve their speaking and 2% of the participants improve their listening skills in a second language, meanwhile, 18,75% of the participants improve their reading skills. Therefore, the use of the Creative learning spiral strategy in young learning has a positive impact on the development of listening and speaking skills, this demonstrates that the implementation of this strategy to improve creativity and oral skills facilitate the acquisition of a second language in young learners.

### **Adaptation and scoring of the Torrance creative thinking test: figurative expression. Primary and Secondary Education.**

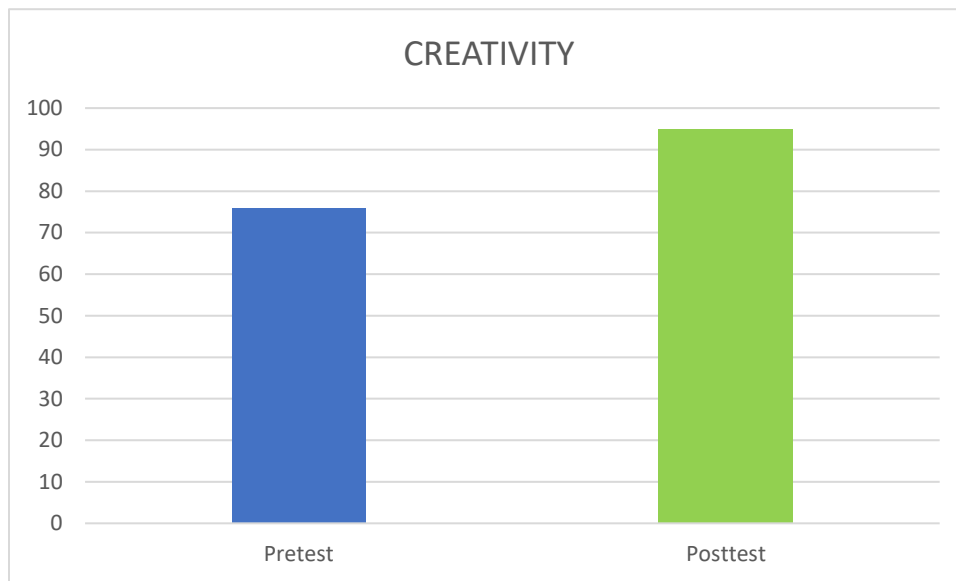
The pretest and posttest of TTCT adaptation were applied in order to analyze and measure the ability of the students to create and produce ideas, this adaptation was used in this study research because of the age of the participant, the test created by Torrance was not designed to apply it with kids; therefore, the adaptation made by Jimenez et al (2007) allows to

measure creativity in young learners. Kyung (2006) mentions that creative strengths are related to emotional expressiveness, articulateness when it is storytelling, expressiveness in the titles, production, conception, boundaries, humor, the fullness of imagery, colorfulness of imagery, and fantasy. Bearing in mind that communicative skills are essential in second language learning, the measurement of creativity is a way to identify student's strengths or weaknesses to communicate their ideas and feelings. Torrance (1977 as cited in Kyung, 2006) the TTCT-Figural is treasured to have another perspective on the student's ability and may be less influenced for those who speak English as a second language because the test is not based on a student's capability to use the English language.

According to the adaptation of TTCT by Jimenez et al (2007) originality, elaboration, and fluency are measured using a list of possible responses, the flexibility is measured by the number of categories that students use to write the titles for each drawing. The pretest was applied in May before implementing the Creative learning spiral strategy and the posttest in September, once the students finished the projects. The results obtained in the different subscales demonstrate an improvement in the students to produce ideas and give unique responses. This indicates an improvement to communicate and expressing their thoughts.

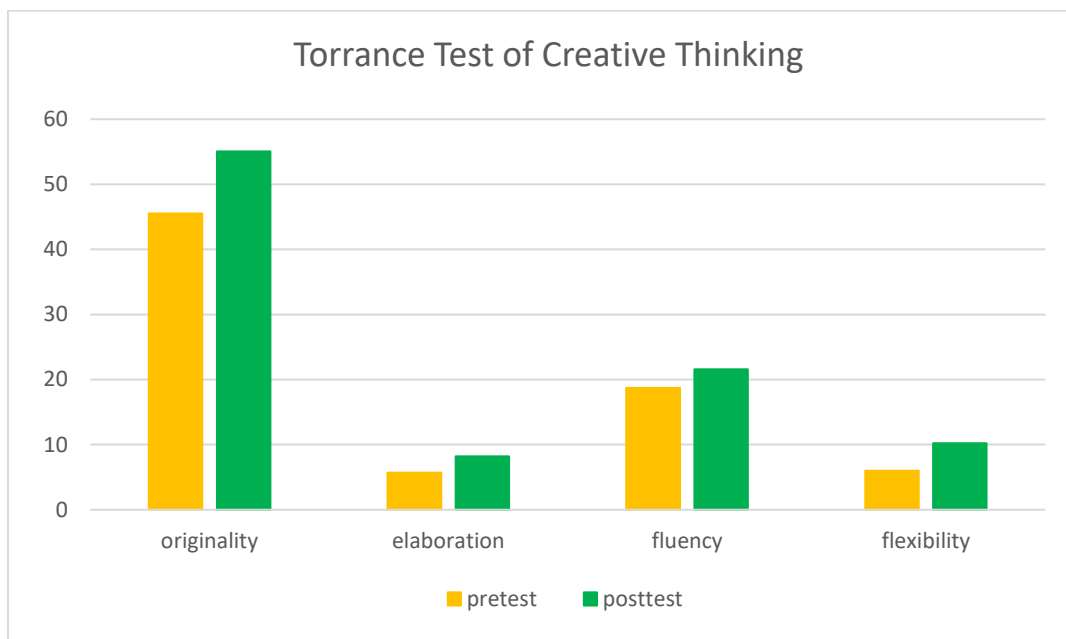
**Figure 4**

## Adaptation of Torrance test of Creative Thinking



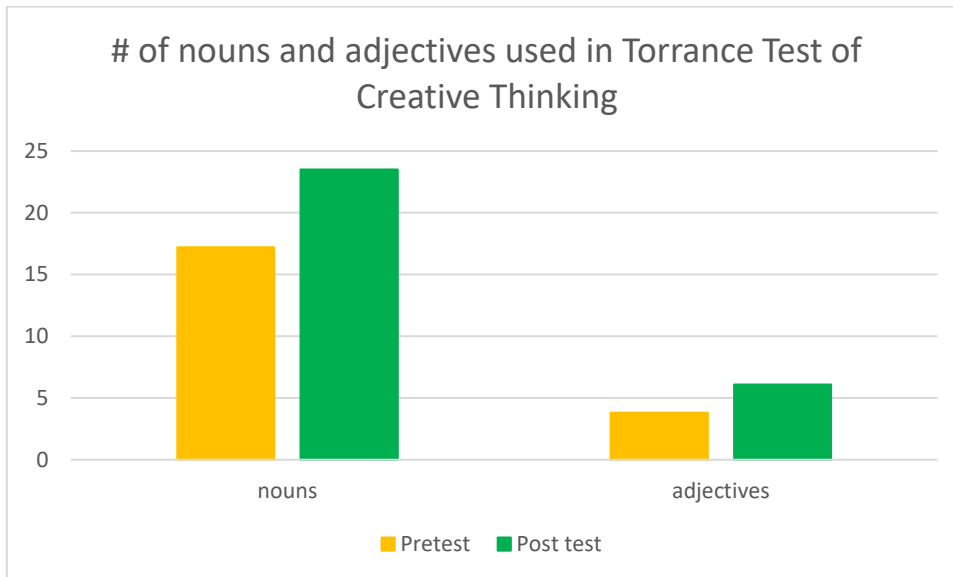
Note: This figure shows the data collected during the pretest (it was applied in May) and the posttest (it was applied in September) of the Figural Torrance Test for Creative Thinking.

The total score obtained by the students after summing the originality, elaboration, fluency, and flexibility scores demonstrates that students increase their creativity by 19,88%.

**Figure 5**

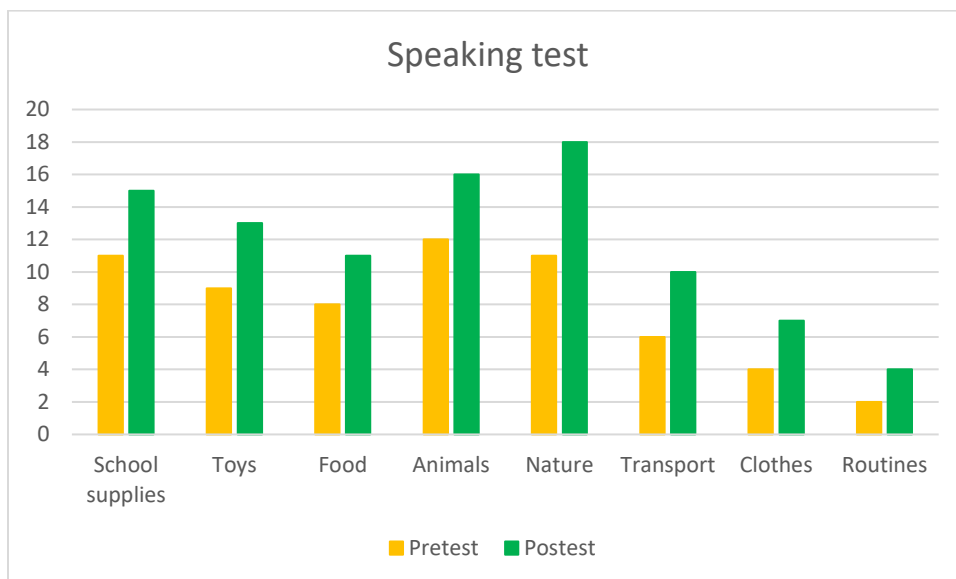
Note: This figure shows the data collect during the pretest and the posttest of the Figural Torrance Test for Creative Thinking in the different subscales.

This graphic shows the average of the results obtained by first-grade students before and after implementation of the learning strategy, where students achieve better results and demonstrate a positive impact of the creative learning spiral to improve creative skills, the subscale of originality increases meaningfully (17,4%) and demonstrate a major facility in students to produce singular and unique responses improving their ability to communicate their ideas. The subscale elaboration (30,5%) and fluency (13,26) increase after the development of the project indicates improvements in students' abilities to develop ideas and produce figural images. The flexibility subscale increase (41,24%) is enough to evidence a significant impact on the ability to produce titles for the images and use different and unusual words to describe them.

**Figure 6**

Note: This figure shows the number of nouns and adjectives used by the students to write the titles for the drawing made by them.

After implementing the Creative Learning Spiral strategy, the results obtained from the Torrance Test of Creative Thinking show an improvement to communicate ideas and use other different words to express their thoughts. The students use 26,81% more nouns to describe their drawings, meanwhile, they use 37,71% more adjectives to write the titles for their creations.

**Figure 7**

Note: This graph shows the number of students that use a group of words in the speaking part of the Diagnostic Test designed by Macmillan Publishing House.

The students in general improve the use of vocabulary in their oral skills, all of them obtained better results because they used two or three words more than in the pretest, this demonstrates an increase in vocabulary acquisition.

### **Hypothesis testing and operationalization of variables**

The use of strategies to develop creativity in students facilitates second language learning, the variables to support this hypothesis are the oral skills of students demonstrated in the results obtained by the participants in the tests to measure their English level and creativity, the lack of creative strategies, and cultural and educational limits. Bearing in mind these variables the tests were implemented to know the students' English level and their creative thinking skills. The lack of strategies to promote creativity was measured with the use of the adaptation of the Torrance Test Creative Thinking to measure students' skills to create

something original. This data provided a view of the lack of activities in the school that improve creativity.

### **Reliability and validity of analysis and findings**

The collected data were analyzed by Excel in which the information and the results obtained in the different instruments were organized to equate the data obtained in the different moments in which the tests were applied, the data got from the TTCT figural was organized in columns for the different subscales; originality, flexibility, fluency, and elaboration to identify the influence of the learning strategy in the different abilities to create and produce ideas. The data from the diagnostic text was organized by the results obtained in the different communicative skills, (reading, listening, and speaking).

### **Discussions and Conclusions**

The following chapter discusses the results obtained in the instruments applied before and after implementing the strategy to analyze its impact of it, the pedagogical relevance of the use of The Creative Learning Spiral strategy in language learning environments, the constraints of this research study, and the futures studies that can arise from this experience. This chapter also tries to answer the research question: To what extent does the implementation of the “Creative Learning Spiral Strategy” in first grade contribute to the improvement of oral skills?

### **Introduction to Discussions and Conclusions**

The development of learning environments to facilitate oral skills in first-grade students through projects that develop creative, reflective, and critical thinking demonstrate that the use of these strategies is positive to motivate the kids to interact and develop their communicative skills in a second language. After analyzing and comparing the outcomes obtained in the pretest and posttest of the qualitative instruments is evident that a vast majority of the students increase their

vocabulary to express their ideas in a second language, even the Figural Torrance Test for Creative Thinking results indicates that students express their thoughts and ideas using more words after developing their projects and sharing their opinions and ideas.

### **Significance of the Results**

The findings obtained in this research are really significant in language teaching strategies to explore the development of creativity in language learning environments due to the positive results reached by the participants. These results demonstrated that the use of the Creative Learning Spiral strategy improves the students' communication skills and helps them to increase their vocabulary in a second language. The development of creativity helps the students to develop cognitive skills to communicate their ideas easily and they feel more motivated to participate and interact while they are building their own ideas. The use of the Creative Learning Spiral as a strategy to teach and learn a second language is effective in order to promote interaction with each other to improve their oral skills and learn new vocabulary, the participants had the opportunity to exchange opinions and ideas using some simple words and short sentences to talk about their ideas, then they felt comfortable talking with their classmates and describing their creations. The use of the Creative Learning Spiral provides effective learning environments in which the students can improve their vocabulary and communicative skills.

### **Pedagogical and Research Implications for the Field of Study**

The use of a strategy that mainly develops creative thinking has been used in other fields like technology in which the main purpose is to invent or construct something new with a specific purpose. In this case, the Creative Learning Spiral was implemented as a strategy to improve oral skills in a second language in young learners. The adaptation of this strategy in languages field had a positive impact in the development of oral skills and facilitates the ability

to communicate ideas and increase the vocabulary through the interaction in the development of their creations. Creative thinking must be considered as a fundamental ability to be developed in young learners to improve their communicative skills and facilitate the acquisition of a second language.

### **Research Limitations on the Present Study**

The data obtained from the results is limited by the number of students that participated in this study, this research just demonstrates a positive impact of learning strategies to learn English in a limited range of ages (5-7) that involve creative learning spiral strategy as a method to improve oral skills in young learners. But this group of students does not represent the majority of the students in Colombia because they have access to different sources that most of the students in Colombia do not have. Due to the lack of qualitative data, it is not possible to identify the most relevant aspects of this kind of activity to emphasize future studies on this, or to know what aspects are negative for kids in order to improve them.

### **Recommendations for Further Research**

Future studies should take into account the perception of teachers and students about the learning environments to motivate the learners to interact in a second language. The opinion of the community is essential to extend the vision of the effect of the study and obtained diverse data to know better the impact of the research. The design of a test that can measure creativity by making use of the English language will provide better data to identify the vocabulary acquired by the students and the improvement of their communicative skills in a second language.

Considering the four communicative skills to analyze the impact of The Creative Learning Spiral in order to get more data that allow having a wide vision of the use of strategies that promote the development of creativity in language learning environments.

## Conclusions

In line with the hypothesis, the development of oral skill was improved by the students because of The Creative Learning Spiral, they interact during the all stages of the strategy and even give ideas and opinions to others using some words in English that they already know but they increase the vocabulary listening new words from their classmates that know different ones. These results are remarkable to reinterpret the different theories about how kids learn a second language, it is important to consider their context and how different kids are today; They are exposed to different source of media that they need innovative and creative learning environments to feel motivate to learn and interact in a second language. The creative learning spiral offers the students an experience to exchange ideas and opinions. (Resnick, 2017). The influence of the creative thinking in English learning facilitate the development of ideas and unique responses that motivate the students to communicate what they create and describe it using a second language. According to Resnick (2017) “All children are born with the capacity to be creative, but their creativity won’t be necessary develop on its own. It needs to be nurtured, encouraged, supported” (p. 21). As a teacher, considering the development of creativity in the students to facilitate the learning process is essential to offer new experiences in which the students feel motivated to interact using single words and short expressions, they express their though easily because they feel comfortable and safe to express their ideas and reduce the insecurities and fear when the students are interacting and sharing their thoughts with others, it is essential to advance and improve communicative skills in a second language.

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## Appendices

### Appendix A: Informed consent

#### Consentimiento Informado

Estimados Padres de Familia:

La Universidad Nacional abierta y a distancia se encuentra realizando una investigación titulada, El aprendizaje creativo en espiral una estrategia para facilitar el aprendizaje del inglés en grado primero desarrollada por Adriana del Pilar Rojas Castillo para optar por el título de Magister en Mediación Pedagógica en el Aprendizaje del Inglés. El presente documento tiene como finalidad hacerle conocer los detalles del estudio y solicitarle su consentimiento informado para la participación de su hijo(a).

El objetivo de esta investigación es analizar el impacto del proyecto "super creativity" en el proceso de aprendizaje del inglés. La enseñanza de un segundo idioma a través del tiempo se ha desarrollado principalmente con textos lo cual limita las acciones del maestro en el aula. En este sentido, el aprendizaje necesita de nuevos espacios de aprendizaje donde el estudiante se sienta motivado a aprender y pueda expresar sus ideas libremente, compartirlas y construirlas. Estos escenarios educativos buscan fomentar experiencias de aprendizaje únicas donde el estudiante adquiera nuevos conocimientos en inglés y desarrolle su pensamiento creativo, el cual beneficiará positivamente otras habilidades cognitivas como el análisis crítico y reflexivo.

El presente proyecto consta de tres etapas, para identificar los factores que favorecen el aprendizaje del inglés en el aula, En primer lugar, los estudiantes realizarán dos test, uno para conocer el desarrollo de su creatividad y otro para identificar su nivel de inglés. En segunda instancia, los estudiantes realizarán el proyecto y lo socializarán en clase, finalmente se realizará nuevamente los test para comparar los resultados. En cada etapa se realizarán toma de fotografías, videos y entrevistas. La participación de su hijo(a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel académico.

La confidencialidad de la identidad del participante será resguardada por las siguientes medidas: En cuanto a las fotografías y videos solo la investigadora responsable tendrá acceso a los datos. Las fotografías y videos recibirán un código por cada participante, que solo conocerá la investigadora responsable de este estudio para garantizar el anonimato del estudiante. Dadas las características del estudio los datos serán usados solamente en instancias académicas de investigación y aquellas propias de la divulgación investigativa. Asimismo, la investigadora responsable asume un compromiso de confidencialidad para resguardar identidad de todos los involucrados en este estudio. Su participación en esta propuesta de investigación no tendrá remuneración económica alguna. Si se generara alguna controversia o molestia durante la participación en las entrevistas o desarrollo del proyecto, la investigadora responsable procurará brindar apoyo y la asistencia requerida al participante. Toda la información obtenida de esta investigación estará siempre resguardada y al cuidado de la investigadora responsable.

Si usted tiene preguntas acerca de los derechos del participante de este estudio, reclamos o dudas acerca de esta investigación, por favor contáctese con la Investigadora Responsable Adriana del Pilar Rojas Castillo, Teléfono: 3204308537, correo electrónico: adrojasca@unadvirtual.edu.co

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación, de los costos y riesgos implicados, y del acceso a la información y resguardo de información que sea producida en el estudio. Reconozco que la información que provea en el curso de esta investigación es estrictamente confidencial y anónima. Además, esta será usada solo con fines de difusión científica.

Nombre del participante: \_\_\_\_\_

Padre quien autoriza: \_\_\_\_\_

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Investigador(a) Responsable  
Adriana del Pilar Rojas Castillo  
Universidad Nacional abierta y a  
distancia.

Se deja constancia en este instante que este documento (consentimiento informado) será firmado a dos copias, quedando una de ellas en manos de la investigadora responsable y la otra copia en manos del participante en su correo institucional.

## Appendix B: The adaptation of the Torrance Test Creative Thinking

2

Educación Primaria

Nombre: Jerónimo Parra

Grado: primera A

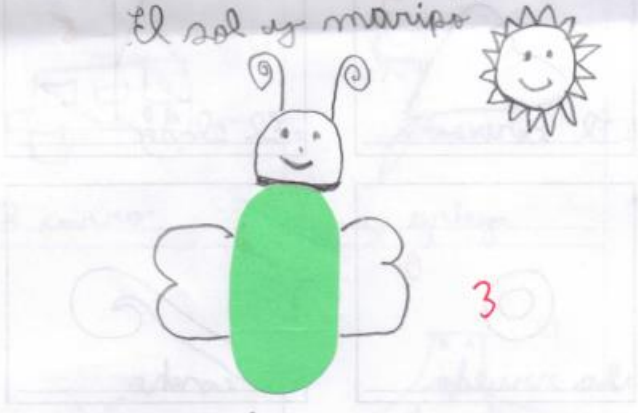
O 61  
E 0  
Flu 18  
I 0

**JUEGO 1**

**COMPONEMOS UN DIBUJO**

"Mira este trozo de papel verde. Piensa en un dibujo o en una cosa que puedas dibujar usando este trozo de papel como parte del dibujo. Piensa en algo que tengas ganas de dibujar: ¿tienes una buena idea! Coge el trozo de papel verde y pégalo sobre esta página en el lugar que desees hacer tu dibujo. Venga, pega el tuyo. Ahora, con tu lápiz vas a añadir todas las cosas que quieras para hacer un bonito dibujo. Intenta dibujar algo que nadie haya pensado hacer antes. Añade un montón de ideas para que cuentes una verdadera historia. Para acabar, *no te olvides de ponerle un título a tu dibujo, un nombre divertido que explique bien tu historia*".

El sol y mariposa



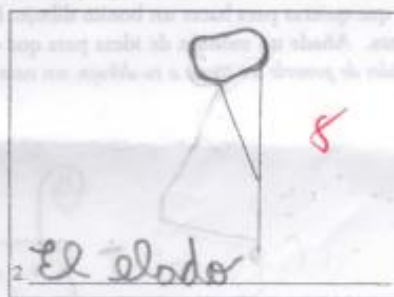
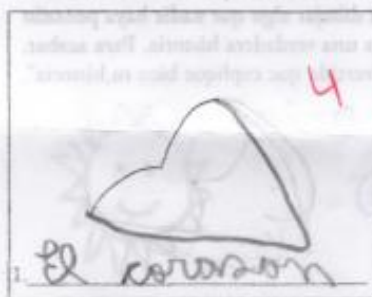
3

mariposa

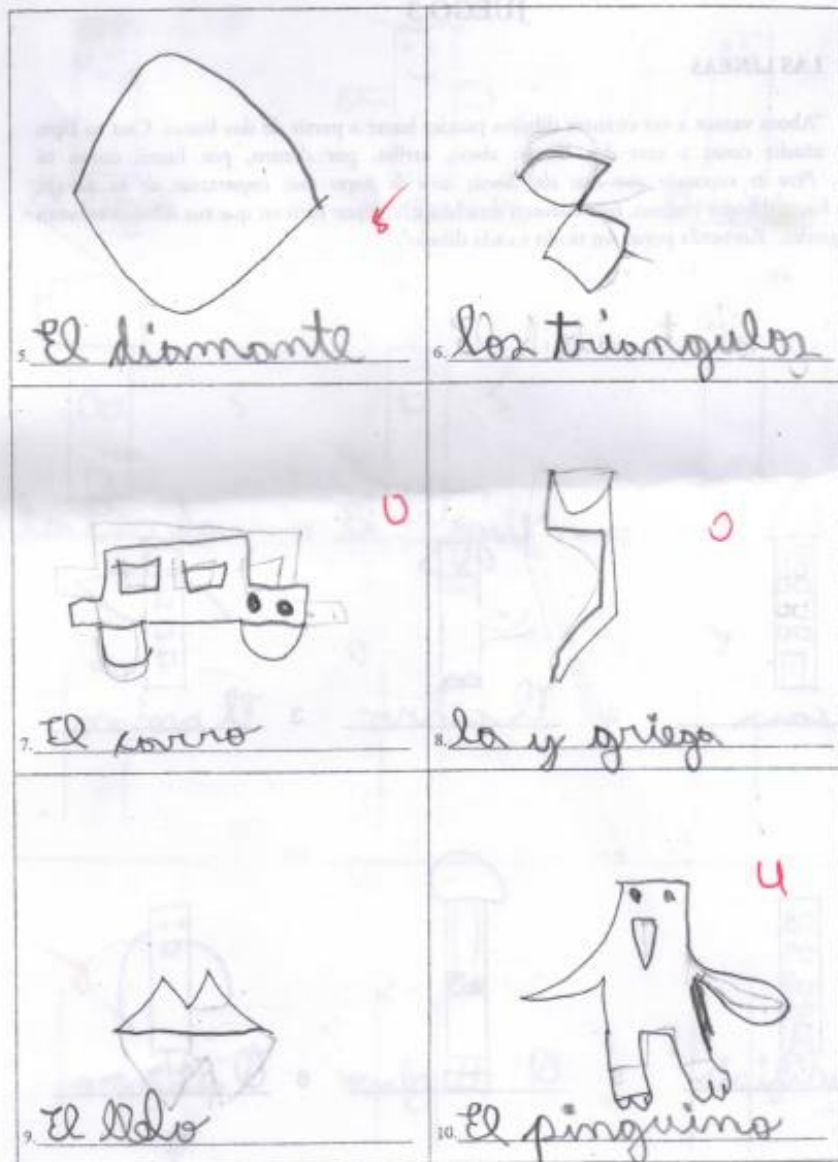
## JUEGO 2

## ACABAMOS UN DIBUJO

"Mira, hemos empezado dibujos en los pequeños cuadrados, pero no los hemos terminado. Eres tú quien va a acabarlos añadiendo cosas. Puedes componer objetos, imágenes... todo lo que quieras, pero es preciso que cada dibujo cuente una historia. Recuerda que los trazos que ya están hechos serán la parte más importante de tu dibujo. Añade un montón de ideas para que sea algo interesante. Después, *escribe en la parte de abajo de cada cuadrado el título del dibujo que has hecho*. Una vez más intenta pensar en ideas en las que nadie haya pensado antes".



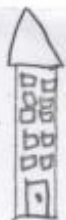
CONTINÚA EN LA PÁGINA SIGUIENTE



### JUEGO 3

#### LAS LÍNEAS

"Ahora vamos a ver cuántos dibujos puedes hacer a partir de dos líneas. Con tu lápiz puedes añadir cosas a esas dos líneas: abajo, arriba, por dentro, por fuera, como tú quieras. Pero es necesario que esas dos líneas sean la parte más importante de tu dibujo. Intenta hacer dibujos bonitos, que cuenten una historia. Fíjate bien en que tus dibujos no sean todos iguales. Recuerda poner un título a cada dibujo".



1 La torre



2 El perro



3 El signo



4 El edificio








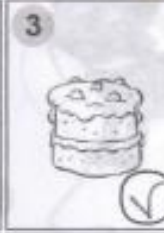







5 El hongo










6 El pájaro

Appendix C: Diagnostic Test by Macmillan Publishing House

**1 Listen and tick (✓).** 

<b>1</b>  <input checked="" type="checkbox"/>	 <input type="checkbox"/>	<b>2</b>  <input type="checkbox"/>	 <input checked="" type="checkbox"/>	<b>3</b>  <input checked="" type="checkbox"/>	 <input type="checkbox"/>
<b>4</b>  <input type="checkbox"/>	 <input checked="" type="checkbox"/>	<b>5</b>  <input checked="" type="checkbox"/>	 <input type="checkbox"/>	<b>6</b>  <input type="checkbox"/>	 <input checked="" type="checkbox"/>

**2 Listen and number.** 

 <b>1</b>	 <b>3</b>	 <b>4</b>
 <b>2</b>	 <b>5</b>	 <b>6</b>

Give Me Five! 1 © Sorhoer Nature Limited 2018

Page 1

**Diagnostic Test**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Give Me Five!**

**Speaking**

1



2



3



