Implementing poetry as a means of nurturing speaking skills among pre-intermediate

students at the University of Pamplona: An action research

Laura Stefanny Figueroa León

1.090.509.828

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practicum

Pamplona

2019-2

Implementing poetry as a means of nurturing speaking skills among pre-intermediate

students at the University of Pamplona: An action research

Laura Stefanny Figueroa León

Mentor

Gabriel Eduardo Cote Parra

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practicum

Pamplona

2019-2

DEDICATION

This is dedicated to God and my mom who always were by my side when facing hard and happy moments and gave the courage to carry on in order to achieve my purposes.

ACKNOWLEDGEMENTS

APPROVAL NOTE

_____

_____

_____

_____

_____

Practicum Committee Signature

Cooperative teacher signature

Table of contents

List of tables

List of figures

List of annexes

Presentation

The aim of this proposal is to foster the speaking skills of the pre-intermediate foreign languages learners of the University of Pamplona, and concurrently be part of the teaching-practice experience and development of a pre-service teacher. This inquiry comprises four different components: Pedagogical component, research component, outreach component and administrative component.

In the pedagogical component, it is included the account of the problem to solve, the theoretical framework and literature review used to develop the appropriate methodology and obtain the expected results. In this case the main goal is to promote student's speaking skill through the implementation of poetry, and guided by Cuq & Gruca reading strategy, what will go hand in hand with the Task Based Learning approach. To put it another way, the objective this proposal aims at achieving is to propose the reading of poems in class, a reading process that will be guided by a continuous oral questioning throughout the four stages that are included in Cuq and Gruca reading strategy: pre-reading, observation of the text, silent reading and post-reading. That way, thanks to the different communicative tasks established at the end of this procedure, the students will have the opportunity to turn their speaking skill on. Bearing this in mind, it has to be highlighted that this proposal focuses on the promotion of the speaking skill but concurrently to work on reading comprehension, considering that most of the work will be based on the text processing, in this case poetry.

Continuing, the research component points out the reflection as one of the most important objectives for the purpose of contributing to the pre-service teacher teaching process. Additionally, the outreach component concentrates on giving a help to the foreign

languages program's needs as well as the teaching process that the pre-service teacher pursues when being part of the educative community at the University of Pamplona.

Finally, what concerns the administrative component, the pre-service teacher takes the role of an official teacher at the institution to which he/she belongs. On account of this, the practitioner is subjected to participate in the different extracurricular activities declared by the institution for the purpose of knowing in depth the real context of teaching.

Introduction

In today's global world, the importance of English cannot be denied and ignored since English language has begun for decades a process of expansion adhering to the phenomenon known worldwide as globalization. Consequently, there is a current need in the population to know, deepen and master a foreign language. People's interconnection schemes are defined and expanded when, to the extent of their considerations and ideas can be supported by a form of multivariate communication.

However, according to what has been perceived today, there is a gap in educational training strategies, in the different approaches that organize the educational community hierarchically, often divorced from multilingual processes and clinging to a subordination of the mother tongue. Actually, knowing that learning English requires constant practice and patience, as a result, the kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language.

On top of that, focusing on the case of Latin America, as specified by Cronquist & Fiszbein (2017), English language learning has become a remarkable strategic issue. Countries have carried out national strategies, created programs and made relevant

investments in order to expand access to English learning opportunities. Indeed, the region has made significant efforts to ameliorate English language learning through policies and programs, resulting in more people in the region having access to English language learning (ELL). However, "test results indicate that English proficiency is very low. The educational system is simply not producing students with adequate levels of English proficiency. Schools are often unable to provide the necessary English classes, while those that do exist are often of poor quality." (Cronquist & Fiszbein, 2017, p.03).

Now, at the national level, In Colombia, the panorama is not very encouraging. Even if General Education Act 115 of 1994, in its objectives for Basic and Middle Education, calls for "the acquisition of elements of conversation, reading, understanding and the ability to express itself at least in a foreign language"(Congress of Colombia, 1994, p7), Colombia ranks among all countries with a low level of English. As a consequence, since its enactment, most school institutions adopted the teaching of English as a foreign language. Even in many universities, both at undergraduate and postgraduate levels, English proficiency is beginning to be a requirement to qualify for a professional degree. However, despite all the time and resources invested in this issue, the results obtained are not satisfactory, at least in non-bilingual schools.

This way, according Jabba's report (2013), the challenges in the subject of bilingualism in Colombia are enormous, he states that the level of English for students is relatively low; which is demonstrated by the results of students' performance in the Test of The State Excellences. Among high schools, the results are particularly worrying, as more than 90% do not exceed the level corresponding to that of a basic user (A-, A1 or A2). On the other hand, higher education students, particularly college students, have a better level

of English, although they are still far from the ranks expected by the MEN. In this sense, the fact that the baseline does not show good performance in the English test suggests that the goals proposed by the MEN for 2019 could be ambitious, since the objectives have not yet been achieved and the trends that have been presented are characterized by showing little progress in the English level of students.

In this perspective, it is imperative to conduct a proposal in which it could be possible to contribute in a straight way in the English field in order to attempt to meliorate it. Hence, in a foreign languages program at a public university where teaching a foreign language prevails, a pedagogical proposal is developed, it consists of implementing poetry founded on Cuq & Gruca (2005) reading strategy as a means of nurturing mostly speaking skills among pre-intermediate students, but concurrently working with the reading comprehension skill and the other linguistic competences.

Justification

Language is a tool that permits communication. The only reason why we communicate with others, is to express and share our thoughts and ideas, and to know others' as well. This way, communication takes place, where there is speech. Without speech it is not possible to communicate with one another. To this is added the fact that, all along the past four decades, the world has witnessed the rapid development of speaking skill in second language learning (Derakhshan et al., 2015). As a result, today the mastery of speaking –being a complex skill- has become a priority for the majority of foreign language learners.

Thus, there is no doubt that teaching oral communication is a challenge for teachers in the area of language teaching. One of the main reasons can be, that in most cases the

student has no way to practice this language skill inside and outside his English class. In addition, in some other cases, this skill is not given enough time to practice it; or the activities are not appropriate for that purpose. This is why ensuring that students are able to communicate is a great responsibility of the teacher who must have a series of skills to make it easier for the student to develop this skill, oral production. Besides, it is up to the teacher to know clearly the goals of the students, and the English program he or she is managing.

Inevitably, EFL learning process demands a huge emphasis on teaching the speaking skill considering that English is conceived as a global language and use mainly for interpersonal communication. In this line, as a foreign language student as well as considering the participant observations done, it is remarkable the desire of many first year EFL learners to be fluent and to entail their speaking skill in spite of the obstacles which hamper a free and eloquent communication. Unfortunately, even though one of the most significant desires of EFL learners is the mastery of the speaking skill, it is crystal clear that there are several speaking problems that can be major challenges to appropriate foreign language learning and communication. In my experience as a foreign languages student, day after day English learners, no matter their level, still face many speaking difficulties. As a matter of fact, several inquiries have pointed out that speaking skills development has mainly been overlooked in the classroom, and most of the time, oral language in the classroom is more used by teachers than by students.

In the light of this situation, it is imperative for teachers to guide and permit their students to foster their skills through identifying the difficulties during oral productions and eventually some of the constructive and efficient communicative activities and strategies

for veritable communication to occur in the language classroom, and what better than bringing to the classrooms creative reading strategies founded on noteworthy and rewarding material –such as poetry- for the purpose of offering an efficient and constructive language acquisition to our students. This can broadly enlarge student's motivation and awareness to confront oral problems. With this is mind, the following study was designed as an innovative way of overcoming second semester students' needs in the field of speaking skill throughout different pedagogical reading comprehension activities developed in class based mostly on the use of poetry. In addition to the entire above, a poetry slam –which tittle is 'our little poetry corner'- will be the final product that will promote this already expressed; that would require students will put the different topics treated into practice with the realization of several tasks as well as it would evince the set of benefits that reading activities offer to the students' speaking skill.

Objectives

      General Objective.

- To nurture student's speaking skill through the implementation of poetry.

      Specific objectives.

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.

- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.

- To meet the English Teaching demands of second semester students in the Foreign Languages Program.

- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational real context, in this case, in the Foreign Languages Program.

- To participate in the academic and administrative activities organized by the institution during the practicum stage.

Institutional observation

    Topographical location of the institution.

The University of Pamplona, is a public, departmental, coeducational research university whose main campus is primarily located in the city of Pamplona, specifically, in the first kilometer via Bucaramanga in the department of Norte de Santander. The university also has two satellite campuses in the department, in the cities of Cúcuta and Villa del Rosario. Additionally, it counts on three vice-rectories (academic, research, administrative and financial) and two administrative departments (Social Interaction and University Welfare); it is divided academically in seven faculties en its maximum government authority is the Higher University Council.

Figure 1. University of Pamplona

General institutional authorities.

The institution's board of authorities is composed of:

CHARGE	NAME
Vice-chancellor Rector	Dr. Ivaldo Torres Chávez
General Secretary	Nelson Adolfo Mariño Landazábal
Academic Vice-rector	Laura Patricia Villamizar Carrillo
Academic Office	Tania Liseth Acevedo Gauta
Administrative and financial vice rector	René Vargas Ortegón
Research Vice rector	Oscar Eduardo Gualdrón Guerrero
Social Interaction director	Oscar Orlando Ortíz Rodríguez
Self-assessment and institutional certification director	Blanca Judith Cristancho Pabón
Human Talent management office manager	Diana Carolina Villamizar Acevedo
Admissions, registration and control office director	José del Carmen Santiago Guevara
Applied research and information technology development center director	Avilio Villamizar Estrada
Public Relations and the Media director	Karina del Pilar Silva Becerra
Internal disciplinary authority director	Lizeth Ballesteros Ramos
Internal Management	Diana Carolina

Authority director	Villamizar Acevedo
Legal Office director	José Vicente Carvajal Sandoval
Planning Office director	Edwin Omar Jaimes Rico
University Welfare director	César Augusto Parra Méndez
Bibliographical resources and document management director	Luis Ramiro Portilla Flórez
Account/Budget director	Farid Rafael Villalba Taborda
Pay's office and treasury director	Henry Murillo
Physical resource management and logistical support unit coordinator	Carlos Alberto Guerrero Flórez
Laboratories coordinator	Freddy Solano Ortega
Project Management coordinator	José del Carmen Peña Fernández
Dean of Faculty of Education	Benito Contreras Eugenio

Table 1 General institutional authorities chart

Authorities of the Foreign Languages English-French Program.

The Foreign Languages Program's board of authorities is composed of:

CHARGE	NAME
Foreign Languages Program English-French director	Iván Dario Vargas González
Foreign Languages department director	Claudia Judith Mosquera Muñoz
Dean of Faculty of Education	Olga Belén Castillo de Cuadros

Table 2 Authorities of the Foreign Languages Program chart

Principal aspects of the Institutional Educational Project (PEI).

The Institutional Educational Project (PEI) of the University of Pamplona aims at looking for the optimal way of confronting the challenges by modernizing the university work to contribute to the transformation of society and its environment that foresees new scenarios and trends. It guides decision-making in the context of missionary purposes, training, research and social interaction and, it's at the same time the foundation of development plans.

With the Institutional Educational Project, the University of Pamplona aims at strengthening and developing a new institutional environment that resizes its identity and image, and that makes its training scenarios, flexible, democratic spaces and generators of principles of coexistence and tolerance that lead the constitution of subjects committed to their country in search of the well-being of society.

Institutional horizon.

Mission. The University of Pamplona, in its public and autonomous nature, subscribes and assumes the integral and innovative training of its students, derived from research as a central practice, articulated to the generation of knowledge, in the fields of science, technologies, the arts and humanities, with social and environmental responsibility.

Vision. To be an University of Excellence, with a culture of internationalization, academic, research and technological leadership with binational, national and international impact, through a transparent, efficient and effective management.

Principles of the educational institution.

- Autonomy

- Academic freedom. Discretion and ethical, scientific and pedagogical responsibility of teachers to present knowledge through modern paradigms, methods, innovations and technological tools.

- Research scientific academic integration. The University of Pamplona, is an autonomous legal entity that aims at training and professional improvement: the promotion of culture; the development and prioritization of research as an inherent task in the condition of every university teacher.

- Academic and Administrative Excellence. Design, adoption and implementation of plans and programs, goals and projects of continuous improvement of all processes, activities and services of the different academic and administrative units.

- Practice of traditional values. To encourage, motivate and stimulate in the different university levels the work in interdisciplinary teams as a criterion of integration and improvement of interpersonal relationships.

- Universality.

- Integrity.

- Equity.

- Suitability.

- Responsibility.

- Coherence.

- Transparency.

- Appropriateness.

- Efficacy.

- Efficiency.

Main aspects of the Student Academic Regulation by the educational institution.

The student Academic Regulation of the University of Pamplona is a document issued by the AGREEMENT N° 186 in December 02, 2005, by the Higher University Council. It is divided in six main chapters keeping a sequential order as follows:

Generalities.

1. Admission

2. Registration

3. Academic administration

4. Evaluation

5. Bachelor's degree final project

It comprises student's rights and duties, development of academic activities, student's admission, continuity, retirement and promotion mechanisms and quality of university life. Besides, throughout this formal document, the members of the university community guide their actions, academic processes are established and therefore, an atmosphere of harmony is generated, which guarantees a satisfactory and high-quality education service.

Physical plant distribution.

The University of Pamplona is formed by three modern campuses that are responsible for supporting academic deployment and are located in three different cities of the country. Likewise, this University has forty-six academic programs distributed in seven faculties, among which are: the Faculty of Art and Humanity, the Faculty of Agricultural

Sciences, the Faculty of Sciences, the Faculty of Economics and Commerce, the Faculty of Engineering and Architecture, the Faculty of Health and the Faculty of Education Sciences.

Thus, the latter is subdivided into three departments and five academic programs of on-site nature: the Department of Pedagogy and Social Sciences (Bachelor in Child Education, Bachelor in Social Sciences and Rural Development); the Department of Physics Education (Licensed in Sports) and finally the Department of Languages and Communication (Licensed in Humanities and Spanish Language, Bachelor in Foreign Languages English, French).

The bachelor's degree program of Foreign Languages French-English consists of ten academic semesters and six components: the pedagogical component, the mother tongue component, the Foreign Languages and Cultures Component taking into account the descriptors of language levels according to CECRL which are A1, A2, B1, B2, C1, the deepening component, the research component and the humanistic socio-social component.

Figure 1. Physical plant distribution

Organizational chart of the educational institution.

In this organizational chart, it is possible to locate the order of each one of the authorities concerning the educational institution.

Figure 3. Organizational chart

Symbols of the institution.

Institutional shield.

Figure 4. Institutional shield

It represents the identity and institutional image of the University of Pamplona. The institutional shield is oval, and it is equal to that from the city of Pamplona (which is actually identical to that of the Spanish city of Pamplona), with the difference that it has two letterheads: the one above says "University of Pamplona" and the one below "Colombia".

Institutional motto.

"Formando líderes para la construcción de un nuevo país en paz."

Institutional mascot.

Figure 5. Institutional mascot

The institutional mascot is a caricatural lion adapted to each authority in the University. It could be related to the crowned rampant lion in the institutional shield, which stands on the blue field, being part of the Spanish history.

Institutional Academic Schedule.

CRONOGRAMA DE ACTIVIDADES 2019-2

ACTIVIDAD	FECHA
Inicio de clases	9 de septiembre de 2019
PRIMER CORTE	Del 9 de septiembre al 19 de octubre de 2019
Semana de evaluaciones	Del 15 al 19 de octubre de 2019
Registro de notas	Del 21 al 26 de octubre de 2019
SEGUNDO CORTE	Del 21 de octubre al 23 de noviembre de 2019
Semana de evaluaciones	Del 18 a 23 de noviembre de 2019
Registro de notas	Del 25 al 30 de noviembre de 2019
CANCELACIÓN DE ASIGNATURAS (De asignaturas. Máximo2. Proceso en línea)	Del 28 de octubre al 7 de diciembre de 2019
CANCELACIÓN DE SEMESTRE (Máximo 2 veces durante la carrera)	Del 28 de octubre al 7 de diciembre de 2019
TERCER CORTE	Del 25 de noviembre al 21 de diciembre de 2019 y del 20 al 25 de enero de 2020
Semana de evaluaciones	Del 16 al 21 de diciembre de 2019
Registro de notas	Del 16 al 21 de diciembre de 2019
Fecha final ingreso de nota de trabajo de grado	21 de diciembre de 2019
HABLITACIONES	Del 20 al 25 de enero de 2020
EVALUACIÓN DOCENTE	Del 9 al 14 de diciembre de 2019
FIN DE CLASES	21 de diciembre de 2019
VACACIONES DOCENTES DE PLANTA	Del 23 de diciembre de 2019 al 15 de enero de 2020

Table 1. Institutional Academic Schedule

Supervisor's academic schedule.

SUPERVISOR'S ACADEMIC SCHEDULE						
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00-8:00am	Group A					
4:00-7:00pm	Group B					
2:00-5:00pm		Group A				
10:00-12:00pm			Group B			
9:00-12:00pm				Group A		

3:00-6:00pm				Group B		

Table 4. Supervisor's academic schedule

Pre-service teacher schedule.

PRE-SERVICE TEACHER SCHEDULE						
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00-8:00am						
6:00-7:00pm	Group B					
2:00-5:00pm		Group A				
10:00-12:00pm			Group B			
9:00-12:00pm				Group A		
3:00-6:00pm				Group B		

Table 5. Pre-service's teacher schedule.

Pedagogical aspects

In the purpose of observing the main aspects of the institution and analyzing the pedagogical aspects considered by the teacher in the classroom, an institutional observation was carried out during two weeks to ensure that the pre-service teacher would be utterly immersed in a real educational context where he would be developed as an actual teacher during 10 weeks. This process will orientate and familiarize the pre-service teacher with the educational context in which he will get involved later on.

Concerning the pedagogical aspects in the classroom, before starting with the development of the contents of the respective course, the teacher explains all the procedures to follow and the most important tasks to be evaluated throughout the semester. On the other hand, when a topic is explained, the employment of activities that involve the

students' participation are always prioritized for them to start taking actions on their own learning.

On the other hand, the teacher works in hand with the "CUTTING EDGE- PRE-INTERMEDIATE STUDENT'S BOOK" workbook developing each topic of its units weekly, but assigning the students to work on the different exercises and tasks at home to review in class. Also, the reading book to be worked during the semester is "A Christmas Carol" by Charles Dickens. Added to this, the also teacher emphasizes the weekly use of a web page called "English in a minute" which aims at teaching the students some idioms concerning the target language.

Finally, for the development of each class, the three main objectives to achieve during the development of the course are set (linguistic, communicative, and socio-cultural).

Chapter I: Pedagogical Component

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona

Introduction

There is no doubt that one of the demands of the 21st century concerns mainly English language proficiency, since it has become one of the first global languages, as a result, in all countries English is taught as an international language that allows to communicate with foreign people on social, cultural, economic and political issues; since global processes have become a daily reality.

In this way, it is clear that bilingualism has emerged due to different difficulties of the world, the physical and imaginary obstacles that man has established among himself. The current bilingualism we face today is that of an entirely globalized world , with a frank language clearly prevailing (English) and minority languages that, in varying degrees, are exposed to the whole world.

Therefore, the teaching of English that points to a meaningful learning it's the only that allows the individuals to easier develop English language skills focused on writing, reading, speaking and listening. Consequently, in the case of Latin America, English language learning has become also a significant issue. Countries have carried out national strategies, created programs and made large investments for the purpose of expanding access to English learning opportunities. Nevertheless, according to Cronquist & Fiszbein (2017) the set of test results demonstrate that English proficiency is very low. Which concurrently indicates that educational system is simply not producing students with adequate levels of English proficiency.

In the case of Colombia, in order to promote the strengthening of a foreign language, the MEN (Ministerio de Educación Nacional) established the National

Bilingualism Program in 2004, whose main objective is to enhance the English learning, as well as the improvement of the quality of bilingualism. In essence, it is the formulation of a state policy aimed at strengthening bilingualism in the country. Unfortunately, relative to a descriptive research of bilingualism conducted in Colombia cited by Sanchez (2013), most undergraduate students are at the lowest levels of English such as the A1 and A2 on the scale of the European Framework, so it is possible to state that the skills of undergraduate subjects are poor, which creates a great disadvantage to enter the competitive sector. Taking this into account, it seems that the challenges in the subject of bilingualism in Colombia are enormous.

In view of the above, it is noticeable that, as future foreign languages teachers, it is essential to be aware of all the challenges that comprises this situation of English teaching-learning as well as other possible difficulties that will be encountered in our classrooms. That is why it is up to the educative sphere, in this case, the English teachers to scrutinize, determine and innovate the set of pedagogical strategies when teaching a foreign language in order to guarantee that our students are able to treat and understand basic and complex texts that are within their area of knowledge and can express themselves with some degree of fluency when communicating with others in English.

Bearing in mind what is stated before, the aim of this proposal is to foster second semester students' speaking skills throughout different pedagogical reading comprehension as well as speaking tasks activities developed in class based mostly on the use of poetry, this guided by Cuq & Gruca (2005) reading strategy, and intrinsically, grounded on Task Based Learning Approach. Moreover, it has to be highlighted that this proposal will

contribute not only to promote students' speaking skills, but also to enhance the other linguistic competences such as reading, listening and writing.

Statement of the problem

Based on the observation phase that was carried out during two weeks, as well as conceiving the pre-service teacher's experience as foreign language student, it is evident that the ability of speaking is one of the competences we fear to face, this is even noticeable when students are asked to do a basic personal presentation, give a simple opinion, or support personal thoughts. Indeed, even if one of the most significant desires of freshmen EFL learners is the acquisition of a veritable English fluency when speaking, it is not a secret that there are several problems concerning this particular skill that can be major challenges to appropriate foreign language learning and communication such as the lack of strong mental ideas or knowledge, the anxiety, the lack of motivation, among others. Apart from this, Hosni (2014) states that students –even in the higher levels- still face many speaking difficulties. As a matter of fact, different studies have remarked that speaking skills development has mainly been overlooked in the classroom, as it is mentioned by Leong and Ahmadi (2017), they declare that most of the time the activities proposed by the teacher do not properly have a communicative approach, due to different reasons like emphasis on grammar and unfavorable teacher-student proportions.

In the light of this situation, it is crucial for teachers to guide and permit their students to enhance their skills through identifying, searching and innovating some of their constructive and efficient communicative activities and strategies for veritable communication to occur in the language classroom. To that end, Bright and McGregor (1970) pointed out the alternative of including reading actions while promoting speaking

skills, they stated that language acquisition without reading is quite difficult. In this way, they consider reading as an efficient way of comprehension. As a result, it seems that reading is an essential feature in language learning. Faced with this, Mart (2012) considers that a remarkable notion of developing reading and speaking skills is to use the language for learning as well as communication.

Thus, this study aims at stressing the vital necessity of seeking for creative strategies founded on noteworthy and rewarding material –such as poetry- to bring to our classrooms for the purpose of offering a significant and constructive language acquisition to our students. Keeping this is mind, the following study was designed as an inventive way of fostering second semester students' speaking skill throughout different pedagogical reading comprehension and speaking activities developed in class based mostly on the use of poetry.

Research Questions

To start this study, three questions are proposed in order to lead this project:

- How does the implementation of poetry enhance the speaking skills among pre-intermediate students at the University of Pamplona?
- How does the proposition of different oral tasks based on the treatment of the different poems to be studied foster students' speaking kills?
- How does the use of the speaking process established by Brown (1994) have a positive impact on the deployment of students' speaking skill?

Justification

Speaking skills involves the abilities of speech, expressing or exchanging thoughts through the use of the target language. In this way, Harmer (2001) argues that from the communicative perspective, speaking has several different aspects comprising two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through well guided activities; and, fluency, conceived as 'the ability to keep going when speaking spontaneously'.

On the other hand, according to Dewi, Kultsum, and Armadi (2017), some of the main difficulties faced by the students in speaking English are the following: (a) fear of making mistakes, (b) not being confident enough to express own ideas, (c) feeling hesitant due to the lack of vocabulary, (d) being bored in English classes because of tedious teaching activities, and (e) memorizing as an English teaching approach.

In addition, keeping in mind the different non-participating observations carried out in second semester courses, it's quite noticeable that the fear of making mistakes, the lack of confidence and vocabulary, as well as the memorization as a learning strategy were recognized to a medium extent in the English learners' speaking skill. Even if the teacher in charged implemented different language activities focused on the speaking competence, the set of difficulties faced by most of the students prevailed. As a result, each time the teacher asked the students to give an opinion, or to express their thoughts about a particular feature, many of the students were unable to participate –by their own accord-; on the contrary, most of them remained in completely silent. Besides, one of the tasks assigned by the teacher for one of the classes was to watch a video of no more than one minute about an idiom, and to present orally what they understood about the idiomatic expression to the

class; so, when asking who wanted to pass and present the activity, many of the students were not interested on participating, they stated that it was not easy for them to express what they think and understand by using the English language. Thus, the present proposal will permit the second semester students to work ideally and developing in a creative, encouraging and accurate way –by using poetry reading activities- their speaking skills, which will go together with the development of the other three linguistic competences in the purpose of guarantying a total formation.

Objectives

General objective.

- To nurture pre-intermediate student's speaking skills through the implementation of poetry at the University of Pamplona.

Specific objectives.

- To execute a series of reading comprehension activities grounded on poetry as an input to foster students' speaking skills.
- To implement a well-oriented and organized speaking procedure in order to foster students' speaking skills.
- To enhance the learning of vocabulary through the implementation of poetry.
- To motivate the student's English learning process through the design of a final product, which in this case will be the poetry slam.

Theoretical framework

The key concepts that support this research revolve around: 1) Communicative approach, 2) Speaking, 3) Reading comprehension, 4) Poetry, 5) Cuq & Gruca (2005)

reading strategy, 6) Teaching of the oral competence from the communicative perspective and, 7) Implementation of pre-, while and post reading activities in language learning.

Communicative approach.

The process of teaching-learning a foreign language has been visualized from different methodological proposals in recent decades. Current expectations at the theoretical, research and legal level point to the acquisition of communicative competence through a more functional and meaningful process. In addition, the historical advancement of the different methodological alternatives for language teaching has been a dynamic, systematic and sensitive process to the influence of conceptual inputs from linguistics and psychology, which are responsible for exploring respectively, the properties of language and human learning.

Bérard (1995) states that the Communicative Approach is developed from a critique of audiooral and audiovisual methodologies for language teaching. Its fundamental purpose is to establish communication, taking into account the needs of the student who determine the skills that the student aims at developing, with the use of authentic documents of everyday life for a better and faster language acquisition. Consequently, the acquired knowledge will be used in real situations, respecting the socio-cultural codes.

In this way, it has to be mentioned that the Communicative Approach has no solid foundation on the subject of the nature of learning. However, some principles from cognitive psychology and humanist psychology have been identified that support many of the pedagogical and methodological conditions of this approach:

- Learning is defined as the perception, acquisition, organization and storage of knowledge, in such a way that it becomes an active part of the cognitive structure of the individual (Chastain, cited by Bastidas, 1993).

- The learning process can be significant if the learner is willing to relate the new learning task to what he already knows. (Ausubel, cited by Bastidas, 1993).

- The best way to learn to communicate is to "learn by doing"; that is, actively participating in the communicative activities that are promoted in and out of the classroom (Morrow, cited by Bastidas 1993).

- Motivation is the crucial force that determines whether the apprentice is fully involved in a task, how much energy he devotes, and how much time he perseveres (Littlewood, 1984).

- The main reason for learning a language is the existence of a communicative need, this makes students feel that they are learning to do something useful with the second language (Bastidas, 1993).

- The success of a communicative learning of a foreign language depends on: first, the quality of opportunities provided to the student to make use of the language (Littlewood, 1984); secondly, the existence of a humanistic environment that allows to express themselves without inhibitions; third, the nature of an input that is understandable, interesting, interactive, relevant to immediate interests, not too complex and not strictly graduated (Ellis, 1986).

Similarly, Since Noam Chomsky's theories in the 1960s, focusing on the importance of creativity and cognitive processes, British applied linguists pointed to another dimension of the language: the functional and communicative dimension. These presuppositions assume

that the ability to communicate is above the structures themselves. In this way, language is more than just a system of rules. It is an active instrument for creating meanings.

Consequently, the communicative approach moves its attention from what language is to what is done with language, thus determining the contents to be taught, the role of the learners and teachers, the type of materials and the procedures and techniques that are used. The objectives in teaching the language become communicative objectives: they aims at allowing the English learner to be able to greet, to communicate in a shop, to write a note, to read an advertisement and understand it, among others. As a result, these objectives will be conditioned on the analysis of previous needs.

Speaking.

The third crucial concept this study deals with is speaking, undoubtedly important when learning English as a foreign language:

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Bueno, Madrid and Mclaren, 2006: 321).

Hence, Baruah (2006) defines speaking a productive and active skill. Gruber-Miller (2006) assures that speaking allows students to produce those units of meaning in phrases and clauses, not only word by word.

In the light of this situation, many authors concur when establishing that speaking skill does not comprises just the knowledge of linguistic aspects; they assure that the fact of

being able to communicate orally requires more than grammatical comprehension and vocabulary learnt by heart. Besides, in conformity with Derakhshan et al. (2015), one of the main obstacles of developing speaking skills is the incongruity that exists among class materials and courses, so that a great part of the teachers do not provide students with situations for real practice in speaking; that's why it is crucial that the teacher keep in mind learners' interest and needs, and consequently, it is recommendable that students integrate themselves in oral activities through their actively participation in the purpose of exchanging spontaneously their thoughts in the target language.

On the other hand, keeping in mind that speaking is more than to form grammatically correct sentences and then to pronounce them, as well as knowing that it is about an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns &Joyce, 1997); it would be necessary to remark eight essential features that comprises the speaking skill established by Prima (2015):

Pronunciation. Defined the way in which students to produce clearer language when they are speaking. Besides, in accordance with Fraser (2001) includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

*Grammar. C*onsidered as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language".

Vocabulary. Conceived as the appropriate diction or the most important thing in a language especially in speaking; as well as the basic building block of language learning.

Fluency. Commonly appreciated as the ability to speak communicatively, fluently and accurately. It refers to express oral language freely without interruption.

Comprehension. Determined as the ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. It is considered as one of the harder kills to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses.

Interactive communication. Stipulated by Thornbury (2005) as the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.

Appropriateness. Related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose.

Complexity. Concerning this aspect, it is established that the spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

Reading comprehension.

Undoubtedly, when reflecting on what reading comprehension means, it is common to refer specifically to the ability of students to use writing in everyday situations. Nevertheless, it should be noted that the study of this competency has remarkably progressed over the past few decades. Indeed, in the years of 1950, according to the I.O.

(Input - Output) understanding a text was based on the translation of difficult words, then to let the student to examine or explore the text. The main of this competence was therefore, mainly of a formative, cultural, and aesthetic nature. However, nowadays we have reached an extremely important point in which reading and understanding what we read requires a wide variety of skill levels.

The PISA survey, for example, defines the reading comprehension as: "be able to understand and use correctly written texts, but also thinking about their purposes. This capacity should enable everyone to achieve their goals, develop their knowledge and potential and take an active part in society." This definition goes further from the traditional concept of reading, namely the simple decoding and literal understanding of the written word, and extends to more rigorous tasks. The concept of reading comprehension reserved in the PISA survey is defined according to three areas of expertise: Information, interpretation and reaction. The first skill is the ability of students to find and organize information in different types of documents. In the most difficult tasks, this skill requires that they are able to supplement the missing information. With regard to the second, it predominates the ability to know how to synthesize and put into perspective different elements of a document or text in order to construct the general meaning or particular meaning of a part of a document in its context. Finally, in the third is expected that a text or document will be analyzed from the point of view of its form or content and that it will be the subject of an effort of appropriation on the part of the reader. In this case, tasks containing this dimension invite students to reflect on the content of a text and evaluate it, i.e. to make connections between what they read and some of their knowledge, ideas and experiences.

Similarly, Roland Goigoux (1998), an expert on reading learning, defines this process as followed: "a construction of meanings, carried out by a subject (the reader) from a written text, in a context of reading. This construction is therefore the result of an interaction between the text-specific data and the reader's knowledge (language knowledge and conceptual knowledge) according to the goals he pursues through this reading." Although this definition seems a bit complex, it sheds light on the fact that the reading comprehension is above all a construct, it is not something innate or that one learns in a particular situation, on the other hand, it is a completely new and different process, attached of course, to the various types of texts that the reader will encounter.

Moreover, delving deeper into this last point, it is important to remember that in order to understand a text, unquestionably, different cognitive processes appear, in this way, they act at different levels. These different levels are presented in all authors, regardless of the terminology used. Jocelyne Giasson (2003: 7), for example, explains that "reading is seen as a language process that uses prediction, confirmation and integration strategies. It is also seen as a communication process, an active and interactive process." Looking back at integration, this author emphasizes the creation of links from relationship cues (space-time and anaphors connectors) and inferences. In the prediction, it is noted the ability to identify the main ideas of the text, and finally, with regard to the integration process, the author refers to the fact of making inferences not foreseen by the text and which allow to create a mental image, reasoning about the text, reacting emotionally and integrating the new ideas brought by the text. In the same vein, Goigoux (1998) has identified three levels of cognitive treatment necessary for mental activity: reading comprehension: word identification, textual micro-treatments and macro-treatments, and mental representation. Each of these three

levels corresponds to the attribution of a first meaning; the construction of the meaning of word groups through the mastery of punctuation, logical links, anaphoric covers in particular and; the construction of mental representation, identification of the main ideas.

On the other hand, it is Cebe (2006)-accompanied by Goigoux-, who no longer talk about cognitive processes, and introduce a set of skills necessary for the comprehension, so they represent them in the number of five: Decoding Skills (automation procedures for identifying written words) linguistics (syntax and lexicon); referential (knowledge of the world, encyclopedic knowledge); textual (textual genre, enunciation, punctuation, cohesion, coherence, inferences) and strategic (regulation, control and evaluation, by the student, of his reading activity). Finally, according to Sophie Moirand (1990), professor of language science at the University of Paris III, who goes in the direction of the latter two, says that understanding a text "establishes an active process of forced cooperation with a person responsible. Understanding involves an area of shared knowledge that encompasses knowledge of the language, knowledge of the topic, life experiences, attitudes and beliefs, values, traditions. All previous knowledge provides access to the deciphering of the text. ».

In short, and taking into account all the previous notions concerning the reading comprehension, it is certain to say that the reading comprehension - encompassing a set of intellectual skills or processes - requires a strong responsibility on the part of the reader, since at the time of reading, one of their main goals is to be able to act with the text, as well as to be able to mobilize his previous and new knowledge, so that he can finally achieve building the solid meaning that makes up the text.

Owing to the fact that we have produced a detailed description of each fundamental concept based on this research, it has been possible to delve deeper into the field of this work, as well as to board and justify the theoretical framework previously chosen; now, it

would be appropriate to continue with a detailed literary review of the pre-studies with respect to this study.

Poetry.

Several authors have pointed out that using poetry inside the English classes offers many opportunities for language teaching and practice. Even, that there are great a number of ways to use poetry for ELL Classroom in order to give students a wide chance of learning vocabulary, English structure as well as other linguistic competences.

However, while a huge number of teachers appreciate the English teaching through poetry as an effective method there are several that do not consider it as a good alternative when teaching a foreign language, as poetry is often considered as one of the most difficult forms in which language can be represented. So, if we take this conception as a real fact then poetry can be accessed only by advanced English language learners. Now, if we take a definition that Collins Coubuild Dictionary (2001) gives to the term poetry, it is a fact that "a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme". In this case, the degree of difficulty of comprehension is not is not conceived as a possible obstacle, therefore, it can be assured that poetry cannot be considered as higher English learners level material, not be because there are poems that are very easy to read and to understand, poems that are appropriate for basic English levels.

Going in deep through the study of this concept, it is pertinent to remark what Tompkins (2005) reveals about it. It affirms that poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts. Nevertheless,

keeping in mind the benefits that are offered by poetry, Mittal (2014) affirms that to start implementing poetry in ELL in classroom is not an easy way. She states that the very first thing that a teacher has to do is to prepare students for this kind of material. First, a teacher must know how much student know about poetry and its forms, construction, rhyme and rhythm. In this way the reading comprehension of poetry must go from simple to complex. On top of that, this author establishes a series of ways in which we can implement poetry in our English classes, this taking into account the level of students:

• Discussion about the difference between Poems and Prose.

• Give a short story and ask to convert some lines in a poetic composition.

• Read poems loudly and tales and prose in poetic manner so that students can follow. In this way, reading aloud always works well as far as pronunciation and fluency is concerned.

• Vocabulary is also very important because there are many words which can only be used in poetic composition. So, vocabulary games and quiz also play an important role.

• Poems have some unusual sentences and structures which students normally will not find in prose. Their sentences and structure help a lot in ELL.

This study chose to use poetry as a technique to foster students' speaking skills as well as to provide them inspiration of learning language with emerging techniques and practical wisdom and ideas.

Cuq & Gruca (2005) reading strategy.

Undoubtedly, the acquisition of reading comprehension in a foreign language is a nebulous procedure, which is the result at the same time of the transfer of knowledge in the

mother tongue, -considering that, the learner of a second language knows fluently read in one's native language- the deployment of lexical, syntactic and textual skills specific to the foreign language; moreover, these linguistic and discursive skills are added to the prior knowledge of the reader subject, his cultural background and his perception and knowledge of the world and reality.

Along these lines, according to Cuq and Gruca (2005), when developing reading activities in a language class, it is crucial helping the learner to construct meaning, which means assigning him a reading project, defined by objectives, which consists of giving him a certain number of tasks to perform and putting him in an active situation. To develop the learning of understanding, it is important to set up a path while segmenting the various activities to be accomplished according to a progression. In this way, the different steps these two authors propose, depending on the specifics of the text, are the following:

Pre-reading. This is an essential step that facilitates the students' entry into the text and encourages the formulation of hypotheses. Actually, in conformity with the authors, even before reading the text, one can mobilize the knowledge already acquired by the learner and create a horizon of waiting through a brainstorming activity that can consist of answering a question, practicing a lexical game, reacting to an image, etc.

Observation of the text. This second step focusses on analyzing if text appearance is relevant, in that way, which is convenient to do within this phase is to develop a reading scanning in order to consider typographical presentation, title, subtitle, photo, etc., and lead the learner to anticipate the meaning and formulate finer hypotheses.

Silent reading. It is considered by the author as a reading guided by one or more instructions that promote entry into the text and guide the reader to construct meaning. As a result, the proposed activities may call for several successive readings and be conducted differently depending on the density of the text (the class in its entirety and/or division into small groups with an identical task to perform for all or with different tasks, etc.). The purpose of this step is mainly a thorough understanding of the text in its entirety.

Post-reading. At this step, Cuq and Gruca (2005) highlight that having reading a text, it is essential to make the reader react to the different information provided by the text in its form or content in the form of discussion, commentary or any other activity in order to broaden its knowledge and fix the news one.

Teaching of the oral competence from the communicative perspective.

It is not a secret that today, oral communication in a foreign language plays an important role. Even if the need to teach oral was recognized and tried to practice it as soon as the traditional methodology appeared, it does not seem possible to speak of a real success in practice. On the pedagogical side, the teaching of the speaking has always been a problematic area and it continues to be so. Learners of a new language have difficulty expressing and communicating orally. Yet oral communication has an important place as written communication and it is an area of research that is expanding rapidly.

Similarly, as Germain and Netten (2005) also state, "a language is first and foremost an ability to communicate authentic messages, both in oral and written (reading and writing)." Learners' ability to express himself is now more important than ever. "The ability to speak is important to everyone, both in school and work as well as in public life" and especially in democratic societies (Schneuwly et al. 1996). It is now clear that "knowing the

grammar and lexicon of a language is not enough to participate in an interaction" (Fasel Lauzon et al., 2009).

In addition, in accordance with Aydoğu and Ercanlar (2017), the teaching of the oral competence is one of the priorities of foreign language teaching. This author's stay that:

Oral expression is the fundamental basis of human communication. The child first speaks his native language before writing or learning the structure of the language. In this way, a learner of a foreign language would also be confronted with the oral language from the beginning of his learning. He tries as quickly as possible to understand and express himself in the foreign language. As already stated in the previous lines, the importance of oral is understood and taken into account with the appearance of direct methodology but we have to wait until the communicative approach to talk about a real skill oral language. (Aydoğu and Ercanlar, 2017, p.398)

For a long time, the oral "is perceived negatively, as opposed to the written word that is attached to the standard. Faced with a valued writing that represents the norm, the oral seems to be of the order of the elusive, the ephemeral, the abstract, something that cannot be materialized" (Alrabadi, 2011). But today, speaking a language and interacting with people who speak that language is well appreciated in the field. As a result, the ultimate priority of foreign language education programs must be to provide this ability to interact. Also, the use of new technologies (mobile phone, Internet, social networks, etc.) and economic and cultural progress have led to changes in the roles of oral and written language in teaching.

Implementation of pre-, while and post reading activities in language learning.

Reading is one of the most important activity in any language class, this kind of process allows the readers to gain information or verify existing knowledge, or even to critique a writer's ideas or writing style. In this way, a person should conceive the reading process as an enjoining moment that gives him the opportunity to enhance knowledge of the language being read. According to Ibrakhimovna (2016):

"Reading is not only a source of information and pleasurable activity, but also an essential part of language instruction at every level because it supports learning in multiple ways such as: reading to learn the language, reading for content information, reading for cultural knowledge and awareness." (Ibrakhimovna, 2016, p. 45).

In the view of this same author:

Strategic approaches to foreign language reading include different kinds of reading activities, such as using titles and illustrations to understand a passage, skimming for an overview, scanning for specific information, guessing or predicting meaning, applying background knowledge about the text's genre and context, etc. Of course, these activities vary according to the phase, approach and specific aims of the lesson, and they are both staged and sequenced to help students develop reading skills. Aware- ness of those reading strategies that help learner's under- stand the text is essential for reading success. (Ibrakhimovna, 2016, p. 45).

Therefore, all reading activity must have three major stages in order to have optimal outcomes concerning the learning process of students: a pre-reading stage; a while-reading stage and a post-reading stage. In this way, in the opinion of Ibrakhimovna (2016), each of

the stages mentioned above has its own purposes as well as some specific activities that can be implemented in order to do an optimal reading process.

Pre-reading. The purpose of this stage is to facilitate while-reading activities. According to the author, Garmer calls this stage of reading Lead-in, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises. Within the activities we can find regarding this first stage are: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

While-reading. This stage mainly includes activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion, answering the questions, predicting what is next, among others.

Post-Reading. This stage aims at helping students to use their acquired knowledge in similar readings, allowing them to integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, making use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing). Useful and interesting activities of this stage are: Retelling, Reporting, Discussion, Writing a paragraph, Role play, Gap-filling, Summarizing. These activities provide the students with opportunities to relate what they have read to what they already know or what they feel.

In substance, reading is an amazing way for students to make progress in language learning, as well as implementing different pre-, while, post reading activities not only

practical to integrate the other skills, but also very beneficial and effective way of developing students reading and understanding comprehension.

Literature review

In this section, the researcher proposes to make a thorough review of the studies done around the research questions, and also to legitimize the choice of the theoretical framework. To do this, several articles have been used to highlight this well-known but sometimes neglected subject, challenging as well as confronting the various authors who have contributed by bringing each one its own vision.

Before starting to deal with the extensive list of selected studies, it should be made clear that in order to offer the reader, or to the interested parties in this educational subject, a more organized reading, it was considered to divide the analysis of the research work into the three categories followed: Integrating reading activities while fostering speaking skills, the impact of implementing poetry when teaching a foreign language and, Reading as a basis for speech.

Integrating reading activities while fostering speaking skills.

Applying reading activities in order to enhance English students' speaking competences into the English classroom is a subject that is underlined as an effective and appropriate strategy for teaching a foreign language in several research articles such as "Reading to Speak: Integrating Oral Communication Skills", by Zhang (2009), "Developing Speaking Skills through Reading", by Çağrı Tuğrul Mart (2012), "The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language", by Faheem Akbar (2014), and "Improving the speaking skill using reading

contextual internet-based instructional materials in an EFL class in Indonesia", by Konder Manurung (2014).

The first article was mainly concentrated on providing students with three reading opportunities to practice their spoken English: a) read to act, b) read to debate, and c) read to interview. As a result, the author stated that:

> Breaking the boundaries between traditional courses by integrating speaking skills improves students' communicative competence. In the activities described here, integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency. (Zhang, 2009, p.34)

Then, Mart (2012) adopted a study focused on how printed words relate to spoken words and finally how reading contributes to speech. He revealed that:

> Communication without vocabulary will break down. One of the most useful ways to improve your communication skills is extensive reading. Extensive reading will help you to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills. (Mart, 2012, p.95)

Moreover, Akbar (2014) carried out an inquiry essentially founded on revealing how reading gears speaking and reduces time in learning foreign language. As a conclusion, he stated the following:

If a person lives in a target language environment, and learns some words within few years; they can learn wide span of vocabulary and specific use of language by reading. This way, the use of stories to read in EFL classrooms for developing vocabulary, and thereby speaking skill, of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. And it should be recommended for all EFL teachers and learners. (Akbar, 2014, p.96)

Finally, Manurung (2014) was focused on solving speaking problems of students in an EFL class using contextual internet-based instructional materials. Subsequently, this study also proved that the implementation of reading materials clearly improves the speaking skill of the students. Faced with this, the author remarked that:

The improvement in the speaking skill is seen in the individual student active participation in explaining or describing the chosen topic, the ability to play the assigned role in the classroom meeting and presentation, the ability to ask questions, the ability to answer or respond questions, and the ability to comment and argue during the discussion.

The impact of implementing poetry when teaching a foreign language.

Many different authors have identified the benefits of integrating poetry for the students' English learning process, such as "Teaching English Through Poetry", by Ivan Atanasov Dzhukelov (2014), "Implementing Poetry in the Language Class: A Poetry-Teaching Framework for Prospective English Language Teachers", by Safiye İpek Kuru

Gönen (2018), "English learners' voices on integrating poetry through a transactional approach in an EFL classroom", by Luis Fernando Gómez Rodríguez (2011), and "Teaching English Through Literature", by Murat Hişmanoğlu (2005).

In the first article, the author aimed at improving students' oral and written skills through the use of poetry and some other didactic strategies. This study remarked the most common problem that have been noticed, the fact that students often lack motivation when doing speaking activities, so, according to the author, the main reason leading to that problem is that many teachers still focus on reading and writing, ignoring speaking completely. Now, after the development of this inquiry, the author found positive and significant results after the implementation of poetry as a means of learning English language:

> One session is not enough to determine whether activities based on poetry can facilitate language learning but the results are promising and demonstrate students' interest towards doing something different once in a while. Furthermore all students found the activities to be helpful. For that reason poetry should be given a fair chance. (Dzhukelov, 2014, p.30)

Similarly, as the mentions-above, in the second study, in which the objective was to propose a poetry-teaching framework (POT) for prospective English language teachers, and to offer training on using poetry for language teaching, the author confirms that:

> It is evident that poetry can become part of language teaching methodology. With the help of POT, PSTs had a chance to feel the transformation from students to teachers. When poetry becomes accessible to teacher candidates, they may feel more motivated to use poems while teaching a foreign language. Lack of training on

using literature as part of language teaching methodology creates a tendency to underestimate Implementing Poetry in the Language Class: A Poetry-Teaching Framework for Prospective English Language Teachers 37 the role of poetry in EFL/ESL teaching contexts (Çetinavcı and Tütüniş, 2012). Creating a positive poetry experience in PST education and providing opportunities may help to change negative beliefs about the role of poetry in language teaching (Hughes and Dymoke, 2011).

On the other hand, Rodriguez (2011) aimed at examining how a group of EFL learners at a University in Colombia were encouraged to read and discuss several American poems for the first time in their lives through the reading transactional approach. As a conclusion, he stated that:

- Using poetry in an EFL classroom in Colombia influenced students' language competence in positive ways.

- Consequently, poetry enhances students' lexis, as learning vocabulary was a constant practice in class, so, in this way, this inquiry helped them to develop the ability to understand unknown words in meaningful literary contexts, instead of learning lists of words and grammar structures in isolation as it still happens in EFL classrooms.

- Based on students' opinions, poetry was a powerful material to improve the four language skills (reading, listening, speaking, and writing), because it enabled learners to be critical readers and better speakers and writers to develop arguments based on evidence.

Finally, Hişmanoğlu (2005) carried out a study mainly focused on emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Consequently, the author stressed on the fact that literature plays an important role in the English programs of many non-English speaking countries. However, based on the inquiry conducted, the author concluded some problems encountered by language teachers within the area of teaching English through literature:

1. There are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom.

2. There is a lack of preparation in the area of literature teaching in TESL / TEFL programs.

3. There is the absence of clear-cut objectives defining the role of literature in ESL /EFL.

Faced with this situation, Hişmanoğlu (2005) established a series of recommendations when teaching English through literature:

- The teacher should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching.

- The teacher should select the appropriate language teaching method, teaching techniques, and classroom activities.

- The teacher should select the literary texts relevant to the aim and the objectives of his teaching.

- At elementary levels, students should be given simplified or specially written stories.

Reading as a basis for speech.

The idea of the importance of comprehension skill when learning a foreign language is not a new statement. However, it was not until the mid-1960s, with the emergence of teaching approaches such as method by movement (Asher, 1965) and natural approach (Krashen and Terrell, 1983), that understanding-based teaching found its place in language classrooms. Although these approaches use different pedagogical techniques, they are all based on a common assumption, whose experience in listening to speeches and reading texts in L2 forms the basis of the ability to communicate in a foreign language.

Unfortunately, there is a significant lack of research information concerning the implementation of a reading strategy as a potential way to promote student's oral production, nevertheless some of the few inquiries focused on a similar subject, the promotion of students' oral competence through the use of reading comprehension activities are "La lectura como base para la comunicación oral", by Mir (n.d.), "Lectura expresiva y comunicación oral", by Noguera (n.d.), "La lectura interactiva en el desarrollo de las habilidades de comprensión de lectura y de expresión escrita", by Blanco (2010), and "Quel rôle pour la compréhension dans l'enseignement d'une langue étrangère?", by Nia (2010).

The first article was mainly concentrated on suggesting the use of reading as a basis for acquiring new information where the student chooses the texts he wants to read, and in the classroom, through teaching tasks developed around cultural themes and functions of the language, students practice oral communication. As a result, the author stated that:

Free-choice reading allows students to exchange new and relevant content for the precise purpose of the task. In this way the listener actively participates in the conversation. We must move away from the topic of speaking-to-speak or the use of "controversial" topics based on the speaker's previous knowledge. Our university students do not have this knowledge and therefore, free choice reading allows to educate the speakers on interesting and relevant topics that are then shared in tasks in the classroom. Reading as a basis for oral competence is not new. Even in literature courses, texts are the reason for the discourse in the classroom. However, free choice reading allows new information to be brought into the interaction and consequently, it helps the expression, interpretation and negotiation of the message. There is a reason to talk and listen as it is in the act of understanding that content and language learning also develops. (Mir, n.d., p.12).

Then, Noguera (n.d.) adoted a study focused on reading aloud as a linguistic activity that promotes oral communication. He revealed that:

Oral communication in its different manifestations can be worked through multiple techniques: conversation, debate, recitation, etc. In this article we have focused on reading aloud, knowing that the student, developing the ability of reading, will perfect his oral communication. It disinhibits the shy student and therefore trains him for conversation. From any literary text we can make a living reading that will perfect the pronunciation if we take a step further with dramatization or poetic recitation. In addition, reading aloud will not only serve to make the child express himself better, but also to acquire through this technique the habit and a taste for reading. (Noguera, n.d., p.128).

Moreover, Blanco (2010) conducted am inquiry founded on interactive reading in the development of reading comprehension and written expression skills. As a conclusion, he stated the following:

The Interactive Reading Program promoted the training of autonomous, participatory and critical students while spurred an interest in research and the search for complementary information to expand textual production and reading. (Blanco, 2010, p. 217).

Finally, Nia (2010) was focused on the importance of understanding/comprehension in learning a foreign language. Subsequently, this study was also centered on the key points of the understanding-based approach. Faced with this, the author remarked that:

Teachers who would like to give understanding a greater part in their teaching will find many interesting and useful ideas in methods derived from the understanding-based approach, both in terms of teaching evaluation of oral and written comprehension. (Nia, 2010, p. 10).

Methodology

Approach.

This study will be rooted in a procedure aimed at developing a qualitative approach, the main goal is to nurture students' speaking skill by considering the reading of poetry as a potential, creative and innovative way. According to Taylor and Bodgan (1984), this kind of research produces and analyzes descriptive data, such as written or spoken words and people's observable behavior. Thus, it refers to a research method interested in the meaning and observation of a social phenomenon in the natural environment dealing with data that is

difficult to quantify. It does not reject the numbers or statistics but simply it does not give them the first place. Moreover, it should be stressed that the researcher is interested in knowing the factors that condition a certain aspect of the behavior of the social actor that is put in contact with a reality. Therefore, it makes use of an interpretive model where the emphasis is placed on the processes that is developed within the actors (here, the main focus should be on the meanings that the actor attributes to his environment as well as his interpretations). Consequently, this approach seeks to understand, describe, and explore a new field, evaluate the performance of a person, evaluate an action.

As a result, Kaki (2008) proposes to take into account some specific aspects of qualitative approach, it aims to:

- Detecting needs.

- Make a choice, make a decision.

- Improve a process, a performance.

- Identify a phenomenon.

- Test scientific hypotheses. This qualitative research is conducted through the use of methods.

Similarly, Dumez (2012) points out that this approach has two aspects that characterize it: it seeks to understand how actors think, talk and act by taking into account a specific context or situation; if one does not perceive the daily actions, repetitive, routines, and, on the contrary, the creativity of the act, if one does not see the evolution, the displacements, the problems in the practicum (problem of the narrative), a qualitative research loses all its meaning, because it encompasses the notion of understanding, Dumez (2012).

Design.

According to Catroux (2002), action research represents a growing field of educational research whose primary purpose is the recognition of teachers' requests to move from organized thinking to classroom practice. In addition, this author conceives that "action research is a process designed to equip all participants in the educational scene, whether students, teachers or other intervening people, with ways to improve their practices through their informed and nourished experiences by the theoretical knowledge in progress." (p.) Thus, it is certain that in this type of research all participants become willing actors in the research process. Consequently, this author stresses that the field of action and the objective of this design is to establish an approach to achieve goals of change. Through the personal thinking that action research produces and its dynamism, it helps to get out of static teaching, which consists of repeating the same strategy without succeeding in improving learning outcomes.

Moreover, one of the essential aspects to consider is that action research is a spiral logic. The various existing models (Lewin, 1946; Clot, 2005; Kemmis and Mc Taggert, 1988, taken over by Mc Isaac, 1996; Susman, 1983) cited by Catoux (2008) point to a principle of sequential circles, again taking an identical pattern. Lewin and other researchers consider that we move in successive spirals from observing a field of action, from which one derives a problem situation, to its analysis in context that succeeds in an action plan.

This action plan is studied in turn, possible adjustments are made, a reflection is carried out on the effects of the action, and then it results a new planning, followed in turn by a full cycle leading to an evaluation. The scheme is thus looped, it works in short cycles, in which the frequency ensures a certain efficiency. In addition, five constituent phases of

the action research methodology are normally identified: the diagnostic phase of the problem situation, the decision-making of practitioners and researchers on the actions to be taken that leads to an action plan, post-action analysis of effects and adjustments to critical incidents, the evaluation phase, and a feedback and transfer phase.
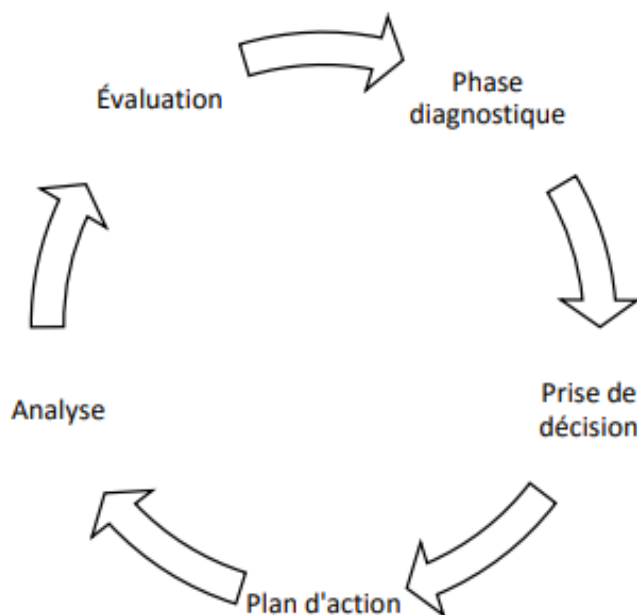
Figure 6. Action research cycle.

Keeping this in mind, the reason why the researcher chose this type of methodology is because it allows a better awareness of the impact of classroom interventions. Similarly, we agree with what Elliot (1991) expresses in relation to action research, which integrates critical thinking and professional development of teachers because it aims at promoting critical judgment in a concrete situation. This last point leads us to point out that action research is part of a social field according to certain objectives to be achieved that will influence the direction of the project to be implemented.

Setting.

This action research will be carried out at the University of Pamplona, located in the Norte de Santander department in Colombia. Besides, it should be mentioned that this institution has forty-six academic programs divided between seven faculties, which are the following: the Faculty of Arts and Humanity, the Faculty of Agrarian Sciences, the Faculty of Sciences, the Faculty of Economics and Business Sciences, the Faculty of Engineering and Architecture, the Faculty of Health and finally we distinguish the Faculty of Education, which is divided into three departments that in fact, are subdivided into five academic programs.

Population.

The target population conceived to conduct this research will be the students belonging to the Bachelor degree of Foreign Languages English-French at the University of Pamplona, currently composed of 534 students approximately. Therefore, we will focus on second semester students. In addition, it is necessary to point out that each of the two courses in second semester are composed of 21 to 22 students each.

Sample.

The sample will be composed of four learners per group to obtain a total of eight students. As a result, random sampling criteria will be used. Thus, we will distinguish the sample of this research through volunteering allowing students to choose freely.

Methods of data collection

In order to develop this study optimally, and taking into account its main objective, two types of data collection instruments are adopted:

1. Five participant observation

2. One semi-structured interview

3. Five student's video recording

Participant observation.

Creswell (2012) gave a clear definition of this instrument by stating the following: "is an observational role adopted by researchers in which they take part in activities in the setting they observe" (p. 625). Thus, by employing this instrument, the pre-service teacher took part in the teaching process by guiding the different activities and simultaneously observing what was happening in the classroom. In order to achieve this goal, three participant observations were carried out to accomplish the main purpose. Besides, throughout the development of this project, these observations were used as a journal, where the researcher detailed all the procedures and strategies related to the implementation of the project. **(Annex 1. Journals)**

Diario de Campo

Primera secuencia concerniente a la propuesta pedagógica

04 de octubre del 2019.

A lo largo del desarrollo de la primera secuencia de lectura y así mismo la ejecución –por parte de los estudiantes- de la primera producción oral fue posible identificar que la mayor parte de los estudiantes mostraron interés al momento de abordar la lectura del poema propuesto. Del mismo modo, durante la realización de cada una de las etapas que guiaban el tratamiento del texto (en un primer momento) los estudiantes se mostraron bastante atentos y evidenciaron su buena comprensión hacia el poema a tratar (Blue Bird- Charles Bulowski). No obstante, sólo algunos de los estudiantes reflejaron una actitud de inconformismo debido a la tipología de textos a emplear, además del trabajo que éste tipo de textos exige (la poesía) al momento de comprender lo que en él reside.

Durante la primer etapa la mayoría de los estudiantes participó al momento de analizar le video y las imágenes propuestas por la investigadora, éstos expresaron sus ideas acerca de las concepciones que ellos tenía con respecto a los elementos, situaciones y características identificadas en cada una de las imágenes y en el video.

Al momento de llegar a la segunda etapa, en la que los estudiantes se centraron principalmente en la observación del poema en sí, se pudo notar que los estudiantes fueron capaces de identificar la estructura que guía un poema (esto gracias al primer taller que se realizó, fundamentado en la presentación e introducción de conceptos claves concernientes a la propuesta pedagógica). De igual modo, los estudiantes pudieron crear suposiciones con base a la idea en la cual texto se basaría. Durante esta etapa los estudiantes también tuvieron el espacio para consultar las palabras que les resultaran desconocidas, posteriormente éstos las compartieron con la clase, así pues, las palabras que los estudiantes aprendieron con base en la lectura de este poema fueron:

- Pour
- Bartender
- Grocery clerk
- Screw up
- Mess

Figure 7. Research Journal.

Semi-structured interview.

Also known as partially structured interview -bearing in mind that it is neither fully open nor fully closed. It is seen as an individual and collective instrument. This type of interview is situated between direct and non-directive interviews; it is characterized by the fact that it gives enough space for the participant to give his opinion. Generally, the researcher asks questions and lets the interviewee answer freely. The role of the interviewer in this type of interview is to encourage the interviewee to speak and to provide more

information on the topic of his research. The questions asked in this type of interview are relatively open- he does not necessarily ask all the questions in the order in which he noted them and under their exact wording- Lefèvre (n.d).The investigator must refocus them for not to lose sight of the goal he has set for himself (Blanchet and Gotman, 2010) as cited in (Toumert, 2007).

With this instrument, the researcher as well as the pre-service teacher, will have a different perspective about the implementation of the proposal (regarding the use of poetry as a means of nurturing their speaking skill). For this, students' participants were interviewed at the end of the implementation to verify their perceptions, over the course of the research process. The objective of the interview was to know how the student's process was during the development of project in general. **(Annex 2. Interview)**

CRITERIOS:

PREGUNTA:	Categoria:	Clase	Tipo	OBSERVACIONES TUTOR:						OBSERVACONES Y SUGERENCIAS:
				Pertinencia:			Suficiencia:			
				B	R	M	B	R	M	
• ¿Considera usted que el uso de la poesía influyó en el desarrollo de sus habilidades de la producción oral? ¿De qué manera? ¿Por qué?	Uso de la poesía	A	3							
• ¿Cómo le pareció a usted el hecho de conectar la temática de cada poema con el tema de cada unidad gramatical a estudiar en cada clase? ¿Cree usted que fue una situación provechosa? ¿Por qué?		A	3							
• Con base en las distintas actividades de speaking desarrolladas a lo largo del semestre - principalmente fundamentadas en los poemas trabajados- ¿de qué manera cree usted que esto contribuyó en sus habilidades gramaticales? ¿La poesía le ayudó a mejorar en las	Gramática	A	3							

Figure 8. Research interview.

Students' video recording.

Students' work through the development of the activities that will be proposed is another source for analyzing data. Therefore, through this step, it will be assessed the information provided by the students in order to achieve the purpose of this study optimally. Furthermore, the student's video recording is where they develop each oral task based mainly on the poem to be covered. As a result, taking into account that this this proposal will be basically composed of five main oral tasks-two or three per each term-, the students will have to cover all the poems treated during each term in the purpose of preparing an oral presentation; those oral activities will follow –in a certain way- some of the steps guiding each reading and speaking activity developed in the classroom –it will be basically centered on the discussion of the poem previously revised as well as the topic regarding each unit that is being studied-. Consequently, these oral tasks will be analyzed in order to examine the way in which the students present their ideas, thoughts and opinions; as well as their progress when doing that kind of activities. **(Annex 3.Example of Video Recording)**

Figure 9. Example of students' video recordings.

Data Analysis.

To analyze data it is essential to consider the type of data this proposal will gather, which is qualitative. For this reason, some steps were followed in the purpose of organizing and interpreting the data.

Firstly, the researcher needed to choose an appropriated technique to analyze data, in this case, a typological one. According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on predetermined typologies that are generated from a theory, common sense, and/or research objectives. This study took the research objectives as typologies and, additionally, a Word book was used, which facilitated the process of organizing data and finding the three typologies and sub-typologies that emerged from this research.

The steps that were flowed by the researcher in order to analyze all data were those proposed by Hatch (2002):

Figure 10. Data analysis procedures. Hatch (2002).

In the fifth step, researcher organizes the data from each instrument through the use of matrix, charts or tables. In order to achieve this step, a general matrix with comments was created. **(Annex 4. Matrices for the analysis process).**

General category	Theoretical description	Subcategories	Theoretical description	Comments
USE OF POETRY	Tompkins (2005) revealed that poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts.	Reading process	According to Cuq and Gruca (2005), when developing reading activities in a language class, it is crucial helping the learner to construct meaning, which means assigning him a reading project, defined by objectives, which consists of giving him a certain number of tasks to perform and putting him in an active situation.	**P1:** todo estuvo muy bien trabajado, ya que cada poema fue desglosado paso por paso, primero nos contextualizábamos con unas imágenes o videos, después leíamos el título analizábamos de qué trataría sin antes leerlo. Después ya mirábamos como estaba estructurado el poema, el número de estrofas, de versos, y pues ya después de haberlo leído y haberlo analizado y haber buscado el vocabulario desconocido, tratábamos de enlazar el tema central con la realidad o con una situación social cercana. **P2:** Considero que estuvo muy organizado ya que cuando esta lectura se divide en distintos momentos uno es capaz de llegar a la comprensión de lo que trata el poema. A mí me gustó mucho la forma en que trabajamos los poemas ya que era todo como una secuencia, primero veíamos imágenes o un video y reflexionábamos en ello, luego leíamos el título y lo analizábamos, después si ya leíamos todo el poema y buscábamos palabras desconocidas y después si ya hablábamos del tema central de cada uno. Eso nos permitía entender muy bien **P3:** Siento que se manejó de una manera muy completa, Laura en la parte en la que hacíamos la comprensión del poema, decidió es por partes, de manera que nosotros pudiéramos apropiarnos poco a poco e irnos conectando poco a poco con la actividad. **P4:** a la hora de la producción oral, este trabajo previo contribuyó de manera positiva ya que nosotros desglosábamos como esas ideas claves, entonces uno ya tenía como esa parte bien clara, y pues al momento de realizar cada producción oral, no era como "¿de qué era que se trataba el poema?, no, uno ya tenía eso muy claro, y enlazaba esas ideas que teníamos con las que íbamos a añadir al momento de realizar cada actividad oral. Ya ese proceso de comprensión, nos dejaba ya todo claro en clase, entonces era como más sencillo, en mi caso pues no tenía ya que volver a leer el poema, ya era más fácil organizar todas las bases que uno tenía y producir. **P5:** Fue bastante provechosa para nosotros porque pues nos ayudó más a familiarizarnos con este tipo de textos en inglés, y eso se vio reflejado en las reflexiones y en las producciones que hacíamos en cada actividad oral, porque se notaba que me apropiaba del tema y lo desarrollaba bastante bien. **P6:** eso me ayudó a tener una idea muchísimo más clara de cada poema que íbamos trabajando. Siento que contribuyó bastante y bastante bien, creo que las actividades que acompañaron la lectura en clase me permitieron entender ese mensaje oculto de cada poema, algo que me facilitó por ejemplo

Figure 11. Matrix for interviews.

General category	Theoretical description	Subcategories	Theoretical description	JOURNAL #1	JOURNAL #2	JOURNAL #3	JOURNAL #4	JOURNAL #4
USE OF POETRY	Tompkins (2005) revealed that poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts.	Reading process	According to Cuq and Gruca (2005), when developing reading activities in a language class, it is crucial helping the learner to construct meaning, which means assigning him a reading project, defined by objectives, which consists of giving him a certain number of tasks to perform and putting him in an active situation.	Durante la realización de cada una de las etapas que guiaban el tratamiento del texto (en un primer momento) los estudiantes se mostraron bastante atentos y evidenciaron su buena comprensión hacia el poema a tratar (Blue Bird- Charles Bulowski). No obstante, sólo algunos de los estudiantes reflejaron una actitud de inconformismo debido a la tipología de textos a emplear, además del trabajo que éste tipo de textos exige (la poesía) al momento de comprender lo que en él reside.	A lo largo de la primera etapa, los estudiantes pudieron identificar, al momento de observar las imágenes propuestas en la planeación, el tema principal en el cual el poema se basaría. Así pues, al momento de preguntarles qué problemática podían identificar con base a aquellas imágenes, muchos de los estudiantes expresaron que se trataba de aquella incapacidad que tiene el ser humano para olvidar todas aquellas malas experiencias que éste ha vivido.	Dentro de la primera etapa de lectura, se les pidió a los estudiantes que observaran 6 imágenes las cuales pretendían como tal contextualizarlos y anticiparlos a la temática que íbamos a tratar –sin antes haberles mostrado el poema a leer-. Efectivamente, durante este ejercicio los chicos llegaron a la conclusión de que trabajaríamos alrededor del tema de los días especiales, una de las temáticas recientes que revisamos en la unidad 4.	Las 4 etapas que se desarrollaron (pre-lectura-observación del texto-lectura silenciosa-después de la lectura) fueron exitosas puesto que se presenció la participación de todos los muchachos, incluso, a pesar de que el poema esta vez era extenso, no mostraron objeción o disgusto alguno.	Debo decir que, fue muy grato el hecho de que este quinto poema haya efectuado una reacción nuevamente agradable y motivante por parte de los estudiantes, algo que facilitó de cierto modo el desarrollo de las 4 etapas de lectura que se desarrollaron durante la lectura de este poema.

Figure 12. Matrix for journals.

ORAL PRODUCTION #1

POEM: Bluebird – Charles Bukowski

P1:

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	X̶	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1̶.5̶		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1̶.5̶	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2̶.5̶
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2̶.5̶
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2̶.5̶
Can use properly a set expressions commonly used when giving advice.	0	1	1̶.5̶	2.5	3.0
Creativity	0	0.5	1	1̶.5̶	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	X̶	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1̶.5̶	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	X̶	2.5
Total			21	/25	

Grammar and vocabulary	Pronunciation	Other
let's start It depends on the point of view He says (who?) thinking about I got down I told him	Talk Poem written Depressed whole image	

P2:

Evaluation criteria				
Proves to have prepared the oral presentation.	0	1	1.5	X̶
Can make an introduction and use basic greeting and leave-taking expressions	0	1	1̶.5̶	

Figure 13. Rubric for students' oral production.

Once the first and second steps were achieved, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories. In the following figure it is shown the data after these two steps:
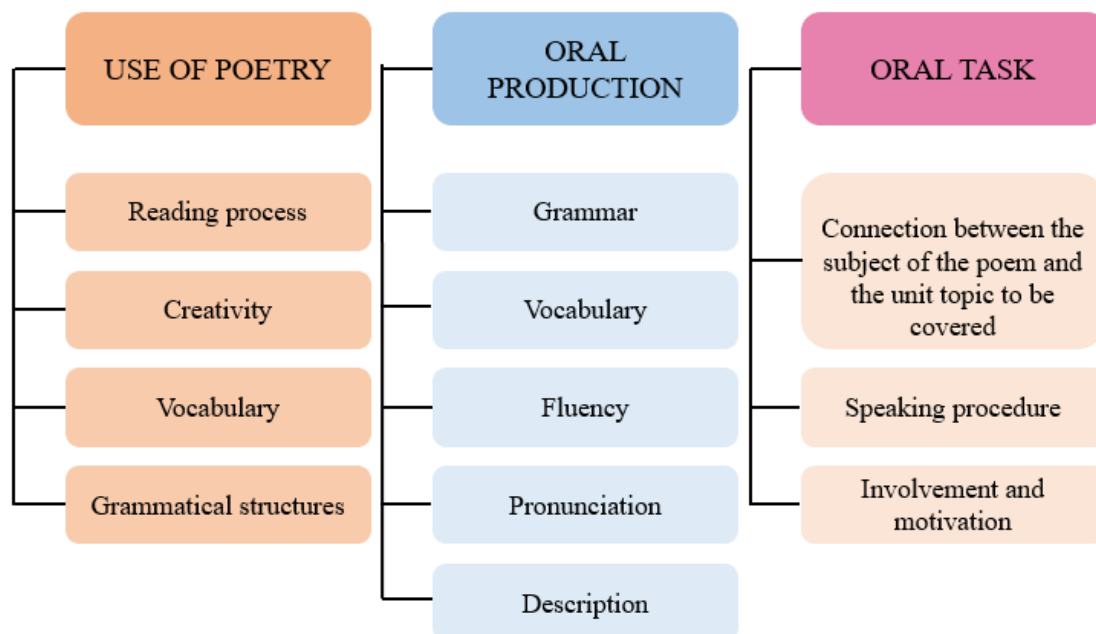
Figure 14. Categories and subcategories.

Finally, in the conclusion drawing and verification stages, the researcher found the meaning as well as the theoretical support of the data gathered and established categories in the purpose of gathering the information found. Through the steps mentioned above, it was elaborated a descriptive summary of each category which was supported by data and theory units taken from the participants, authors and the researcher.

Ethical considerations

The researcher guaranteed the protection of the participants' rights by observing Bryman's (2007) ethical considerations. Firstly, the participants were not affected by the results of the research and their integrity was respected. For example, participants were named with a number from one to five. In addition, before starting the implementation of the study, the researcher obtained a full consent from participants. Thus, there were

explained the procedures that were taken into account when carrying out the study. Their

privacy, anonymity, and confidentiality were assured. (Annex 5. Student's leave)
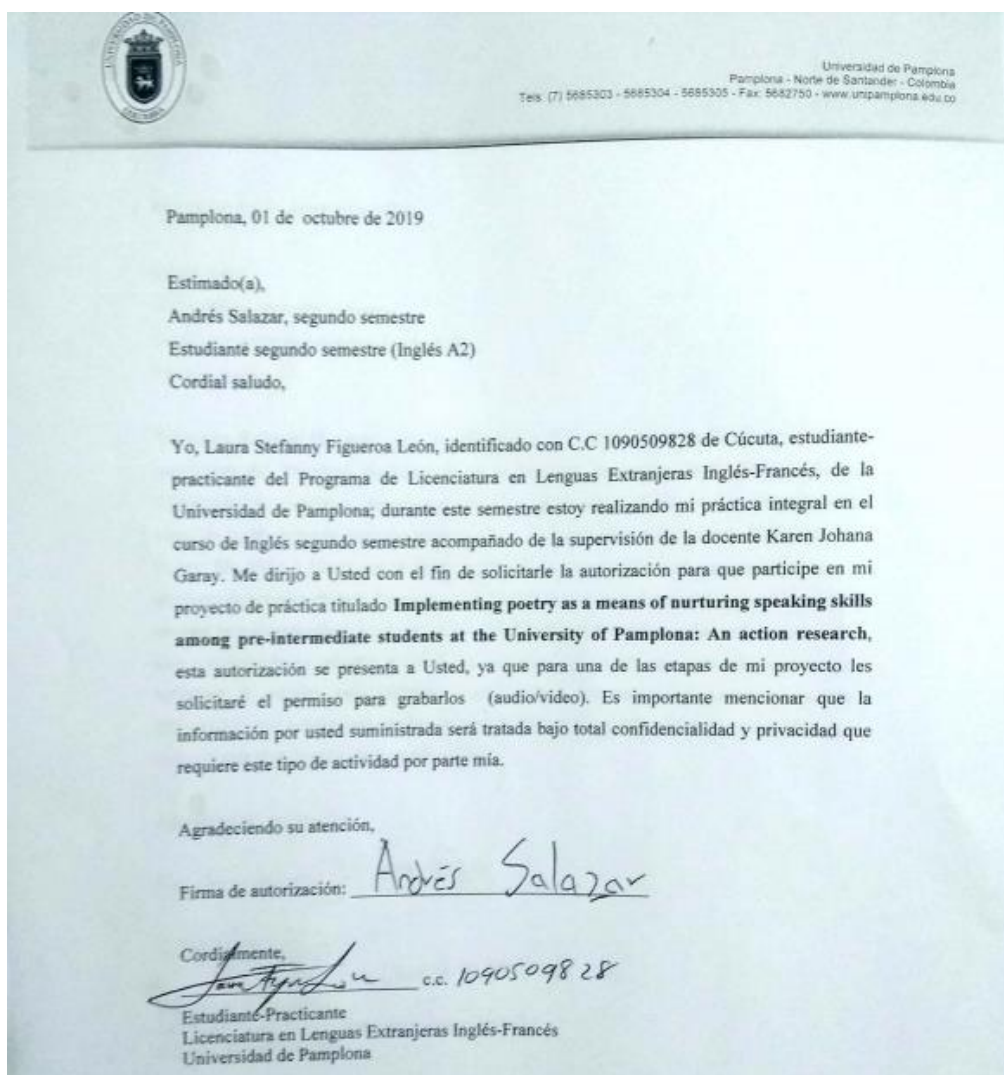
Figure 15. Students' leave.

Pedagogical intervention.

At this stage, it should be noted that, when developing this research –taking into

account its practical, or pragmatic nature – planning will be made for each poetry reading

activity that will be implemented in the classroom, all in order to properly organize and

prepare each activity previously set. In addition, for activities designed for the deployment of speaking skill, the researcher will use different linguistic tasks –mostly guided by a continuous oral questioning – based of the poems processing, this linguistic tasks will include questions about the global comprehension of the texts, discussion group, descriptive exercises among others.

Reading activities.

It was considered appropriate to conduct approximately 6 reading workshops containing a methodological variety concerning the proposition and development of the poetry reading activities promoting students' speaking skill. As a result, the researcher has conceived convenient to apply different activities highlighting the analysis of poems - information processing- which will allow the students to have a particular topic that will guide their own oral expression. Consequently, the poetry reading workshops that will be developed are going to be focused mainly on:

Concerning the treatment of the poems:

- Individual reading

- Collective reading

- The analysis of unknown vocabulary

- The author

- Author's purpose

- The type of text

- The subject or theme of the text

- Thorough analysis of text based on reflections, or comparisons with external information

Concerning the production and application of activities highlighting the development of the oral competence:

- Discussion group

- Roundtables

- Descriptive activities based on the poems to be covered

- Collective Understanding Activities

- Individual Understanding Activities (i.e. oral)

In addition, it would be appropriate to point out that each workshop will go hand in hand with a participant observation - at the end of each appointment - in the purpose of analyzing and scrutinizing the progress of the students in the activities done as well as the difficulties arising within the deployment of speaking skill.

On the other hand, in this action research - or even in any other study - the anticipation of interactions, workshops and activities to be carried out results a crucial aspect in terms of the organization of the work that is going to be developed, because this will denote how the researcher prepares and develops her meetings, and this will also imply that she proceeds in a reasoned and programmatic and non-instinctive way in her processes. Therefore, when conducting this study, the researcher will follow a chronogram - established by herself - in which all the procedures planned to be carried out will be recorded.

For each activity of reading comprehension – such as be discussion groups, roundtables, etc.- designed for the deployment of students' speaking skill the researcher will establish in advance the criteria and objectives guiding each activity, taking into account that each will focus on specific learning goals. Consequently, in each intervention, the researcher will carry a guide sheet - either physical or virtual - determined by the steps that will be

followed in each activity, in other words, the methodology - containing the introduction and development of the activity that will be developed, the questions that will be asked concerning the poem, etc.

Guidance of the reading and speaking process.

It is imperative to announce the type of methodology – with respect to the reading process - that the researcher will use to lead to a proper understanding of the written text to be treated and consequently on the development of the activities guiding the deployment of the students' speaking skill.

In this way, having in mind the objective this proposal aims at achieving, which is to promote student's speaking skill through the implementation of poetry, it has to be emphasized that the reading process that will guide the treatment of the different poems to be used, will be oriented by a continuous oral questioning throughout the four stages that are included in Cuq and Gruca (2005) reading strategy: pre-reading, observation of the text, silent reading and post-reading.

Furthermore, for the implementation of each activity of reading comprehension promoting the students' oral competence, the researcher will take into account the criteria guiding the A2 language level according to the Common European Framework of Reference for Languages (CEFR) in order to assess - within each workshop - their level of performance regarding their oral production.

On the other hand, it must be noted that within each activity, the researcher will consider the importance of helping the students to build the meaning of the poems that will be worked on in order to assure the quality of their potential oral productions. This will be

done by following a reading strategy- determined by some objectives - consisting of giving them a specific number of communicative tasks to be developed throughout the four steps previously mentioned -going from the most basic to the most complex-, so the students will be given some specific aspects they could talk about, regarding each poem to work on.

Type of text.

It was decided to work mainly on only one type of text - addressing different themes - on which each speaking activity to be developed and each workshop will be centered; it will be the poems. Needless to mention that the kind of poems that will be treated with pre-intermediate students will comply with the standards of A2 English level. In this way, the poems that will be used throughout the implementation of the proposal are the following:

Poem	*Author*	*Aspect to be covered from the poem*
1. Blue bird	Charles Bukowski	Author
2. Victim of the Past	Ramadhan Abdul Rahman	Topic- Context
3. The True Meaning of a Special Day	*Min Su Kim*	Topic-Context
4. Paolo's machine	Jazmine MacIntyre	Topic- context
5. Alone	Edgar Allan Poe	Topic-Author

Table 6. Type of text

Oral tasks.

The researcher considered pertinent the fact of connecting each poem to be treated with the different units to be covered regarding the content of the Pre-intermediate English

course; that's why the oral tasks that were proposed were founded on the grammar as well as the vocabulary and subject of each unit that is presented on the Cutting Edge pre-intermediate student's book. In this way, the oral tasks that will be proposed throughout the implementation of the proposal are the following:

Poem	Author	Aspect to be covered from the poem	Units to be covered	Grammar topic to put in practice	Oral task
1. Blue bird	Charles Bukowski	Author	Unit 2	Past simple	Students are going to prepare an oral presentation about the biography of the author Charles Bukowski, for doing that, they're going to make use of the time tense Past simple.
2. Victim of the Past	Ramadhan Abdul Rahman	Topic- Context	Unit 3-4	Should/shouldn't Can/can't Have to/Don't have to	Taking into account the subject that is covered through the poem–we can't live in the past-learners will prepare an oral presentation revolving around the main topic as well as the context of it. Thus, they will reflect about what the author is highlighting about 'avoiding the past', in that way they are going to : -Describe the main topic of the poem, as well as the context there is within it. - Concurrently, they will simulate a situation in which they have to give an advice to someone who is incapable of living out of his/her past.
3. The True Meaning of a Special Day	Min Su Kim	Context	Unit 4-5	Special dates/present simple-present continuous	After reading this poem, students are going to prepare an oral presentation in which they will describe what and which is one of their most special dates. Therefore, they will make use of the present simple as well as the present continuous and comparative and superlatives adjectives.
4. Paolo's machine	Jazmine MacIntyre	Topic- context	Unit 6	Future-Plans and intentions-predictions	Students will develop an oral presentation based on 'the perfect holiday', for that reason, they are going to plan a special holiday in which they could be able to put the current technology as well as the reality that embraces modern society aside

					of their lives. They will present the place they will visit, the different activities they could do, and so on.
5. Alone	Edgar Allan Poe	Context-Author	Unit 8	Present perfect	Concerning this last poem, students are going to simulate an interview –putting the stress on the use of present and past simple- in which they will present the biography of the author 'Edgar Allan Poe' by highlighting the reason why Poe has been one of the most famous poets over history.

Table 7. Oral tasks.

Treatment of the poems.

Having in mind the English level of the students whom this study is oriented, it is important to remark that the treatment that is going to be done to the different poems previously chose will be based on a basic examination, this in order to make sure the speaking activities to be developed will follow the criteria determining the A2 English level. Thus, the different speaking activities that will revolve around the reading comprehension as well as the analysis of each poem will be mainly focused on the following questions:

Questions guiding the reading comprehension of the poems
Who is the author of the poem? Is her/his life reflected in the poem?
What were your first impressions of the poem after reading just the title? After the first reading?
What words did you learn reading the poem?
Are there any examples of slang, formal English, foreign language phrases or jargon? *Slang:* Very informal expressions that are more common in spoken language that are considered not to be part of the ordinary language. *Jargon:* Words of expressions that are used by a particular profession or group of people, and are difficult for others to understand: medical/ legal/ computer
What is the theme? What is the purpose?
Talk about the title: What information does it give you?
Talk about the tone: Who is speaking?. What is the speaker mood? Angry, sad, happy, cynical, etc.

Talk about the structure: How is the poem organized?	
Is the poem sad or happy?	

Table 8. Questions guiding the reading comprehension of the poems.

Implementation of Cuq & Gruca (2005) reading strategy.

When guiding the reading comprehension process, the researcher will consider the importance of helping participants to build the meaning of the texts that will be worked on. This will be done by following a reading strategy - defined by some specific objectives - consisting of giving them a number of tasks –in this case promoting students' speaking skill- to be developed and setting them up in active situations. Of course it is also imperative to develop a route while segmenting the various activities to be carried out progressively; these will therefore be the four steps established by Cuq and Gruca (2005) that will be followed to guide the reading process: pre-reading, observation of the text, silent reading and post reading.

Consequently, the researcher has considered pertinent to design a draft in which it is defined the way each reading step will be developed, this in order to explain the speaking activities that are going to be established when reading a poem:

Step	*Activity*
Pre-reading	Before reading the text, the researcher will implement different activities that will allow the students to anticipate the content of the poem. In this way, in the purpose of giving the students an initial mental idea about

	what the poem is about, the researcher will use different strategies such as showing them a picture, a short video, even a short quote, which will go concurrently with an oral questioning that will permit the students to reflect about the possible topic they're going to talk about.
Observation of the text	In this stage, the researcher will ask the students to observe in a superficial manner the poem they are going to read, so they will be focused on the tittle, the author's name, the structure of the poem (number of stanzas, verses, length, etc.). Consequently, the researcher will ask –orally- some questions based on the features previously mentioned. It is important to mention that in this second stage, it is convenient to ask the students to look for the unknown vocabulary in order to make easier the next step.
Silent reading	Given that at this stage the researcher is going to propose a series of questions that will allow the student to make sense of the poem, this step will help the students to do a good reading comprehension, which concurrently will let them to construct solid and concrete ideas about the topic that is being treated and later, they will be able to express themselves adequately in the target language.
Post-reading	In this step, the idea will be to implement different speaking activities such as discussion group, roundtables,

	among others –guided by some specific oral questions-, in the purpose of giving the students a special space in which they can talk about the poem. In that way, the students will have the opportunity to express their own opinions and ideas, which will enable them to foster their speaking skill through different, creative, rewarding and interesting activities based on the reading of poetry, the main goal this proposal aims at achieving.

Table 9. Implementation of Cuq & Gruca (2005) reading strategy

Steps guiding student's oral production.

According to Brown (1994); Burns & Joyce (1997); Carter & McCarthy (1995), the speaking process includes activities that take place prior to, during and after the actual speaking situation.

For this reason, the researcher has conceived convenient to establish the three common stages guiding foreign learners' production in the target language, in this case, in order to establish a well-oriented speaking process, they will be taken into account the following stages:

Pre-speaking: Planning and organizing

This first step involves thought and reflection. It provides opportunities for students to plan and organize for speaking. In this case, within this step, students will reflect about the topic they will base their speech on –in this case, the topic will be assigned to the students in a previous moment, which means that after developing each reading activity concerning the treatment of the different poems during the class, the teacher will assign students the oral

task (with their specificities) they will prepare and deliver in video format-. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they will expose, determine their intention when doing it as well as the format that will guide their production, and finally they will have the opportunity to include and organize all the aspects mentioned before into a writing draft, concurrently, this draft will be guided by a writing exercise that the researcher is going to state, this in order to help students to organize and structure their ideas concerning the poem that will be treat.

Speaking:

After doing the planning of each topic to be covered, students will be more likely to have the confidence needed to express themselves concerning each activity proposed as well as they will be able of putting in practice most of the different topics they will study within their English courses throughout the development of different and interesting oral activities, and consequently, thanks to this training process, they will foster and improve their skills when expressing themselves orally. It has to be noted that, in this case, the speaking activities that will be prioritize are generally related to descriptions, this taking into account the kind of activities proposed by CEFR concerning A2 level.

Post-speaking: A time for reflection and setting goals

At this stage, it is important to have students reflect upon their performance. For this reason, students will be asked to do a personal written reflection in which they expose their considerations (positives or negatives) considering the quality of their performance. In addition, the researcher (teacher) will be also included into this exercise, she will give them

their respective feedback as well as she is going to help them to set personal goals for improving their speaking abilities.

Timetable for the Pedagogical Component development.

Weeks	Activities	September				October				November				December			
		l	ll	lll	lv	l	ll	lll	IV	l	ll	lll	IV	l	ll	lll	IV
Weeks	1. **Participant observation**				x	X		X	X	X							
	2. **Semi-structured interview**											X					
	3. **Student's video recording**					X		X		X	X	X					

Table 10. Pedagogical component development.

Implementation of the proposal

Introductory activity

Before carrying out the two first reading- speaking workshops, it was developed an introductory activity in which students had a first contact with the main topic of the pedagogical project. For this activity, the researcher organized a Power Point Presentation presentation in which each aspect to be covered by the students during the development of the proposal was well specified (it included the type of activities to which they will be exposed, the methodology of the reading and speaking process, the type of texts to work on, the main goal of each activity, the kind of speaking productions, the final product they will develop, etc.). During this session, students learnt the main vocabulary relating to the poetry and worked on the main concepts related to this subject in order to relate it with the

project, for doing so, students reflected on the meaning of poetry, the basic structure of a

poem as well as the intention of this kind of texts. Students felt motivated during this

activity because it was a different way to carry out their English classes and it was a topic

that caught their attention.

Date: September 27th 2019	**Course:** Pre-intermediate English Course (A2)

Topic: Presentation of the pedagogical project.

General objectives:
- To introduce students to the pedagogical project to which they will be exposed during this semester.
- To explain them the main purpose of the proposal, the methodology to be implemented (mainly based on the reading process and the speaking process) as well as the different kinds of activities they will be working on.

Communicative objective: To learn some of the main aspects revolving around the meaning of the poetry, as well as the purpose of this kind of text.

Linguistic objective: To know some basic concepts relating to the poetry.

Sociocultural objective: To learn some basic aspects conceding the structure of a poem.

Workshop #0

- General presentation of the proposal

METHODOLOGY

Opening

During this part, the researcher greeted the students and opened the way for the presentation of the proposal. In that way the teacher started telling the students the title of the project as well as the objectives guiding it. For doing so, the researcher used some slides containing each aspect to be covered.

Implementing poetry through Cuq & Gruca (2005) reading strategy as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research

Laura Stefanny Figueroa León

Objetives

General objetive.
- To nurture pre-intermediate student's speaking skills through the implementation of poetry founded on Cuq & Gruca (2005) reading strategy at the University of Pamplona.

Specific objectives.
- To execute a series of reading comprehension activities grounded on poetry to foster students' speaking skills.
- To implement a well-oriented and organized reading strategy in order to foster students' reading skills and subsequently their speaking skills.
- To enhance the learning of vocabulary through the implementation of poetry.
- To motivate the student's English learning process through the design of a final product, which in this case will be the poetry slam.

Explanation of the topic

Concept revolving around Poetry

At this stage the researcher asked the students to think about the meaning of poetry. She asked some of the student to say 'what did they think poetry mean?'

Later on, the researcher gave the students a basic concept relating to the real meaning of 'Poetry', consequently she showed them a video in which some of the main concepts relating to this topic were explained.
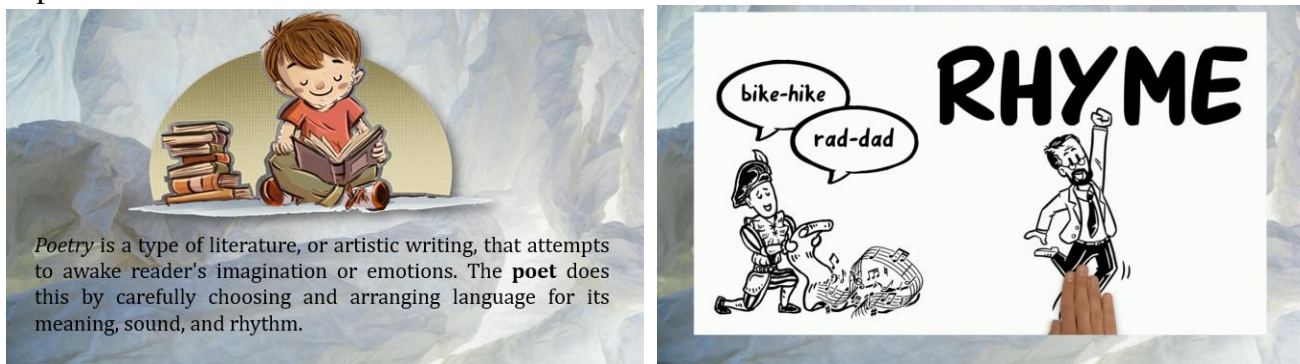
Having explained the main idea concerning the concept of Poetry the teacher asked her students if the had any idea about the structure of a poem, as a result, keeping in mind that anybody of them knew explained the answer to that question, the teacher explained them some elemenst to take into account relating to the structure of a poem as well as its composition. In that way she told them a brief definition of lines, stanza, rhyme and meter.

Explanation of the methodology of the proposal

During this part, the teacher explained her students some aspects based on the proposal to which they will be exposed. Consequently, she told them the number of reading workshops they will develop with, the activities that will guide those workshops, the reading sequence that the researcher will implement with them as well as the steps they will take into account when developing their speaking tasks.
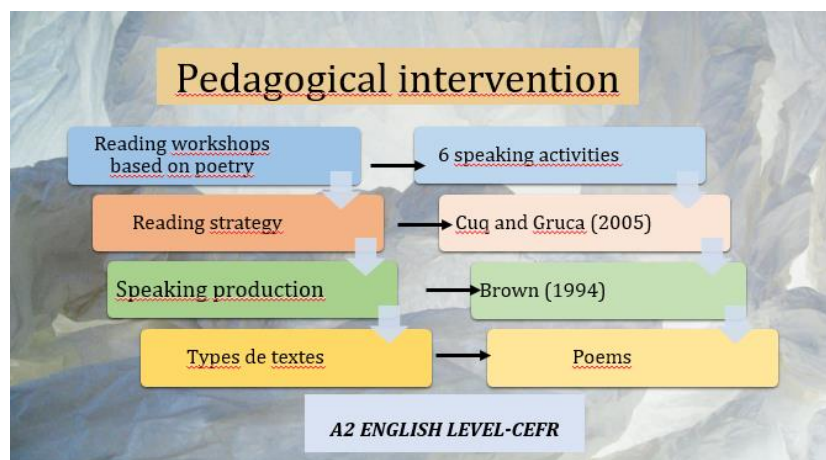
In addition, the researcher explained the different poems to study throughout the implementation of the proposal as well as the objective of each oral task to be assigned. Concurrently, the teacher explained the students that each oral task to be developed will be based on a specific topic that they will study during their English courses, which means that every reading and speaking workshop will be related to the content of the English course.

Steps guiding student's oral production.

Step	Activity
Pre-speaking: Planning and organizing	This first step involves thought and reflection. It provides opportunities for students to plan and organize for speaking. In this case, within this step, students will reflect about the topic they will base their speech on –in this case, the topic will be assigned to the students in a previous moment, which means that after developing each reading activity concerning the treatment of the different poems during the class, the teacher will assign students the oral task (with their specificities) they will prepare and deliver in video format-. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they will expose, determine their intention when doing it as well as the format that will guide their production, and finally they will have the opportunity to include and organize all the aspects mentioned before into a writing draft, concurrently, this draft will be guided by a writing exercise that the researcher is going to state, this in order to help students to organize and structure their ideas concerning the poem that will be treat.

Cuq and Gruca reading strategy

Step	Activity
Pre-reading	Before reading the text, the researcher will implement different activities that will allow the students to anticipate the content of the poem. In this way, in the purpose of giving the students an initial mental idea about what the poem is about, the researcher will use different strategies such as showing them a picture, a short video, even a short quote, which will go concurrently with an oral questioning that will permit the students to reflect about the possible topic they're going to talk about.
Observation of the text	In this stage, the researcher will ask the students to observe in a superficial manner the poem they are going to read, so they will be focused on the tittle, the author's name, the structure of the poem (number of stanzas, verses, length, etc.). Consequently, the researcher will ask –orally- some questions based on the features previously mentioned. It is important to mention that in this second stage, it is convenient to ask the students to look for the unknown vocabulary in order to make easier the next step.

Poem	Author	Aspect to be covered from the poem	Units to be covered	Grammar topic to put in practice	Oral task
1. Blue bird	Charles Bukowski	Author	Unit 2	Past simple	Students are going to prepare an oral presentation about the biography of the author Charles Bukowski, for doing that, they're going to make use of the time tense Past simple.
1. Victim of the Past	Ramadhan Abdul Rahman	Topic- Context	Unit 3-4	Should/shouldn't Can/can't Have to/Don't have to	Taking into account the subject that is covered through the poem–we can't live in the past- learners will prepare an oral presentation revolving around the main topic as well as the context of it. Thus, they will reflect about what the author is highlighting about 'avoiding the past', in that way they are going to : -Describe the main topic of the poem, as well as the context there is within it. - Concurrently, they will simulate a situation in which they have to give an advice to someone who is incapable of living out of his/her past.

Explanation of the final product

At this stage, the researcher explained the students that the final product they will elaborate would be a poetry slam, a space that that will require them to put the different topics treated into practice with the realization of several tasks as well as it would evince the set of benefits that reading activities offer to the students' speaking skill.

Figure 16. Introductory activity planning.

First reading workshop

The first reading workshop was implemented on Friday, October 4th, 2019. During this

reading workshop, students worked on the poem 'Blue Bird' by Charles Bukowski. Thanks

to the four-step reading sequence that the researcher had organized in a previous moment,

students were able to identify the main topic of the poem, as well as they understood and

got the main idea of it, this was evidenced in the participation that students had during the

whole reading workshop. Concurrently, thanks to the treatment of this poem, students were

able to learn some new words they identify throughout the reading of the poem. In the

purpose of carrying out this reading workshop, the researcher and the students followed the

following steps:

GROUP Second semester students	LEVEL A2	SEQUENCE N° 01
TEACHERS • Laura Stefanny Figueroa León	**OBSERVERS** • Karen Johana Garay • Gabriel Cote	**DATE/DAY** • Friday, October 4th, 2019
LINGUISTIC OBJECTIVE • To learn new vocabulary. • To put in practice the use of the past simple tense. • To practice the correct pronunciation of the *Id*, *t*, *d* sound of the verbs in past.	**COMMUNICATIVE OBJECTIVE** • To give a simple presentation of the poem to be treated. • To make a description concerning the biography of the author Charles Bukowski.	**SOCIOCULTURAL OBJECTIVE** • To make an introduction and use basic greeting and leave-taking expressions. • To learn some aspects concerning the life of Charles Bukowski.
GENERAL COMPETENCE • Communicative competence • Linguistic competence • Sociocultural competence • Lexical competence	**POEM TO BE COVERED** • Blue Bird (Charles Bukowski)	**TOPIC TO BE COVERED IN THE ORAL TASK** • Past simple (Main topic developed in the second unit of the Cutting Edge,

(Brown) Formato de planeación			pre-intermediated student's book).

STAGES	DESCRIPTION OF EACH STEP	TIME (MIN)	SKILLS	MATERIAL
Opening	The researcher greeted the participants and then she gave way for the workshop. One aspect that was considered for this workshop was that throughout the session, the researcher developed every step of the reading process by implementing a continuous oral questioning in which probably not all participants answered every single question, just some of them, this in order to not hold up the activity. The questions covered thorough each session were projected on the TV **(Appendix 1)**.	**2**		Slides
Pre-Reading	In this first step, without having shown the text to read, participants had to watch a video **(Appendix 2)** which aimed at helping them to anticipate the content of the poem to be covered in this first session - Poem "Bluebird" by Charles Bukowski **(Appendix 3)** – concurrently, it also made easier the formulation of hypotheses from the part of learners concerning the topic of the poem. This allowed students to get familiar with each situation to be treated as well as made easier their deeper comprehension. Consequently, as the central themes of the poem studied was "sadness", "fear of being ridiculed and looked down upon in society" and "human weakness" four images **(Appendix 4)** were chosen from which students answered the following questions: • What kind of elements can you identify in those pictures? • What do these images reflect? • Can you describe them? • What does blue color mean for you?	**5**	Speaking	TV Video Computer

Observation of the text	In this second step, the researcher gave participants the text conceived for this workshop. Nevertheless, participants didn't read the entire text, they did a skimming reading in order to analyze the physical structure of the text, or to get a general overview of the material. That's why they examined the typographical presentation of the text, the title, number of stanzas, the image, etc. Subsequently, the researcher asked the students to look for the unknown vocabulary in order to make easier the next step. Most of the new words that students learnt from this video were: • Pour • Bartender • Grocery clerk • Screw up • Mess • Asleep • Quite The objective of this stage was mainly to guide participants to anticipate the meaning of the text as well as formulate more elaborate hypotheses about it. To do this, the researcher asked the students to answer the following questions: • What does the bluebird mean for you? • From the title, what assumptions can you make about what the text will deal with? • Who is the author? • How many stanzas does it have? • Which time tenses can you identify? • What were your first impressions of the poem after reading just the title? • What information does it give you? • How is the poem organized? Then, before moving on to the entire reading of the text, the researcher showed the students the biography of the author **(Annex 5).** This in order to provide students with some extra knowledge, to give them a clear picture of the author they're reading as well as to make them aware	**15**	Speaking Superficial reading	Poem

	about the importance of knowing who's the author of the text they're going to read.			
Silent reading	After that, we moved on to the third stage. In this part, students had about 15 minutes to read the whole poem individually. Therefore, after reading the text, we followed - alternately - a series of oral questions - with the aim of promoting the entry into the text as well as the orientation of the readers to build a more in-depth understanding. These oral questions were answered in a general way by the participants, it should be noted that we weren't focus on the answer that each participant gave to each question, each one was answered just by one or two students (maximum). Thus, the questions that allowed them to understand better the poem are the following: • What were your first impressions after reading the whole poem? • What words did you learn reading the poem? • Are there any examples of slang, formal English, foreign language phrases or jargon? • What is the theme? What is the purpose? • Who is speaking? • What is the speaker mood? Angry, sad, happy, cynical, etc.	**15** **10**	Reading Speaking	Poem
After-Reading	In this last part, the aim was to make readers react to the information provided by the poem. In this case, a series of oral questions were asked which will demand participants to reflect and comment. • After reading the whole poem, what does the bluebird mean for you? What does it mean for the author? • What does the author mean when saying 'there's a bluebird in my heart **that wants to get out**…'? • What social situations are reflected in the poem? Alcoholism, etc. • To whom is this poem addressed? • There's any connection between the author's life and the poem? Why?	**15**	Speaking Writing	Poem

		Reading	Questionn aire
	• What was the most interesting aspect that caught your attention? After concluding this part, students were demanded to fill at home the following questionnaire **(Appendix 6)** in order to consolidate and make sure that they effectively understood in a general way the poem. Concurrently, this activity helped them to organize their ideas when developing the video they had to hand in. **Oral task:** Finally, based on the global comprehension students got from the poem, the oral task was assigned. So, in this first occasion, students had to prepare an oral presentation in which they had to describe some of the most important aspects concerning the biography of the author Charles Bukowski, for doing that, the students were asked to: • Look for information about the most relevant aspects concerning the author's biography. • Be aware of the use of Past simple when presenting the biography of the author. • Write a draft containing the aspects to be covered in the oral presentation. • Check and assimilate the information previously organized. This part will be guided during the tutoring time students will have with the teacher. • Fix some steps that will guide the oral presentation of the author in order to make clear the information to be shared (organization). This oral task was presented thorough a video that students updated on their YouTube accounts.	Speaking	

Figure 17. First workshop planning

Steps guiding the speaking process of the first workshop

STAGES	DESCRIPTION OF EACH STEP
	This first step involved thought and reflection relating to the poem that students read – which worked as an input for them to base their future speaking task-. It provided opportunities for students to plan and organize for speaking. In this case, within this step, students reflected about the topic they would base their speech on –in this case, the topic

Pre-speaking: Planning and organizing	was the biography of Charles Bukowski-, which means that after developing the first reading activity concerning the treatment of the poem 'Blue Bird', the teacher assigned students the oral task (with their specificities) they had to prepare and deliver in video format-. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they were going to expose, determine their intention when doing it as well as the format that was going to guide their production, and finally they had the opportunity to include and organize all the aspects mentioned before into a writing draft. This writing exercise was based on some of the aspects that were treated during the development of the reading sequence that took place in the class. This way, students were asked to reflect mainly about : - The title of the poem and its meaning - The main ideas of the whole text - The subject of the poem - The purpose of the author - The poet's attitude - The theme At the end of the exercise, students were demanded to look for the most relevant aspects relating to the biography of Charles Bukowski (the author of the poem), after that they had to integrate the information they gathered into a writing description, this was conceived in the purpose of giving the students the opportunity to reflect about the topic they were going to cover as well as to organize the ideas and the information they found concerning the life of Charles.

Poetry Analysis Sheet

For this project you will read and analyze a poem written by a German poet. The following instructions will help you uncover the meaning of the poem.

1. Before reading the text, what does the title mean for you?

Take a look at the title and reflect on what it means: Bluebird! Whenever I read or see images about birds in cages, It comes to my mind or to my imagination as occultations of something, whether of the truth, of secrects, something that may be important to us but that we don't want to give him freedom for any reason.

1. it in your own words

Read the poem two or three times. You will see something different each time you read the poem.

Write a brief description of the topics that are covered in the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understand the poem.

The poem deals, according to what I understood, about all that we hide and don't let out because for fear, ignorance, or because we don't want to face the consequences that come later. I think this poem can connect with many people, since it describes a common experience, which is the feeling that there is a better version of us, somewhere, with which we don't finish contacting at all.

3. What do you think the poem means?

Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?

Answer these questions:

a. Who is the subject of the poem? It may be the same author or too an anonymous subjec

b. What are they talking about? That he has a 'blue bird' in his heart and he is ve tough on him and doesn't want to let out for some reaso

c. Why do you think the author wrote the poem? _____

d. When is the poem happening? _____

e. Where is the poem happening? In his home, and in a bar.

f. What is the poet's attitude? I think that deep down he has an attitude, emotion and feeling of sadness, though he tries not to show it.

C. He wants to express or manifest something that he tries to hide, that he doesn't want to let out for some reason.

Poetry Analysis Sheet(continued)

4. Theme

Identify the theme (central idea) of the poem. Try describing it.

As I said before, the central theme is about everything we try to hide and we don't want to let it out, either due to ignorance or fear of having to face the conseque that may come later. An example to explain a little better, according to my per perception, is that the 'blue bird' is like that love that we don't let it out.

5. Look at the title again

Now look at the title again. Do you now have a different interpretation of the title?

6. Historical and cultural context (Look for the most relevant aspects relating to the biography of the author). Integrate the research you have done on your author into your poetry analysis. Talk about him/her. (Try using the past simple tense).

Henry Charles Bukowski: whose birth name was Heinrich Karl Bukowski, was born in Andernach on August 16, 1920 and died on March 9, 1994 in Los Angeles; he was a German writer and poet, nationalized American. He is considered one of the most influential writers of independent literature, and also as a symbol and the king of the 'dirty realism'; his literature was strongly influenced by the atmosphere of Los Angeles, where he spent most of his life. Some of his best known works are: 'Música de cañerías', women, Pulp, writings of an indecent old man, among others.

It has to be mentioned that during this stage students had the opportunity to attend some tutoring sessions in the purpose of showing and correcting their writing exercise based on the oral task they had to develop. This way, students were able to identify their possible mistakes as well as they could check some aspects concerning the pronunciation, expressions, etc, that they're going to use in their videos.
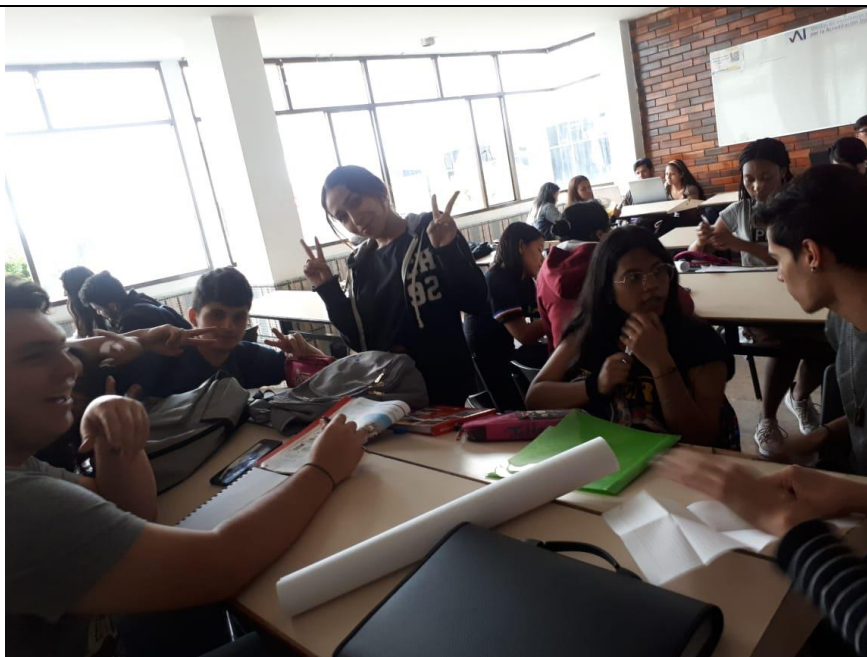
Tutoring

Speaking	After doing the planning of each topic to be covered, students were more likely to have the confidence needed to express themselves concerning the oral activity proposed as well as they were be able of putting in practice most of the different topics studied within their English courses concerning the use of the Past simple tense. It has to be noted that, in this case, the speaking activity that was prioritize was generally related to descriptions, this taking into account the kind of activities proposed by CEFR concerning A2 level. In that way, students delivered their oral production through a video: GROUP A　　　　　　　　　　　　GROUP B

Post-speaking: A time for reflection and setting goals	At this stage, it is important to have students reflect upon their performance. For this reason, students were asked to do a personal reflection in which they expose their considerations (positives or negatives) considering the quality of their performance.

To this situation, most of the students expressed that their performance concerning this activity was good, however they remarked that it could be better. In addition, they mentioned the following aspects:

- One of the difficulties they faced when developing this activity was the pronunciation of the verbs in past simple as well as the fact of talking in a spontaneous way without reading, since when recording the videos they felt so nervous and anxious which caused that they forgot the rules they had to keep in mind, also that's why they had the need –in some cases- of reading or taking a look at their notes or memos.
- Another aspect that they mentioned was the fact of being afraid when recording the whole video, they expressed that during their first semester they didn't develop so much speaking activities that had helped them to better cope with the oral productions.
- However, some of them noted that during this activity, they could learn new vocabulary and new expressions, because during the creation process of the video they had to look for some words and specific expressions in order to enrich their videos, such as greetings as well as farewells.
- Finally, they highlighted that in this oral task they had the need of looking for some words that allowed them to fix a sequence of the aspects that they were going to treat during their presentations, such as logical linkers, in the purpose of express their primary, secondary and latest ideas.

On the other hand, it is important to say that the researcher (teacher) was also included into this exercise, so, having examined each oral production, she gave them their |

respective feedback as well as she helped them (giving them some advice) to set personal goals for improving their speaking abilities. In this way, in order to carry out the evaluation step, the teacher took as reference the criteria guiding the oral production of A2 foreign language students proposed by the Common European Framework of Reference for Languages, similarly, she took into account some specific aspects that characterized the nature of the oral task proposed during this first reading session:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _____ Examiner_____

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly the simple past tense when covering the biography of the author.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total			/25		

Grammar and vocabulary	Pronunciation	Other

This criteria was divided into five main items which had a different amount of points each one. Additionally, it was added to this rubric a box to write comments about their oral performance. All the oral productions corresponding to the participants of the project (as well as the rest of students of each English group) were evaluated with this criteria and most of them obtained good results according to it.

Figure 18. First pre/while/post oral production process.

Planning including annexes:

1. READING SEQUENCE (Checked)   QUESTIONS.pptx   1. Poem- Writing exercise.docx   POEM (Checked).docx
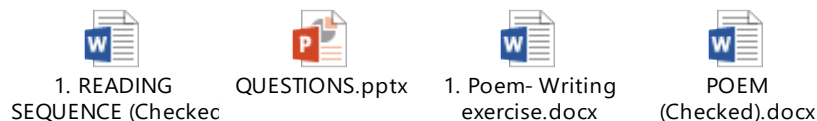
First journal based on the first participant observation:

1. Journal.docx

Second reading workshop

The second reading workshop was planned to be implemented on Thursday,

October 10th, 2019. During this workshop, students worked on the poem 'Victim of the

past' by Ramadhan Abdul Rahman. In this case, students were able to express their ideas

about the negative effects of living in our past, thinking almost all time in our bad decisions

and actions, feeling regret and sadness because of it, they were able to use the expressions

and the vocabulary use to give advice, a topic that was studied during the third unit of the

Cutting Edge Pre-intermediate Student's book. Furthermore, they were able to understand

the global idea of the poem they examined, they got the main purpose of the author as well

as the intention hidden throughout the poem itself. This was achieved thanks to the

different steps guiding the reading sequence that the researcher had conceived. In order to

develop this reading workshop, students followed the following steps:

GROUP	LEVEL	SEQUENCE N°
Second semester students	A2	02
TEACHERS	**OBSERVERS**	**DATE/DAY**

Laura Stefanny Figueroa León	Karen Johana Garay Gabriel Cote	Thursday, October 10th, 2019
LINGUISTIC OBJECTIVE • To learn new vocabulary. • To implement in their speech the present simple tense as well as the present continuous. • To express their ideas without help despite some formulation problems. • To show a limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	**COMMUNICATIVE OBJECTIVE** • To give a simple presentation of the poem as well as the author. • To give a simple description of the main topic of the poem as well as a brief presentation of the author. • To put in practice the expressions commonly used when giving advice.	**SOCIO-CULTURAL OBJECTIVE** • To learn how to make an introduction and use basic greeting and leave-taking expressions.
GENERAL COMPETENCE • Communicative competence • Linguistic competence • Sociocultural competence • Lexical competence	**POEM TO BE COVERED** • 'Victim of the Past', by Ramadhan Abdul Rahman	**GRAMMAR TOPIC TO BE COVERED IN THE ORAL TASK** • Present simple • Present continuous • Giving advice (Main topics studied in the third, fourth and fifth unit of the Cutting Edge, pre-intermediated student's book). Students will work on the topics mentioned above during the development of the oral task. It doesn't mean that the poem itself will contain those topics.

STAGES	DESCRIPTION OF EACH STEP	TIME (MIN)	SKILLS	MATERIAL

Opening	The researcher greeted the participants and then she paved the way for the workshop. One aspect to consider for this workshop was that throughout the session, the researcher developed every step of the reading process by implementing a continuous oral questioning in which probably not all participants answered every single question, just some of them, this in order to not hold up the activity. The questions covered thorough each session will be projected on the TV **(Appendix 1)**.	**2**		Slides
Pre-Reading	In this first step, without having shown the text to read, participants were asked to read two quotes **(Appendix 2)** which aimed at helping them to anticipate the content of the poem to be covered in this second session - Poem 'Victim of the Past' by Ramadhan Abdul Rahman **(Appendix 3)** – concurrently, it also made easier the formulation of hypotheses from the part of learners concerning the topic of the poem. This allowed student to get familiar with each situation to be treated as well as made easier their deeper comprehension. Consequently, as the central themes of the poem to be worked on was "sadness", "the fact of living in the past" and "the inability of the human being not to forget the past" six images **(Appendix 4)** were chosen from which students had to answered the following questions: • What kind of elements can you identify in those pictures? • What do these images reflect? • Can you describe them? • What does 'being a victim of the past' mean for you?	**5**	Speaking	TV Video Computer
Observation of the text	In this second step, the researcher gave participants the text conceived for this workshop. Nevertheless, participants dind't read the entire text, they did a skimming reading in order to analyze the physical structure of the text, or to get a general overview of the material. That's why they just examined the typographical presentation of the text, the title, number of stanzas, the image, etc. Subsequently, the researcher asked the students to look for the unknown vocabulary in order to make easier the next step.	**15**	Speaking Superficial reading	Poem

	The objective of this stage was mainly to guide participants to anticipate the meaning of the text as well as formulate more elaborate hypotheses about it. To do this, the researcher asked the students to answer the following questions: • What does the 'past' mean for you? • From the title, what assumptions can you make about what the text will deal with? • Who is the author? • How many stanzas does it have? • Which time tenses can you identify? • What were your first impressions of the poem after reading just the title? • What information does it give you? • How is the poem organized?			
Silent reading	After that, we moved on to the third stage. In this part, students had about 15 minutes to read the whole poem individually. Therefore, after reading the text, the researcher followed - alternately - a series of oral questions - with the aim of promoting the entry into the text as well as the orientation of the readers to build a more in-depth understanding. These oral questions were answered in a general way by the participants, it should be noted that we were not focus on the answer that each participant gave to each question, each one was answered just by one or two students (maximum). Thus, the questions that allowed them to understand better the poem are the following: • What were your first impressions after reading the whole poem? • What words did you learn reading the poem? • Are there any examples of slang, formal English, foreign language phrases or jargon? • What is the theme? What is the purpose? • Who is speaking? • What is the speaker mood? Angry, sad, happy, cynical, etc.	**15** **10**	Reading Speaking	Poem
After-Reading	In this last part, the aim was to make readers react to the information provided by the poem. In this case, a series of oral questions were asked which demanded participants to reflect and comment.	**15**	Speaking	Poem

• After reading the whole poem, what does 'being a victim of the past' mean for you? What does it mean for the author? • What does the author mean when saying: 'Don't look into the past don't look for things that gone don't try to change things you've done'…? • What social situations are reflected in the poem? Regret, etc… • To whom is this poem addressed? • There's any connection between the real human's life and the poem? Why? • What was the most interesting aspect that caught your attention? • How would you help someone to forget his/her past? • What kind of advice would you give him/her? After concluding this part, students were demanded to fill at home the following questionnaire **(Appendix 5)** in order to consolidate and make sure that they effectively understood in a general way the poem. **Oral task:** Finally, based on the global comprehension students got from the poem, the oral task was assigned. So, taking into account the subject that was covered through the poem–we can't live in the past- learners were asked to prepare an oral presentation revolving around the main topic as well as the context .or the real situation´ that was reflected on the poem. Thus, they had to reflect about what the author was highlighting about 'avoiding the past', in that way they were demanded to: • Describe the main topic of the poem, as well as the context there is within it. • Student are going to simulate a situation in which they have to give an advice to someone who is incapable of living out of his/her past. • Write a draft containing the aspects to be covered in the oral presentation. • Check and assimilate the information previously organized. This part will be guided during the tutoring time students will have with the teacher.	Writing Reading Speaking	Questionn aire

| | • Fix some steps that will guide the oral presentation in order to make clear the information to be shared (organization). | | | |
| | This oral task asked the students to implement the grammar topics studied on unit 3, 4 and 5. Similarly, this oral production was considered as the oral exam –first term- of the students. | | | |

Figure 19. Second workshop planning.

Steps guiding the speaking process of the second workshop

STAGES	DESCRIPTION OF EACH STEP
Pre-speaking: Planning and organizing	This first step involved thought and reflection relating to the poem that students read – which worked as an input for them to base their second speaking task-. It provided opportunities for students to plan and organize for speaking. In this case, within this step, students reflected about the topic they would base their speech on –in this case, the topic was the presentation of the main topic guiding the poem 'Victim of the past' as well as the introduction of the author of it, and the simulation of a situation in which they could advice someone in order to help her/him to leave his/her past-. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they were going to expose, determine their intention when doing it as well as the format (organization) that was going to guide their production, and finally they had the opportunity to include and organize all the aspects mentioned before into a writing draft.
	This writing exercise was based on some of the aspects that were treated during the development of the reading sequence that took place in the class. This way, students were asked to reflect about :
	• The title of the poem and its meaning
	• The main ideas of the whole text
	• The subject of the poem
	• The purpose of the author
	• The poet's attitude
	• The theme
	• The context
	• The message behind the poem
	At the end of the exercise, students were demanded to reflect about how would he/she help someone to forget his/her past as well as the kind of advice they would give to this person, so, having thought about these situations, they had to integrate the information they gathered into a writing description, this point was conceived in the purpose of giving

the students the opportunity to reflect about the specific situation they were going to cover in the video as well as to organize the ideas and the information they provided. Concurrently, students were able to put in practice all the aspects and elements revolving around 'Giving advice situations' that were studied in a previous moment during their English courses.

Poetry Analysis Sheet

For this project you will read and analyze a poem written by the poet Ramadhan. The following instructions will help you uncover the meaning of the poem.

1. Before reading the text, what does the title mean for you?

Take a look at the title and reflect on what it means: The title means, for me, those people who haven't been able to overcome their past or forget the things they did, that is, those people who continue to live in the past and don't want to get out of ther

2. Put it in your own words

Read the poem two or three times. You will see something different each time you read the poem. Write a brief description of the topics that are covered in the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understand the poem.

The poem is about all those people who don't want to leave their past, who still cling to it believing that they could change the things they did, locking themselves in a painful prision forever if they don't decide to let go of their past and continue with their present and see their future.

3. What do you think the poem means?

Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?

Answer these questions:

- Who is the subject of the poem? It could be the same author too, and all those people who don't leave their past.
- What are they talking about? They talk about their problems with their past, and that they don't wa to get out of there, and e
- Why do you think the author wrote the poem? Possibly he went through that, and he doesn't want others to go through the same thi
- When is the poem happening? figuratively, it happens in the past
- Where is the poem happening? figuratively, it takes place in the past.
- What is the poet's attitude? The poet has a motivational and social actitude, and invites his readers to reconsider

Poetry Analysis Sheet(continued)

4. Theme
Identify the theme (central idea) of the poem. Try describing it.
The central idea of the text is that those people who don't forget their past make an attempt to get out of there; they can't change the things that happened, they should only accept them and move on

5. Look at the title again
Now look at the title again. Do you now have a different interpretation of the title?

6. Context (Look for the most relevant aspects relating to the situation that is reflected on the poem, think about what the author is trying to tell us)
Integrate the information you have found into your poetry analysis. Talk about it. (Try using the present simple as well as the present continuous to describe that situation).

The poem reflects the situations of people who do not want or can not forget and leave their past, and how that affects them.

7. Reflect: How would you help someone to forget his/her past? What kind of advice would you give him/her?
Integrate the ideas you thought of into your poetry analysis. Talk about it. (Try using the expressions relating to 'Giving advice' we studied during the classes).
They should change their daily routines and lifestyles, and try to do different activities regularly so they can get out of that 'prison' they are in, for thinking too much about their past and not wanting to let go. They can't change the things they did, the things that have already happened, they should move on with their lifes, not look back and concentrate on their future. Try to do different things, and integrate more into society, go out with friends, family, etc

It has to be mentioned that during this stage students had the opportunity to attend some tutoring sessions in the purpose of showing and correcting their writing exercise based on the oral task they had to develop. This way, students were able to identify their possible mistakes as well as they could check some aspects concerning the pronunciation, expressions, etc, that they're going to implement in their oral production.

Tutoring

Speaking	After doing the planning of each topic to be covered, students were more likely to have the confidence needed to express themselves concerning the oral activity proposed as well as they were be able of putting in practice most of the different topics studied within their English courses concerning the use of expressions for giving advice, the use of the present simple and present continuous. It has to be noted that, in this case, the speaking activity that was prioritize was generally related to the description of the poem and the description of the situation they were going to talk about (the person to which they were going to advice), as well as the situation in which they implement some expressions for giving advice this taking into account the kind of activities proposed by CEFR concerning A2 level. In that way, students delivered their oral production through a video: GROUP A GROUP B

Post-speaking: A time for reflection and setting goals	At this stage, it is important to have students reflect upon their performance. For this reason, students were asked to do a personal reflection in which they expose their considerations (positives or negatives) considering the quality of their performance.

To this situation, most of the students expressed that their performance concerning this activity was not completely good, since it was a little bit harder to describe –in a correct way- a situation in which someone needed some help with his past. In addition, they mentioned the following aspects:

- One of the difficulties they remarked was the limited control of some grammatical structures they can handle concerning a daily and spontaneous speech.
- They also mentioned that there were some expressions or ideas that they felt incapable to express in English, so they think they committed a lot of mistakes relating to the intervention of some Spanish grammatical structures. However, some of them found themselves very comfortable with the topic of this activity.
- On the other hand, students noted that during this activity, they could express themselves as in normal, familiar and daily situation, which seemed something positive that influenced their performance. |

- They also highlighted that during this activity they could learn new vocabulary and new expressions when trying to express their ideas, as well as when trying to sound as natural as possible when giving advice.

On the other hand, it is important to say that the researcher (teacher) was also included into this exercise, so, having examined each oral production, she gave them their respective feedback as well as she helped them (giving them some advice) to set personal goals for improving their speaking abilities. In this way, in order to carry out the evaluation step, the teacher took as reference the criteria guiding the oral production of A2 foreign language students proposed by the Common European Framework of Reference for Languages, similarly, she took into account some specific aspects that characterized the nature of the oral task proposed during this second reading session:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _____ Examiner_____

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total		/25			

Grammar and vocabulary	Pronunciation	Other

This criteria was divided into five main items which had a different amount of points each one. Additionally, it was added to this rubric a box to write comments about their oral performance. All the oral productions corresponding to the participants of the project (as well as the rest of students of each English group) were evaluated with this criteria and most of them obtained good results according to it.

During the week in which student's grades were delivered, the researcher gave students a general feedback concerning the most common mistakes that students committed in their oral production, these included the pronunciation of some words, the formulation of some expressions as well as the use of the present simple and the present continuous (s sounding ending of verbs).

After that, the teacher talked with each one of the students and gave them some tips and aspects to keep in mind based on their performance during the oral production. These aspects included the fact of organizing the ideas they had into a familiar and easy structure so they could express them without getting confuse with the idea they wanted to communicate. Also the teacher told them to do some memos in which they could include the order of the ideas they're going to talk about, this with the purpose avoiding the loss of the train of their thoughts.

Here attached some of the rubrics containing the feedback of students:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: Andrés Flórez   **Examiner** Karen Garay Laura Figueroa

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	

Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total				24,5 /25	

Grammar and vocabulary	Pronunciation	Other
trying to help people giving advice bad decisions she was sad and worried I told her For practicing not to move	Should	

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: Sebastián Vargas   **Examiner** Karen Garay / Jaun Figueroa

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	

Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total			18 /25		

Grammar and vocabulary	Pronunciation	Other
The poem is about because the life is you should find		

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: Jhon Cifuentes   Examiner: Karen Garay / Laura Frydecom

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	

Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms.	0	1	1.5	2	2.5
Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.					
Total		21	/25		

Grammar and vocabulary	Pronunciation	Other
Let's start It depends on the point of view He says (who?) thinking about I got close I told him	Talk poem written Depressed whole image	

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _Keila Andrea Abril_   Examiner _Karen Garay_ _Laura Figueroa_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total			23,5 /25		

Grammar and vocabulary	Pronunciation	Other
A person who lives in the past Keep going I'll give some advice You shouldn't bring	purposes Unready experiences imaginary Unfortunately Rejected	

Figure 20. Second pre/while/post oral production process.

Planning including annexes:

2. READING SEQUENCEE.docx   POEM.docx   QUESTIONS TO FOLLOW.pptx   Poem- Writing exercise.docx

Second journal based on the second participant observation:

2. Journal.docx

Third reading workshop

The third reading workshop was planned to be implemented on Thursday, October

17th, 2019. During this workshop, students worked on the poem 'The true meaning of a

special day" by Min Su Kim. In this case, students were able to express their ideas about

the real sense that is behind an important and memorable day and at a subsequent time they

had the opportunity to talk about one of their most special days in life, thus, they were able

to use the expressions and the vocabulary use to talk about and describe special day, this

through the use of the present simple, present continuous and descriptive adjectives, a topic

that was studied during the fourth unit of the Cutting Edge Pre-intermediate Student's

book. Furthermore, they were able to understand the global idea of the poem they

examined, they got the main purpose of the author as well as the intention hidden

throughout the poem itself. This was achieved thanks to the different steps guiding the

reading sequence that the researcher had conceived. In order to develop this reading

workshop, students followed the following steps:

GROUP Second semester students	LEVEL A2	SEQUENCE N° 03
TEACHERS • Laura Stefanny Figueroa León	**OBSERVERS** • Karen Johana Garay • Gabriel Cote	**DATE/DAY** • Thursday, October 17th, 2019
LINGUISTIC OBJECTIVE • To learn new vocabulary. • To implement in their speech the present simple tense as well as the present continuous. • To express their ideas without help despite some formulation problems.	**COMMUNICATIVE OBJECTIVE** • To give a simple presentation of the poem as well as the author. • To give a simple description of the main topic of the poem as well as a brief presentation of the author.	**SOCIO-CULTURAL OBJECTIVE** • To learn how to make an introduction and use basic greeting and leave-taking expressions.

• To show a limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	• To put in practice the expressions commonly used when giving advice.	
GENERAL COMPETENCE • Communicative competence • Linguistic competence • Sociocultural competence • Lexical competence	**POEM TO BE COVERED** • 'The true meaning of a special day" by Min Su Kim.	**GRAMMAR TOPIC TO BE COVERED IN THE ORAL TASK** • Present simple • Present continuous • Comparative and superlative adjectives.

STAGES	DESCRIPTION OF EACH STEP	TIME (MIN)	SKILLS	MATERIAL
Opening	The researcher greeted the participants and then she paved the way for the workshop. One aspect to consider for this workshop was that throughout the session, the researcher developed every step of the reading process by implementing a continuous oral questioning in which probably not all participants answered every single question, just some of them, this in order to not hold up the activity. The questions covered thorough each session will be projected on the TV **(Appendix 1)**.	**2**		Slides
Pre-Reading	In this first step, without having shown the text to read, participants were asked to read a quote **(Appendix 2)** which aimed at helping them to anticipate the content of the poem to be covered in this third workshop in order to anticipate the content of the poem to be covered in this first session - Poem 'The True Meaning of a Special Day' by Min Su Kim **(Appendix 3)** – concurrently, it also made easier the formulation of hypotheses from the part of learners concerning the topic of the poem. This allowed student to get familiar with each situation to be treated as well as made easier their deeper comprehension.	**5**	Speaking	TV Video Computer

	Consequently, as the central themes of the poem to be worked on will be "friendship", "family time" and "what a special day means" six images **(Appendix 4)** were chosen from which students will answer the following questions: • What kind of elements can you identify in those pictures? • What do these images reflect? • Can you describe them? • What does 'being a victim of the past' mean for you?			
Observation of the text	In this second step, the researcher gave participants the text conceived for this workshop. Nevertheless, participants didn't read the entire text, they did a skimming reading in order to analyze the physical structure of the text, or to get a general overview of the material. That's why they just examined the typographical presentation of the text, the title, number of stanzas, the image, etc. Subsequently, the researcher asked the students to look for the unknown vocabulary in order to make easier the next step. The objective of this stage was mainly to guide participants to anticipate the meaning of the text as well as formulate more elaborate hypotheses about it. To do this, the researcher asked the students to answer the following questions: • What do these images reflect? • What kind of elements can you identify in those pictures? • Can you describe them? • What does a 'special day' mean for you?	**15**	Speaking Superficial reading	Poem
Silent reading	After that, we moved on to the third stage. In this part, students had about 15 minutes to read the whole poem individually. Therefore, after reading the text, the researcher followed - alternately - a series of oral questions - with the aim of promoting the entry into the text as well as the orientation of the readers to build a more in-depth understanding. These oral questions were answered in a general way by the participants, it should be noted that we were not focus on the answer that each participant gave to each question, each one was answered just by one or two students (maximum). Thus, the questions that allowed them to understand better the poem are the following:	**15** **10**	Reading Speaking	Poem

	• What were your first impressions after reading the whole poem? • What words did you learn reading the poem? • Are there any examples of slang, formal English, foreign language phrases or jargon? • What is the theme? What is the purpose? • Who is speaking? • What is the speaker mood? Angry, sad, happy, cynical, etc. • What does the 'The true meaning of a special' day mean for you? • From the title, what assumptions can you make about what the text will deal with?			
After-Reading	In this last part, the aim was to make readers react to the information provided by the poem. In this case, a series of oral questions were asked which demanded participants to reflect and comment. • After reading the whole poem, what does a 'special day' mean for you? What does it mean for the author? • What does the author mean when saying: *'Waking up late, after the clock strikes noon,* *Sunny or rainy, any weather,* *Living through anything together is a special day in itself'* …? • What social situations are reflected in the poem? Humanity, love, friendship, family, etc. • To whom is this poem addressed? • There's any connection between the real human's life and the poem? Why? • What was the most interesting aspect that caught your attention? • How would be a special day for you? • What people do you think should be with you on a special day? After concluding this part, students were demanded to fill at home the following questionnaire **(Appendix 5)** in order to consolidate and make sure that they effectively understood in a general way the poem. **Oral task:**	**15**	Speaking Writing Reading Speaking	Poem Questionnaire

| | Finally, based on the global comprehension students got from the poem, the oral task will be assigned. So, taking into account the subject that is covered through the poem–the real meaning of a special day- learners were demanded to prepare an oral presentation revolving around the main topic of it.

Thus, they reflected about what the author was highlighting about what does a 'special day' mean?, in that way they were going to:
-Describe the main topic of the poem, as well as the context there is within it.
- Concurrently, they will they will describe what and which is one of their most special dates. Therefore, they will make use of the present simple, present continuous as well as the comparative and superlatives adjectives.
This oral task will ask the students to implement the grammar topics studied on unit 4 and 5. | | | |

Figure 21. Third workshop planning

Steps guiding the speaking process of the third workshop

STAGES	DESCRIPTION OF EACH STEP
Pre-speaking: Planning and organizing	This first step involved thought and reflection relating to the poem that students read – which worked as an input for them to base their second speaking task-. It provided opportunities for students to plan and organize for speaking. In this case, within this step, students reflected about the topic they would base their speech on –in this case, the topic was the presentation of the main topic guiding the poem 'The true meaning of a special day' as well as the introduction of the author of it, and the simulation of a situation in which they could describe and talk about one of the most special days of their lives. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they were going to expose, determine their intention when doing it as well as the format (organization) that was going to guide their production, and finally they had the opportunity to include and organize all the aspects mentioned before into a writing draft. This writing exercise was based on some of the aspects that were treated during the development of the reading sequence that took place in the class. This way, students were asked to reflect about : • The title of the poem and its meaning • The main ideas of the whole text

- The subject of the poem
- The purpose of the author
- The poet's attitude
- The theme
- The context
- The message behind the poem

At the end of the exercise, students were demanded to reflect about How would be a special day for them, hat people do they think should be with them on a special day, they had to integrate the information they gathered into a writing description, this point was conceived in the purpose of giving the students the opportunity to reflect about the specific situation they were going to cover in the video as well as to organize the ideas and the information they provided. Concurrently, students were able to put in practice all the aspects and elements revolving around "special days" the use of the present simple, present continuous and descriptive adjectives, a group of topic that were studied in a previous moment during their English courses.

Name: michelle Triana contreras   Date: _____

Poetry Analysis Sheet

For this project you will read and analyze a poem written by the poet Su Kim. The following instructions will help you uncover the meaning of the poem.

1. Before reading the text, what does the title mean for you? *it's about the meaning of a special day*

Take a look at the title and reflect on what it means: *It talks about the personal view of the author*

2. Put it in your own words

Read the poem two or three times. You will see something different each time you read the poem. Write a brief description of the topics that are covered in the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understand the poem.

It says that a special day it could be a normal day with special people.

3. What do you think the poem means?

Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?

Answer these questions:

- Who is the subject of the poem?
  the author
- What are they talking about?
  about How is a special day
- Why do you think the author wrote the poem?
  because he want to informate
- When is the poem happening?
  in a day
- Where is the poem happening?
  in a place
- What is the poet's attitude?
  an informative mood.

Poetry Analysis Sheet(continued)

4. Theme
Identify the theme (central idea) of the poem. Try describing it.

the central idea is How is a special day and What's makes special.

5. Look at the title again
Now look at the title again. Do you now have a different interpretation of the title?

6. **Context** (Look for the most relevant aspects relating to the situation that is reflected on the poem, think about what the author is trying to tell us)
Integrate the information you have found into your poetry analysis. Talk about it. (Try using the present simple as well as the present continuous to describe that situation).

He author wants to tell us the meaning of a special day, that a special day it doesn't have to be expensive or prepared a special day it could be a normal day with special people that make us happy and we love them.

7. **Reflect:** How would be a special day for you? What people do you think should be with you on a special day?

For me, all days are specials, i'm a simple person and my family eto should be with me on a special day.

It has to be mentioned that during this stage students had the opportunity to attend some tutoring sessions in the purpose of showing and correcting their writing exercise based on the oral task they had to develop. This way, students were able to identify their possible mistakes as well as they could check some aspects concerning the pronunciation, expressions, etc, that they're going to implement in their oral production.
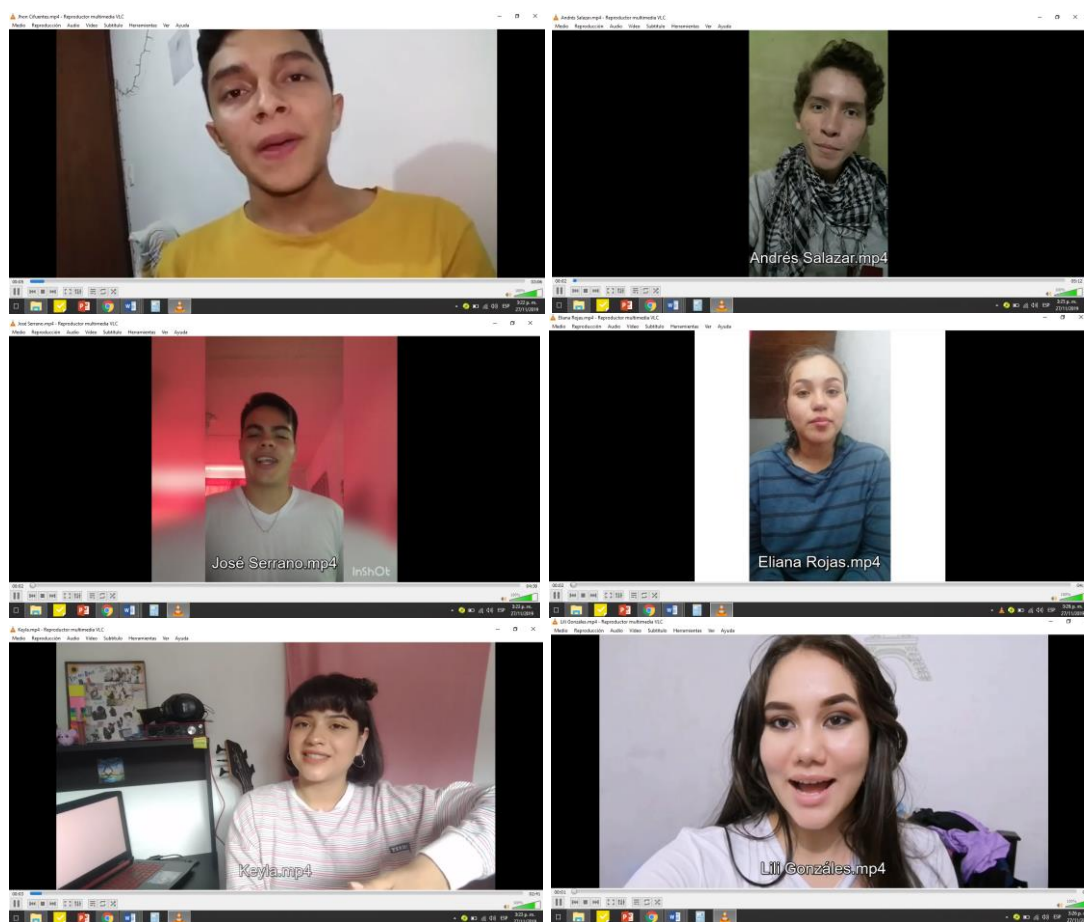
Tutoring attendance

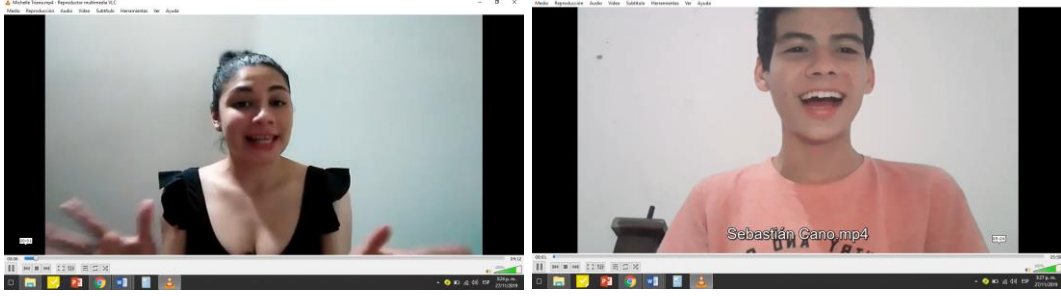|	
Speaking	After doing the planning of each topic to be covered, students were more likely to have the confidence needed to express themselves concerning the oral activity proposed as well as they were be able of putting in practice most of the different topics studied within their English courses concerning the use of expressions for giving advice, the use of the present simple and present continuous. It has to be noted that, in this case, the speaking activity that was prioritize was generally related to the description of the poem and the description of the situation they were going to talk about (the description as well as the conception concerning the real sense of a special day), as well as the situation in which they implement the vocabulary checked concerning the descriptive adjectives, this taking into account the kind of activities proposed by CEFR concerning A2 level. In that way, students delivered their oral production through a video: GROUP A GROUP B

| Post-speaking: A time for reflection and setting goals | At this stage, it is important to have students reflect upon their performance. For this reason, students were asked to do a personal reflection in which they exposed their considerations (positives or negatives) considering the quality of their performance.

To this situation, most of the students expressed that their performance concerning this activity was better that the previous activity, since it was a little bit easier to describe –in a correct way- one of the best days of their lives, a situation in which they could talk about personal experiences, memories and thoughts. In addition, they mentioned the following aspects:

- One of the positive aspects that students noted during this activity was that, they could express themselves as in normal, familiar and daily situation, which seemed something positive that influenced their performance.
- They also highlighted that during this activity they could learn new vocabulary and new expressions when trying to express their ideas, as well as when trying to sound as natural as possible when describing their memories.

On the other hand, it is important to say that the researcher (teacher) was also included into this exercise, so, having examined each oral production, she gave them their respective feedback as well as she helped them (giving them some advice) to set personal goals for improving their speaking abilities. In this way, in order to carry out the evaluation step, the teacher took as reference the criteria guiding the oral production of A2 foreign language students proposed by the Common European Framework of Reference for Languages, similarly, she took into account some specific aspects that characterized the nature of the oral task proposed during this third reading session: |

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _____ Examiner_____

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5
Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total		/25			

Grammar and vocabulary	Pronunciation	Other

This criteria was divided into five main items which had a different amount of points each one. Additionally, it was added to this rubric a box to write comments about their oral performance. All the oral productions corresponding to the participants of the project (as well as the rest of students of each English group) were evaluated with this criteria and most of them obtained good results according to it.

During the week in which student's grades were delivered, the researcher gave students a general feedback concerning the most common mistakes that students committed in their oral production, these included the pronunciation of some words, the formulation of some expressions as well as the use of the present simple and the present continuous (s sounding ending of verbs).

After that, the teacher talked with each one of the students and gave them some tips and aspects to keep in mind based on their performance during the oral production. These

aspects included the fact of organizing the ideas they had into a familiar and easy structure so they could express them without getting confuse with the idea they wanted to communicate. Also the teacher told them to do some memos in which they could include the order of the ideas they're going to talk about, this with the purpose avoiding the loss of the train of their thoughts.

Here attached some of the rubrics containing the feedback of students:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: Salazar Acosta Andrés   Examiner: Jaira Stefanny Figueroa Leiva

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total				23,5/25	

Grammar and vocabulary	Pronunciation	Other
A special day doesn't have to be planned we passed a good time we've passed it's a post experience away from (ex)	Everyone written sharing ≠ sharing	Good introduction spontaneous

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

45

Student: _Keyla Carvajal_ Examiner: _Sara Figueroa León_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	✓	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	✓
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	✓
Can match its production with the situation proposed.	0	1	1.5	2.5	✓
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2 ✓	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2 ✓	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5 ✓
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5 ✓
Total				22,5 /25	

Grammar and vocabulary	Pronunciation	Other
simple things many/ is mas special to like them he loves videogames with him → with heX the sense of this poem talks about is ...	three strongly event [I'vent]	the presentation of the poem and its purpose was clear. ✓ Good use of linkers and connector ✓ Point of view. ✓

Student: Rojas P. Eliana Paola   **Examiner** Jana Stepany Figueroa Jair

Evaluation criteria

Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences

Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total			22,5 /25		

Grammar and vocabulary	Pronunciation	Other
Tlls us we shoring r we shore / we spent I'm talking about out of the disco they were 3 or 4 hours I was almost we were going to compared with others	I Vent Event being vale Hone tong Talking computed	Good introduction Information was clear Good reflexion

THIRD POEM – THE TRUE MEANING OF A SPECIAL DAY

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

(4?)

Student: _Gonzáles A. Liliana M._ Examiner _Java Stefanny Figueroa León_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total			23.5 /25		

Grammar and vocabulary	Pronunciation	Other
we don't usually travel a lot It is one of the most important.		Pictures ✓ Good introduction ✓ Good use of comparatives and superlatives

Figure 22. Third pre/while/post oral production process.

Planning including annexes:

3. READING SEQUENCEE.docx   POEM.docx   3. QUESTIONS TO FOLLOW.pptx   3. Poem- Writing exercise.docx

Third journal based on the second participant observation:

3. Journal.docx

Fourth reading workshop

The fourth reading workshop was planned to be implemented on Monday, November 04th, 2019. During this workshop, students worked on the poem 'Paolo's Machine" by Jazmine MacIntrye. In this case, students were able to express their ideas about the negative effects having technology on current society, as well as 'the dark side of modern society'. In addition to this, during this fourth workshop students had the opportunity to develop an oral presentation based on 'the perfect holiday', for that reason, they planned a special holiday in which they could be able to put the current technology as well as the reality that embraces modern society aside of their lives. They presented the place they will visit, the different activities they could do, and so on. Similarly, they were able to put in practice the grammatical structure of the "going to/planning to/would rather" as well as the vocabulary commonly used when talking about "going on holiday situations" a topic that was studied during the sixth unit of the Cutting Edge Pre-intermediate Student's book. Furthermore, they were able to understand the global idea of the poem they examined, they got the main purpose of the author as well as the intention hidden throughout the poem itself. This was achieved thanks to the different steps guiding the reading sequence that the researcher had conceived. In order to develop this reading workshop, students followed the following steps:

GROUP	LEVEL	SEQUENCE N°
Second semester students	A2	04
TEACHERS	**OBSERVERS**	**DATE/DAY**

• Laura Stefanny Figueroa León	• Karen Johana Garay • Gabriel Cote	• Thursday, October 17th, 2019
LINGUISTIC OBJECTIVE • To learn new vocabulary. • To put in practice the expressions commonly used when talking about plans and intentions. • To use the time tense commonly used for expressing predictions	**COMMUNICATIVE OBJECTIVE** • To talk about their perfect holidays, a time in which they will be able to put the current technology as well as the reality that embraces modern society aside of their lives.	**SOCIO-CULTURAL OBJECTIVE** • To reflect about the importance of getting a break from the technology. • To know different tourist destinations across the globe.
GENERAL COMPETENCE • Communicative competence • Linguistic competence • Sociocultural competence • Lexical competence	**POEM TO BE COVERED** • Paolo's machine by Jazmine MacIntrye.	**GRAMMAR TOPIC TO BE COVERED IN THE ORAL TASK** • Plans and intentions • Predictions with will and won't • Would like, would rather (Main topics studied in the sixth unit of the Cutting Edge, pre-intermediated student's book). Students worked on the topics mentioned above during the development of the oral task. It doesn't mean that the poem itself will contain those topics.

STAGES	DESCRIPTION OF EACH STEP	TIME (MIN)	SKILLS	MATERIAL
Opening	The researcher greeted the participants and then she paved the way for the workshop. One aspect to consider for this workshop was that throughout the session, the researcher developed every step of the reading process by implementing a continuous oral questioning in	**2**		Slides

	which probably not all participants answered every single question, just some of them, this in order to not hold up the activity. The questions covered thorough each session will be projected on the TV **(Appendix 1)**.			
Pre-Reading	In this first step, without having shown the text to read, participants had to watch a video **(Appendix 2)** which aims at helping them to anticipate the content of the poem to be covered in this fourth session - Poem 'Paolo's machine' by Jazmine MacIntrye. **(Appendix 3)** – Concurrently, it made easier the formulation of hypotheses from the part of learners concerning the topic of the poem. This allowed students to get familiar with each situation to be treated as well as make easier their deeper comprehension. Consequently, as the central themes of the poem to be worked on was "the dark reality that embraces moderns society", "the negative effects of technology", "the fact of living in a society full of lies" and "the inability of the human being not to realize his current state" six images **(Appendix 4)** were chosen from which students answered the following questions: • What kind of elements can you identify in the video? • What kind of elements can you identify in those pictures? • What do these two situations reflect? • Can you describe them? • What does 'being at the service of technology' mean for you? • What do you think about that statement"?	**5**	Speaking	TV Video Computer
Observation of the text	In this second step, the researcher gave participants the text conceived for this workshop. Nevertheless, participants didn't read the entire text, they just did a skimming reading in order to analyze the physical structure of the text, or to get a general overview of the material. That's why they only examined the typographical presentation of the text, the title, number of stanzas, the image, etc. Subsequently, the researcher asked the students to look for the unknown vocabulary in order to make easier the next step. The objective of this stage was mainly to guide participants to anticipate the meaning of the text as well as formulate more	**15**	Speaking Superficial reading	Poem

	elaborate hypotheses about it. To do this, the researcher asked the students to answer the following questions: • What does 'technology' mean for you? • From the title, what assumptions can you make about what the text will deal with? • Who is the author? • How many stanzas does it have? • Which time tenses can you identify? • What were your first impressions of the poem after reading just the title? • What information does it give you? • How is the poem organized?			
Silent reading	After that, we moved on to the third stage. In this part, students had about 15 minutes to read the whole poem individually. Therefore, after reading the text, we followed - alternately - a series of oral questions - with the aim of promoting the entry into the text as well as the orientation of the readers to build a more in-depth understanding. These oral questions were answered in a general way by the participants, it should be noted that we didn't focus on the answer that each participant gave to each question, and each one was answered just by one or two students (maximum). Thus, the questions that allowed them to understand better the poem are the following: • What were your first impressions after reading the whole poem? • What words did you learn reading the poem? • Are there any examples of slang, formal English, foreign language phrases or jargon? • What is the theme? What is the purpose? • Who is speaking? • What is the speaker mood? Angry, sad, happy, cynical, etc.	**15** **10**	Reading Speaking	Poem
After-Reading	In this last part, the aim was to make readers react to the information provided by the poem. In this case, a series of oral questions were asked which demanded participants to reflect and comment. • After reading the whole poem, what does 'men are to be machine' mean for you? What does it mean for the author?	**15**	Speaking	Poem

<table>
<tr><td></td><td>What does the author mean when saying:

Technology is forever shoved in our face;
"hurry up n buy it!"
(before it reaches expiration date)
consuming gadgets at such a fast pace
may that be the devil
that determines our fait

If you're not happy with the way of human progression
then be the light in a sea of grey
and this horrible game of modern day
you will no longer play
and instead serve now to define
a new society.</td><td>Writing
Reading

Speaking</td><td>Questionn aire</td></tr>
</table>

- What social situations are reflected in the poem? Regret, slavery etc…
- To whom is this poem addressed?
- There's any connection between the real human's life and the poem? Why?
- What was the most interesting aspect that caught your attention?
- What is going to happen with the humanity if everything stays the way it is?
- What kind of consequences will it have?

After concluding this part, students were demanded to fill at home the following questionnaire **(Appendix 5)** in order to consolidate and make sure that they effectively understood in a general way the poem.

Oral task:

Finally, based on the global comprehension students got from the poem, the oral task was assigned. So, taking into account the subject that was covered through the poem–the dark side of technology and current society- learners were demanded to prepare an oral presentation revolving around the main topic as well as the context .or the real situation´ that is reflected on the poem. Thus, they had to reflect about what the author was highlighting about 'technology' and 'the dark side of modern society', in that way they were going to :

- Describe the main topic of the poem, as well as the context there is within it.

	• Students will develop an oral presentation based on 'the perfect holiday', for that reason, they are going to plan a special holiday in which they could be able to put the current technology as well as the reality that embraces modern society aside of their lives. They will present the place they will visit, the different activities they could do, and so on. • At the end of the presentation this presentation students are going to do a little reflection concerning the main theme of the poem: What is going to happen with the humanity if everything stays the way it is? • Write a draft containing the aspects to be covered in the oral presentation. • Check and assimilate the information previously organized. This part will be guided during the tutoring time students will have with the teacher. • Fix some steps that will guide the oral presentation in order to make clear the information to be shared (organization). This oral task will ask the students to implement the grammar topics studied on unit 6.			

Figure 23. Fourth workshop planning

Steps guiding the speaking process of the fourth workshop

STAGES	DESCRIPTION OF EACH STEP
Pre-speaking: Planning and organizing	This first step involved thought and reflection relating to the poem that students read – which worked as an input for them to base their second speaking task-. It provided opportunities for students to plan and organize for speaking. In this case, within this step, students reflected about the topic they would base their speech on –in this case, the topic was the presentation of the main topic guiding the poem 'Paolo's machine' as well as the introduction of the author of it, and the simulation of a situation in which they created a travel in which they could be able to put the current technology as well as the reality that embraces modern society aside of their lives. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they were going to expose, determine their intention when doing it as well as the format (organization) that was going to guide their production, and finally they had the opportunity to include and organize all the aspects mentioned before into a writing draft.

This writing exercise was based on some of the aspects that were treated during the development of the reading sequence that took place in the class. This way, students were asked to reflect about :

- The title of the poem and its meaning
- The main ideas of the whole text
- The subject of the poem
- The purpose of the author
- The poet's attitude
- The theme
- The context
- The message behind the poem

At the end of the exercise, students were demanded to reflect about: what is going to happen with the humanity if everything stays the way it is? What kind of consequences will it have?, in this way, they had to integrate the information they gathered into a writing description, this point was conceived in the purpose of giving the students the opportunity to reflect about the specific situation they were going to cover in the video as well as to organize the ideas and the information they provided. Concurrently, students were able to put in practice all the aspects and elements revolving around "going on holiday" the use of planning to / going to/ would rather, would like, a group of topics that were studied in a previous moment during their English courses.

Name: Eliana Rojas P. _____ Date: _____

Poetry Analysis Sheet

For this project you will read and analyze a poem written by Jazmine Macintyre. The following instructions will help you to uncover the meaning of the poem.

1. Before reading the text, what does the title mean for you?

Take a look at the title and reflect on what it means: _Today, everything revolves around the world of technology._

2. Put it in your own words

Read the poem two or three times. You will see something different each time you read the poem. Write a brief description of the topics that are covered in the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understand the poem.
It's about that a day can be special without technology.

3. What do you think the poem means?

Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?

Answer these questions:

- Who is the subject of the poem? _Citizenship, in general_
- What are they talking about? _The importance to technology over reality_
- Why do you think the author wrote the poem? _She was bored of living behind a screen_
- When is the poem happening? _Nowadays_
- Where is the poem happening? _Anywhere in the world_
- What is the poet's attitude? _Revolutionary and awareness_

Poetry Analysis Sheet(continued)

4. Theme

Identify the theme (central idea) of the poem. Try describing it.

Explain that the world is immersed in the world of technology and that isolates them from reality.

5. Look at the title again

Now look at the title again. Do you now have a different interpretation of the title?

—No, it's the same.

6. Context (Look for the most relevant aspects relating to the situation that is reflected on the poem, think about what the author is trying to tell us)

Integrate the information you have found into your poetry analysis. Talk about it.

"In the _____ of the media we lay, side by side on a sinking ship they say far, far and further away, we depart from real life and sink into a screen of shame".

For me, it's more than obvious that we consume ourselves in technology and false realities.

- **Reflect:** What is going to happen with the humanity if everything stays the way it is? What kind of consequences will it have?

I think that we will live behind a screen without feeling, without really living, along and posibility with mental healt problems.

7. Describe how would your 'perfect holiday' be like, for that reason, you are going to plan a special holiday in which you could be able to put the current technology as well as the reality that embraces modern society aside of your life. You will describe the place you're planning to visit, the different activities you are going to do, and so on. Therefore, you will make use of the expressions commonly use when making predictions (will/won't) and talking about plans and intentions (going to/ planning to/ would like/ would rather), this in order to support your answer.

Integrate the ideas you thought of into your poetry analysis. Talk about it. (Try using the expressions we studied during the classes).

I would realy like to do a field trip, to camp, to make a campfire, to tell scary stories, to enter other things. I would rather a trip without cellphones, without cameras... Only nature and us. I will do that excursion, somedad, I'm going to do it.

It has to be mentioned that during this stage students had the opportunity to attend some tutoring sessions in the purpose of showing and correcting their writing exercise based on the oral task they had to develop. This way, students were able to identify their possible mistakes as well as they could check some aspects concerning the pronunciation, expressions, etc, that they're going to implement in their oral production.

Tutoring attendance

Speaking	After doing the planning of each topic to be covered, students were more likely to have the confidence needed to express themselves concerning the oral activity proposed as well as they were be able of putting in practice most of the different topics studied within their English courses concerning the use of expressions for giving advice, the use of the present simple and present continuous. It has to be noted that, in this case, the speaking activity that was prioritize was generally related to the description of the poem and the description of the situation they were going to talk about (the dark side of modern society and the alternative we can adopt in order to avoid and put aside the current technology), as well as the situation in which they implement the vocabulary checked concerning the descriptive adjectives, this taking into account the kind of activities proposed by CEFR concerning A2 level. In that way, students developed their oral production during the class, a presentation that was filmed by the pre-service teacher: GROUP A GROUP B
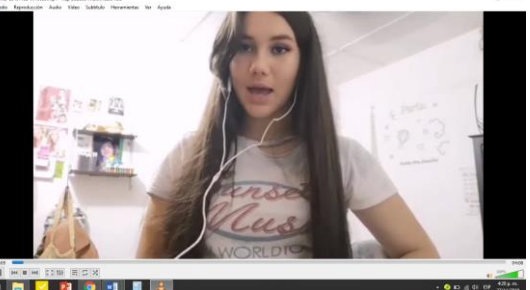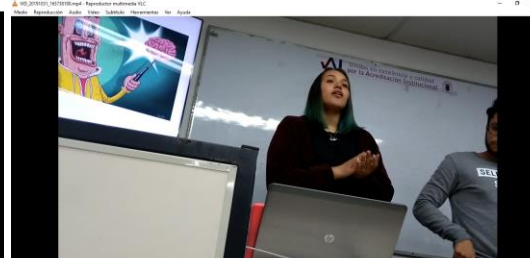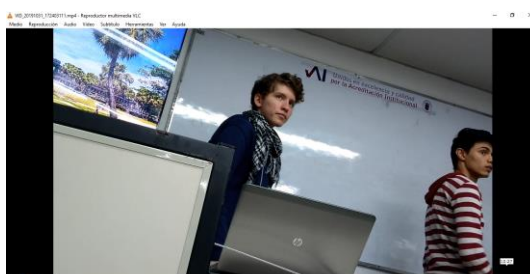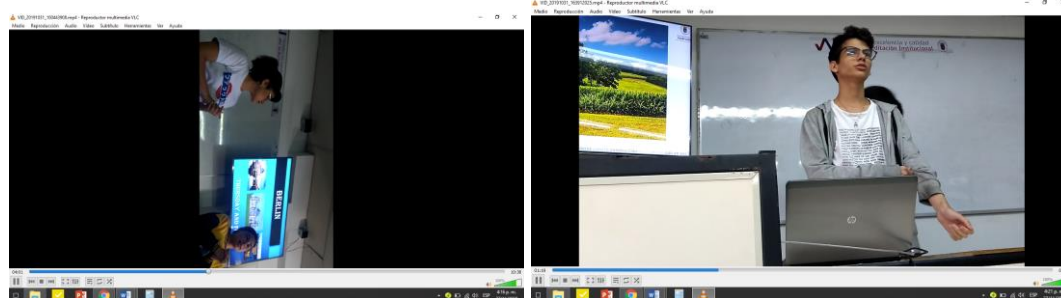
Post-speaking: A time for reflection and setting goals	At this stage, it is important to have students reflect upon their performance. For this reason, students were asked to do a personal reflection in which they exposed their considerations (positives or negatives) considering the quality of their performance. To this situation, most of the students expressed that their performance concerning this activity has been really good considering that in this activity they felts confidence and sure about what they were talking about, since it was really interesting to describe a perfect holiday in which they had to create different activities that didn't need the use of any technological device, a situation in which they could be creative and ingenious. In addition, they mentioned the following aspects: - One of the positive aspects that students noted during this activity was that, they could employ all the vocabulary that they studied when revising the topic of "going on holiday" something that they had clear in the moment of the class. - They also highlighted that during this activity they could practice all the structures they studied when expressing plans, intention, predictions, a topic that seemed to be easy and interesting for them. - Finally, they also stated that they felt really motivated when doing this activity, even in the last part of the oral presentation in which they had to reflect about and support the choice of the holiday they prepared regarding the main purpose of that trip. On the other hand, it is important to say that the researcher (teacher) was also included into this exercise, so, having examined each oral production, she gave them their respective feedback as well as she helped them (giving them some advice) to set personal goals for improving their speaking abilities. In this way, in order to carry out the evaluation step, the teacher took as reference the criteria guiding the oral production of A2 foreign language students proposed by the Common European Framework of Reference for Languages, similarly, she took into account some specific aspects that characterized the nature of the oral task proposed during this fourth reading session:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _____ Examiner_____

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5
Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total			/25		

Grammar and vocabulary	Pronunciation	Other

This criteria was divided into five main items which had a different amount of points each one. Additionally, it was added to this rubric a box to write comments about their oral performance. All the oral productions corresponding to the participants of the project (as well as the rest of students of each English group) were evaluated with this criteria and most of them obtained good results according to it.

During the week in which student's grades were delivered, the researcher gave students a general feedback concerning the most common mistakes that students committed in their oral production, these included the pronunciation of some new words they didn't know, the formulation of some expressions as well as the use of the "would rather".

After that, the teacher talked with each one of the students and gave them some tips and aspects to keep in mind based on their performance during the oral production. These aspects included the fact of practicing the pronunciation of the words they didn't know several times in order to get familiar with the correct form of pronunciation.

Here attached some of the rubrics containing the feedback of students:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

48

Student: _Andrés Salazar_   Examiner _Laura Stefanny Figueroa feír_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total				24	/25

Grammar and vocabulary	Pronunciation	Other
Characterized Itinerary Personality	us Egypt Ingredients	

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

(4,7)

Student: _Betancourth Jhon A._   Examiner: _Sara Stefanny Figueroa Jaín_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total			23,5 /25		

Grammar and vocabulary	Pronunciation	Other
It says On the technology? - Horror story I would like to take my	Relaxed Horror Guitar	Purpose ✓ travel agency ✓ liners ✓ Reflexion ✓

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

(49)

Student: _Liliana González_ Examiner _Lawren Stefany Figueroa_

Evaluation criteria

Criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5

Linguistic competences

Competence	0	1	1.5	2	2.5
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total			24,5 /25		

Grammar and vocabulary	Pronunciation	Other
In different aspects Any device The first thing I'm going to do is _to_ ... Stories of histories The technology we are not good at using	Walking	✓ Structure ✓ Introduction ✓ Personal Reflexion ✓ Support / objetive ✓ activities ✓ ✓ linkers / conectors

Figure 24. Fourth pre/while/post oral production process.

Planning including annexes:

4. READING
SEQUENCEE.docx

4. POEM.docx

4. QUESTIONS TO
FOLLOW.pptx

4. Poem- Writing
exercise.docx

Fourth journal based on the second participant observation:

4. Journal.docx

Fifth reading workshop

The fifth workshop was planned to be implemented on Thursday, November 15th, 2019. During this workshop, students worked on the poem 'Alone" by Edgar Allan Poe. In this case, students were able to work in groups in order to personify as well as interview Edgar Allan Poe; that's why they had to look for information concerning Poe's life and some of the most important achievements as one of the best writers in history, thus, they were able to use the grammatical expressions and structures as well as the vocabulary commonly used to ask and talk about personal ambitions, achievements goals and interests, this through the use of the present perfect and the past simple (with and without) for and other time words, a topic that was studied during the eighth unit of the Cutting Edge Pre-intermediate Student's book. Furthermore, they were able to understand the global idea of the poem they examined, they got the main purpose of the author as well as the intention hidden throughout the poem itself. This was achieved thanks to the different steps guiding the reading sequence that the researcher had conceived. In order to develop this reading workshop, students followed the following steps:

GROUP Second semester students	LEVEL A2	SEQUENCE N° 05
TEACHERS • Laura Stefanny Figueroa León	OBSERVERS • Karen Johana Garay • Gabriel Cote	DATE/DAY • Thursday, November 15th, 2019
LINGUISTIC OBJECTIVE	COMMUNICATIVE OBJECTIVE	SOCIO-CULTURAL OBJECTIVE

• To learn new vocabulary. • To put in practice the expressions commonly used when talking achievements and goals. • To use the time tense commonly used for expressing dreams, achievements and objectives.	• To talk about personal ambitions and achievements concerning past and current experiences.	• To know some important aspects that characterized Edgar Allan Poe as one of the most important writers in history.
GENERAL COMPETENCE • Communicative competence • Linguistic competence • Sociocultural competence • Lexical competence	**POEM TO BE COVERED** • 'Alone' by Edgar Allan Poe.	**GRAMMAR TOPIC TO BE COVERED IN THE ORAL TASK** • Present perfect and past simple with for • Present perfect and past simple with other time words (Main topics studied in the eight unit of the Cutting Edge, pre-intermediated student's book). Students will work on the topics mentioned above during the development of the oral task. It doesn't mean that the poem itself will contain those topics.

STAGES	DESCRIPTION OF EACH STEP	TIME (MIN)	SKILLS	MATERIAL
Opening	The researcher greeted the participants and then she paved the way for the workshop. One aspect to consider for this workshop was that throughout the session, the researcher developed every step of the reading process by implementing a continuous oral questioning in which probably not all participants answered every single question, just some of them, this in order to not hold up the activity.	**2**		Slides

	The questions covered thorough each session will be projected on the TV **(Appendix 1)**.			
Pre-Reading	In this first step, without having shown the text to read, participants had to watch a video **(Appendix 2)** which aimed at helping them to anticipate the content of the poem to be covered in this fourth session - Poem 'Alone' by Edgar Allan Poe. **(Appendix 3)** – Concurrently, it made easier the formulation of hypotheses from the part of learners concerning the topic of the poem. This allowed students to get familiar with each situation to be treated as well as make easier their deeper comprehension. Consequently, as the central themes of the poem to be worked on was "sadness" "melancholy" "being different from others", four images **(Appendix 4)** were chosen from which students answered the following questions: • What kind of elements can you identify in the video? • What kind of elements can you identify in those pictures? • What do these two situations reflect? • Can you describe them? • What does 'loneliness' mean for you? What do you think about that state?	**5**	Speaking	TV Video Computer
Observation of the text	In this second step, the researcher gave participants the text conceived for this workshop. Nevertheless, participants didn't read the entire text, they did a skimming reading in order to analyze the physical structure of the text, or to get a general overview of the material. That's why they only examined the typographical presentation of the text, the title, number of stanzas, the image, etc. Subsequently, the researcher asked the students to look for the unknown vocabulary in order to make easier the next step. The objective of this stage was mainly to guide participants to anticipate the meaning of the text as well as formulate more elaborate hypotheses about it. To do this, the researcher asked the students to answer the following questions: • What does 'being alone' mean for you?	**15**	Speaking Superficial reading	Poem

	• From the title, what assumptions can you make about what the text will deal with? • Who is the author? • How many stanzas does it have? • Which time tenses can you identify? • What were your first impressions of the poem after reading just the title? • What information does it give you? • How is the poem organized?			
Silent reading	After that, we moved on to the third stage. In this part, students had about 15 minutes to read the whole poem individually. Therefore, after reading the text, we followed - alternately - a series of oral questions - with the aim of promoting the entry into the text as well as the orientation of the readers to build a more in-depth understanding. These oral questions was answered in a general way by the participants, it should be noted that we didn't focus on the answer that each participant gave to each question, each one was answered just by one or two students (maximum). Thus, the questions that allowed them to understand better the poem were the following: • What were your first impressions after reading the whole poem? • What words did you learn reading the poem? • Are there any examples of slang, formal English, foreign language phrases or jargon? • What is the theme? What is the purpose? • Who is speaking? • What is the speaker mood? Angry, sad, happy, cynical, etc.	**15** **10**	Reading Speaking	Poem
After-Reading	In this last part, the aim was to make readers react to the information provided by the poem. In this case, a series of oral questions were asked which demanded participants to reflect and comment. • After reading the whole poem, what does the author mean when saying: *From childhood's hour I have not been* *As others were—I have not seen* *As others saw—I could not bring* *My passions from a common spring—* *From the same source I have not taken* *My sorrow—I could not awaken*	**15**	Speaking	Poem

	My heart to joy at the same tone— *And all I loved—I loved alone—* • Reflect: What did inspire Edgar Allan Poe to write this poem? • What social situations are reflected in the poem? Regret, slavery, sadness, etc… • To whom is this poem addressed? • There's any connection between the real human's life and the poem? Why? • What was the most interesting aspect that caught your attention? After concluding this part, students were demanded to fill at home the following questionnaire **(Appendix 5)** in order to consolidate and make sure that they effectively understood in a general way the poem. **Oral task:** Finally, based on the global comprehension students got from the poem, the oral task was assigned. So, taking into account the subject that was covered through the poem–loneliness and sadness- learners had to prepare an oral presentation revolving around the main topic as well as the context or the situation that was reflected on the poem. In that way they were going to : • Describe the main topic of the poem, as well as the context there is within it. • Simulate a situation in which Edgar Allan Poe could be interviewed. One of you is going to be Poe, and the other person will be the interviewer. The main idea of this situation is to know the main aspects that have characterized Edgar Allan Poe as one of the most important poets in history thanks to his dark, mysterious poems and stories. • At the end of the presentation you are going to give a little opinion relating to the poem. • Write a draft containing the aspects to be covered in the oral presentation. • Check and assimilate the information previously organized. This part will be guided during the tutoring time you will have with the teacher. • Fix some steps that will guide the oral presentation in order to make clear the information to be shared (organization).		Writing Reading Speaking	Questionn aire

Figure 25. Fifth workshop planning

Steps guiding the speaking process of the fifth workshop

STAGES	DESCRIPTION OF EACH STEP
Pre-speaking: Planning and organizing	This first step involved thought and reflection relating to the poem that students read – which worked as an input for them to base their second speaking task-. It provided opportunities for students to plan and organize for speaking. In this case, within this step, students reflected about the topic they would base their speech on –in this case, the topic was the presentation of the main topic guiding the poem 'Alone' as well as the introduction of the author of it, and the simulation of a situation in which they could personify and interview Edgar Allan Poe, a situation that allowed them to describe and talk about the most interesting and grateful achievements of Poe as one of the best writers in history. So, after knowing the kind of activity (mainly descriptive) to be developed as well as the topic to be covered, students could look for information, construct and clarify the ideas they were going to expose, determine their intention when doing it as well as the format (organization) that was going to guide their production, and finally they had the opportunity to include and organize all the aspects mentioned before into a writing draft. This writing exercise was based on some of the aspects that were treated during the development of the reading sequence that took place in the class. This way, students were asked to reflect about : • The title of the poem and its meaning • The main ideas of the whole text • The subject of the poem • The purpose of the author • The poet's attitude • The theme • The context • The message behind the poem • The biography of the author At the end of the exercise, students were demanded to reflect about some potential questions (in the case of the interviewer) and some potential answers (in the case of Edgar Allan Poe) in the purpose of presenting Poe's life through an interactive way. Thus, they had to integrate the information they gathered into a writing description, this point was conceived in the purpose of giving the students the opportunity to reflect about the

specific situation they were going to cover in the video as well as to organize the ideas and the information they provided. Concurrently, students were able to put in practice all the aspects and elements revolving around the present perfect and the past simple (with and without) for and other time words, topics that were studied in a previous moment during their English courses.

Name: Andrés Felipe Salazar Acosta ___ Date: _____

Poetry Analysis Sheet

For this project you will read and analyze a poem written by the poet ~~Ramadhan~~ German. The following instructions will help you uncover the meaning of the poem.

1. Before reading the text, what does the title mean for you?

Take a look at the title and reflect on what it means: _I think that blue bird means sadness, It does not want anyone knows that it carries all sadness_

2. Put it in your own words

Read the poem two or three times. You will see something different each time you read the poem. Write a brief description of the topics that are covered in the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understand the poem.

The topics that the poem is about are the sadness and sentimentaly that he keeps. He doesn't want anyone notices that he hides that and He can be himself when nobody else sees

3. What do you think the poem means?

Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?

Answer these questions:

- Who is the subject of the poem? _The man who writes the poem_
- What are they talking about? _They're talking surressed feelings_
- Why do you think the author wrote the poem? _He wants to make a critics_
- When is the poem happening? _The poem mentions many places but not clear_
- Where is the poem happening? _The poem doesn't say that_
- What is the poet's attitude? _The poet's attitude is melancholy expressing all those hidden feelings_

continued

Poetry Analysis Sheet (continued)

4. **Theme**

Identify the theme (central idea) of the poem. Try describing it.

The main idea of the poem is to know that
there are people with supressed feelings and
sometimes we can't know

5. **Look at the title again**

Now look at the title again. Do you now have a different interpretation of the title?

NO, I already knew what blue bird means

6. **Historical and cultural context** (Look for the most relevant aspects relating to the biography of the author)

Integrate the research you have done on your author into your poetry analysis. Talk about him/her. (Try using the past simple tense).

Charles bukowski was born in Germany, he is
son of a German mother and a Soldier American
father. A cause of world war I they had to
travel to US. and They settled down in
los angeles, near to father's family

It has to be mentioned that during this stage students had the opportunity to attend some tutoring sessions in the purpose of showing and correcting their writing exercise based on the oral task they had to develop. This way, students were able to identify their possible mistakes as well as they could check some aspects concerning the pronunciation, expressions, etc, that they're going to implement in their oral production.
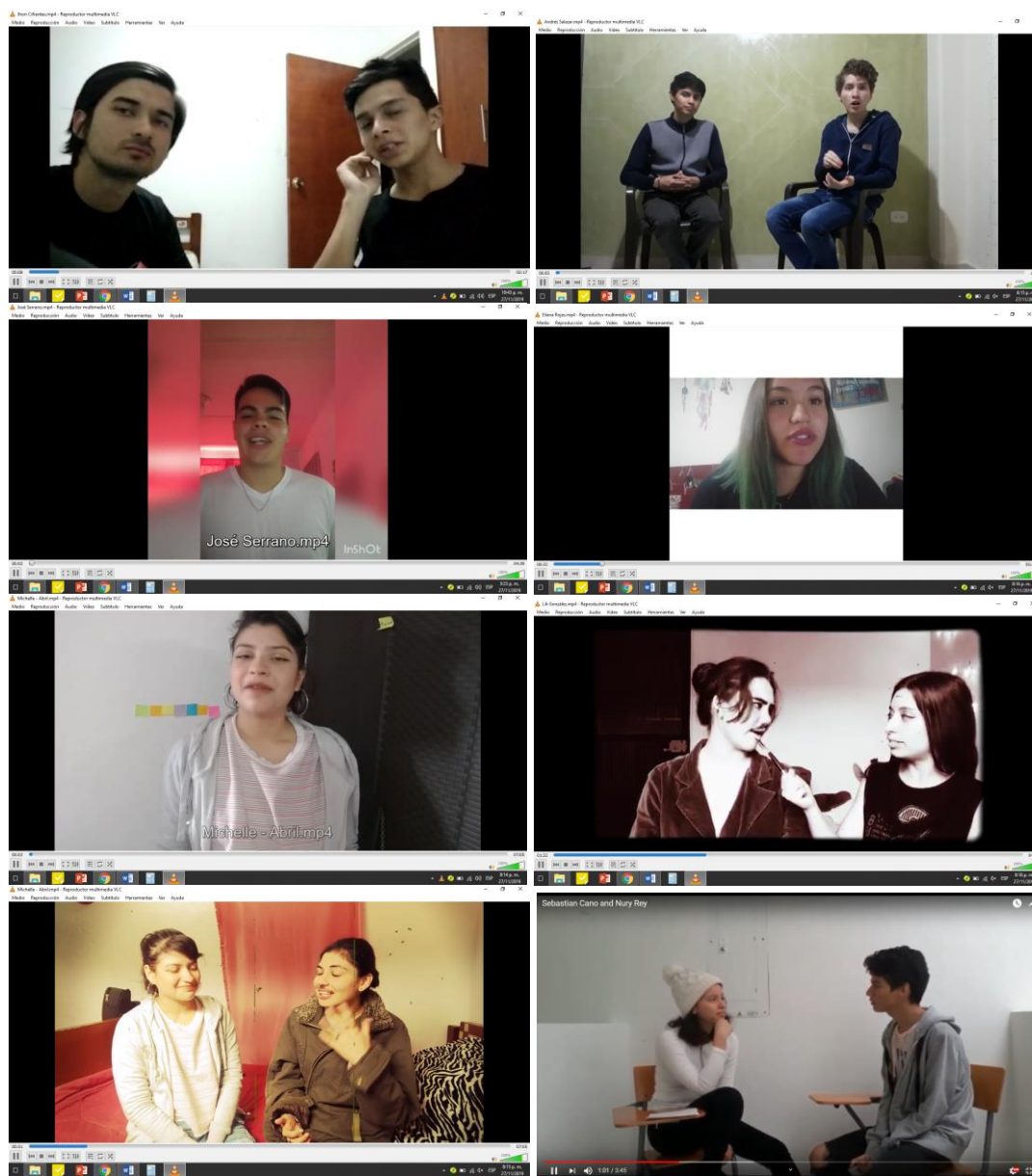
Tutoring attendance

Speaking	After doing the planning of each topic to be covered, students were more likely to have the confidence needed to express themselves concerning the oral activity proposed as well as they were be able of putting in practice most of the different topics studied within their English courses concerning the use of expressions for giving advice, the use of the present simple and present continuous. It has to be noted that, in this case, the speaking activity that was prioritize was generally related to the description of the poem and the description of the situation they were going to talk about (Edgar Allan Poe's life), as well as the

situation in which they implement the vocabulary checked concerning the topic of ambitions and achievements, this taking into account the kind of activities proposed by CEFR concerning A2 level.

In that way, students delivered their oral production through a video:

GROUP A	GROUP B

Post-speaking: A time for reflection and setting goals	At this stage, it is important to have students reflect upon their performance. For this reason, students were asked to do a personal reflection in which they exposed their considerations (positives or negatives) considering the quality of their performance.

To this situation, most of the students expressed that their performance concerning this activity good however considering the complexity of the topic they were putting in practice, they felt they committed several mistakes when employing the expressions and the grammatical structures commonly used when talking about ambitions, achievements regarding some past and current experiences. In addition, they mentioned the following aspects:

- One of the negative aspects that students noted during this activity was that, they needed to handle –in a very good way- the use of the present perfect as well as the past participle form of verbs; however, despite the practice as well as the exercises they did before the oral presentation they felt that talking in present perfect was a little bit harder, and even more when it was necessary to talk in a natural and fluent way.
- They also highlighted that during this activity they could learn new vocabulary and new expressions when trying to express their ideas, as well as when trying to sound as natural as possible when interviewing an important poet as well as when acting as one of them.

On the other hand, it is important to say that the researcher (teacher) was also included into this exercise, so, having examined each oral production, she gave them their respective feedback as well as she helped them (giving them some advice) to set personal goals for improving their speaking abilities. In this way, in order to carry out the evaluation step, the teacher took as reference the criteria guiding the oral production of A2 foreign language students proposed by the Common European Framework of Reference for Languages, similarly, she took into account some specific aspects that characterized the nature of the oral task proposed during this fifth reading session:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _____ Examiner_____|

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1	1.5	2
Can describe and explain the main topic of the poem.	0	0.5	1	1.5	2
Can match its production with the situation proposed.	0	1	1.5	2.5	3
Can give short, basic descriptions of the situation she/he is going to talk about.	0	0.5	1	1.5	2
Can meet minimum length requirement.	0	1	1.5	2	2.5
Linguistic competences					
Grammar Shows a good degree of control of simple grammatical forms. Responses are in the form of complete simple sentences. Attempts to use more complex structures, with only minor slips that don't affect meaning, are noticed.	0	1	1.5	2	2.5
Vocabulary The vocabulary used is relevant and appropriate with sporadic lexical gaps that don't affect meaning. Frequent idiomatic expressions are noticed. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Fluency Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Speech is interconnected with rare instances of hesitation that don't affect communication.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning. Individual sounds, stress and intonation are properly controlled with rare mispronunciations that don't affect communication.	0	1	1.5	2	2.5
Total	/25				

Grammar and vocabulary	Pronunciation	Other

As usual, this criteria was divided into five main items which had a different amount of points each one. Additionally, it was added to this rubric a box to write comments about their oral performance. All the oral productions corresponding to the participants of the project (as well as the rest of students of each English group) were evaluated with this criteria and most of them obtained good results according to it.

During the week in which student's grades were delivered, the researcher gave students a general feedback concerning the most common mistakes that students committed in their oral production, these included the pronunciation of different verbs in their participle form, the formulation of some expressions as well as the use of the present perfect.

After that, the teacher talked with each one of the students and gave them some tips and aspects to keep in mind based on their performance during the oral production. These aspects included the fact of organizing the ideas they had into a familiar and easy structure so they could express them without getting confuse with the idea they wanted to communicate. Also the teacher told them to do some memos in which they could include

the order of the ideas they're going to talk about, this with the purpose avoiding the loss of the train of their thoughts.

Here attached some of the rubrics containing the feedback of students:

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _Jose Serrano_   Examiner _Karen Gurmy Jara Trigerno_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total			23.5	/25	

Grammar and vocabulary	Pronunciation	Other
Talks about it has a little of sadness → reflects /shows with a friend that I met him I started playing I kept turning to him He asked her It didn't happen He thanked to me give advice Giving advice	Reflective	

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: Michelle Triana   Examiner: Karen Garay / Jose Figuera

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	2.0
Creativity	0	0.5	1	1.5	

Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total				24.5	/25

Grammar and vocabulary	Pronunciation	Other
change there actions stop thinking about them in really really ✓ is to forget you acting that way	apply	

Figure 26. Fifth pre/while/post oral production process.

Planning including annexes:

5. READING SEQUENCEE.docx   POEM.docx   5. QUESTIONS TO FOLLOW.pptx   5. Poem- Writing exercise.docx

Fifth journal based on the second participant observation:

5. Journal.docx

Final product

Poetry slam

After covering the different poems which were connected with the different grammar topics, the development of the final product took place. For doing so, students prepared the recitation of one of the poems that were studied through the implementation of the proposal and after that –by groups- students presented and describe one of the poem they liked the most. For this activity students elaborated different posters containing some of the main aspects that characterized each poem to be covered. In addition, during the development of this space students felt motivated and interested, they could expressed the aspects they liked the most regarding the work that was developed during the semester. It was an enjoyable and significant experience in which everyone could have fun and learn as well. **(Annex 6. Final Product)**

Figure 27. Final product.

Findings.

As defined in the data analysis procedure. Three main typologies emerged in the light of all the data gathering process as follows: a) poetry, b) students' speaking skills and; c) oral tasks. These three major categories are followed by some subcategories which are supported by the data units taken from the participant's interviews, the oral productions as and the journals from the researcher.

This section describes the findings that came up from the pedagogical implementation that aimed at developing speaking skills among pre-intermediate students at the University of Pamplona.

Poetry

The use of poetry is one of the main categories of the research, considering that the different activities developed were based on its usage. In this way, thorough the implementation of the pedagogical proposal, five different poems (which were in line with A2 level) were studied. In accordance with Tompkins (2005), poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts (p.203). In the light of these linguistic components mentioned above, two aspects were influenced regarding the work carried out on the basis of the poems revised as well as the students' production of the oral tasks, they were: *vocabulary* and *grammatical structures*. Nonetheless, when conducting the interviews it emerged two new aspects to consider as findings, they were *reading proces*s and *creativity*.

Concerning the *vocabulary*, Harlan (2005) supports poetry stating that "Among other reasons, poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context." (p.275). Thus, when examining the new vocabulary that was identified during the reading of each poem, the teacher had to make sure that she explains the meaning of each word as well as its usage in a particular context. This way, the reading of poems was an appropriated tool for students to extend their vocabulary basis because the structure of the reading workshops, adapted from Cuq & Gruca (2005) allowed the students to identify, analyze and acquire new words throughout the pre-reading and while-reading stage, and use it in the after-reading activities (based on a continued oral questioning), as it was evidenced in the first workshop - during the study of the poem "Bluebird" by Charles Bukowski- in which all the eight participants manifested the learning of the words *pour*, *bartender*, *grocery clerk*, *screw up*, *mess*, *asleep*, and *quite*.

Subsequently, in the second workshop –during the revision of the poem "Victim of the pas" by Ramadhan Abdul- the P2 and P4 found as new words *underground*, *blind* and *dungeon*. Similarly, P6 and P7 noted *keeper* and *hiring* as new words. Likewise, in the third workshop –based on the poem "The true meaning of a special day" by Min Su Kim- students stated that the words *strike* and *shower* as a new lexical acquisition. Finally, concerning the fourth and fifth workshop –in which the poems "Paolo's machine" and "alone" were covered- the P1, P2 and P4 considered the words *gadgets*, *sink*, *blubber* and *watery* as new ones. In addition to this, P5, P7 and P8 remarked the learning of the words *ghostly, vile, spread, soak, stain* and *fury*. Furthermore, in the interview students corroborated the fact that the treatment of the different poems checked provided them with the acquisition and the assimilation of new vocabulary, which expanded their vocabulary basis. "Los poemas tenían muchas metáforas, mucho vocabulario desconocido que aprendí y que ahora podría usar perfectamente en cualquier situación." P1 "al momento de leer el poema, en cada oportunidad me encontraba con palabras que no conocía, y pues a medida que lo leía yo iba buscando el significado de estas palabras, y claro, muchas de esas palabras se me quedaron" P2 "cuando me encontraba con vocabulario desconocido pues lo buscaba y lo conectaba con unas ideas que tenía y que la profesora nos explicó en clase, eso amplió muchísimo el vocabulario que tengo actualmente." P4 "en clase trabajábamos con la profesora el vocabulario desconocido que encontrábamos en cada poema, incluso las expresiones y demás estructuras que no nos quedaban muy claras ya que no eran literalmente como estaba escritas, significaban otra cosa." P6.

In terms of ***gramatical structures***, according to Thango (2017) students can learn language and grammar easily when they read poems and identify language aspects on their

own (p.9). Effectively, based on the reading process that was realized with each poem, the information that was remarked in the journals by the researcher as well as some of the opinions gathered from participants during the conduction of the interview, it was evidenced that the manipulation of poems provided the students with the opportunity of examining the correct employment of the English language in real contexts. Moreover, considering that the poems were authentic productions in English, it gave the students the opportunity of comparing, reinforcing and taking as a proper model the grammatical structures they found on them; at a subsequent time, this allowed them to avoid the misuse of the language as well as it permitted them to realize about the negative influence having the grammatical structures of their mother tongue when expressing their ideas in the English language. "Al momento de leer cada poema, éste presentaba diferentes tiempos gramaticales, entonces así pude como reforzarlos todos con lo ya aprendido en clase." P2 "el hecho de que los poemas eran producciones de un nativo en la lengua inglesa, eso nos ayudó mucho a contextualizarnos con el verdadero empleo de la lengua como tal, porque nos salimos de esa traducción o de esas estructuras muy similares al español, lo cual nos exige más a leer, pensar y hablar propiamente en el idioma." P3 "al tratar con poemas de habla inglesa, una producción netamente en inglés, nos permitió como recrear un formato parecido pero más a nuestro nivel y a nuestros conocimientos en cuanto al buen uso del inglés." P7 "los poemas como tal nos mostraron la estructura propia en la que se emplea el inglés, encontramos el *slang* inglés, o modismos u expresiones idiomáticas propias del inglés, no es como que leemos algo que hacemos nosotros mismos y que sigue como tal la forma en la que hablamos en español, porque el inglés es otra cosa." P8.

Bearing in mind the aspects that emerged from the interviews, the students expressed that the ***reading process*** followed during the study of the poems was essential in the development of the oral tasks. In this way, pointing out that the analysis of each poem that was covered was based on the four reading steps proposed by Cug & Gruca (2005) – considered by the researcher as an appropriate strategy that helps learners to construct meaning - most of the students assured that this process was pertinent and useful considering that it permitted them to make easier the development of the different oral tasks that were proposed as well as it guaranteed a good comprehension and understanding of the background of each poem checked. "A mí me gustó mucho la forma en que trabajamos los poemas ya que era todo como una secuencia, ver imágenes, leer, analizar la estructura, eso nos permitía entender muy bien." P2 "Siento que se manejó de una manera muy completa, de manera que nosotros en cada fase pudiéramos apropiarnos poco a poco e irnos envolviendo dentro del contexto del poema." P4 "el desglose que se nos hizo antes, durante y después de leer cada poema nos ayudó mucho a entenderlo, a darle como el significado o sentido que realmente tiene y plantearnos muchas cosas y muchas preguntas relacionadas al tema lo que nos permitió aún más comprenderlo del todo." P8 "las actividades que acompañaron la lectura en clase me permitieron entender ese mensaje oculto de cada poema, algo que me facilitó por ejemplo el desarrollo de cada actividad, puesto que ya sabía la temática, perfectamente lo podía presentar e introducir en cada presentación oral sin necesidad de volverlo a leer o buscar por aparte, ya que la comprensión la lograba en cada clase, me quedaba muy claro."

With regards the ***creativity***, Lazar (1996) establishes that poetry can be a potential way in which the presentation of interesting themes and meaningful language is

effectuated, additionally, it can increase emotional awareness in the learners, and

motivating learners not only emotionally but also cognitively to communicate creatively in

L2. Thereby, it was during the conduction of the interview the space in which students

stated that the fact of working on poetry encouraged in them the need of being creative and

witty when reading the poems as well as when developing their oral productions. "el uso de

la poesía fue un espacio que nos permitió crear, imaginar y fantasear un poco, ya que de por

sí es un tema muy bonito" P4 "este tipo de actividades de los poemas en realidad activaron

mi creatividad al momento de hacer cada producción oral, por ejemplo en la creación de la

situación que nos tocara hacer, el modo de presentar cada exposición, y así." P2 "el trabajo

hecho con los poemas nos ayudaron a crear como diversas situaciones, ficticias y reales, y

también a aprender a ser creativos al momento de crear los scripts para cada producción

oral" P8 "al hacer los videos y las diferentes exposiciones nosotros teníamos que buscar la

forma de que al momento de comunicar e introducir la temática de cada poema, no fueran

las misma exposiciones que hacíamos antes en primer semestre, sino que nosotros

buscáramos la forma de hacer presentaciones más llamativas y pues en base a los poemas

yo tuve muchas más opciones de ser creativa" P6.

Students' speaking skill

From the communicative perspective, oral production, or speaking skill is one of the

linguistic competences that involves several different aspects comprising two major

categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation

practiced through well guided activities; and, fluency, conceived as 'the ability to keep

going when speaking spontaneously', this taking into account what is stated by Harmer

(2001). Thus, this category is another basis of the research project because it was the skill

that the researcher aimed at fostering on the students as purpose. The students worked with the speaking skill when presenting their oral tasks, for this reason it was necessary to establish the **grammar**, **vocabulary**, **fluency**, and **pronunciation** as subcategories of the oral production, whereby other aspect emerged, the ability of **description**.

Firstly, the **grammar** was defined by Prima (2015) as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. Furthermore, the role of grammar is to organize the correct meaning of sentences based on a particular context; similarly, it is used to prevent misunderstanding in each communicator and is a rule that is crucial for students in the purpose of structuring and combining correct sentences in conversation both in written and oral forms. Regarding students' first oral production, -and despite the tutoring spaces provided by the pre-service teacher- it was evidenced that most of the students presented several problems concerning the use of the present simple, past simple, adjectives, adverbs of time, the prepositions commonly use with some verbs as well as the employment of WH questions. For instance, in the case of the present simple, the P4 did not include the rule of the s/es ending of the verbs concerning the third person singular. "…simple things makes…he love videogames…, this don't have to… (P4 Bluebird)". In a similar way, when talking in past simple, the P1 used to get confused with the use of was/were and the use of the auxiliary "Did" when employing this time tense. "…he were a young man…he didn't can drink alcohol again….he did kept drinking (P1 Bluebird)." That way, before and after evaluating each oral presentation, the pre-service teacher identified their mistakes and gave them the correction throughout the feedback activity accompanied with the rubric in which the activity was founded on. Additionally, throughout the development of the second oral task –space in which students

had to describe a past experience concerning one of the people that they were going to help-it was identified that the mistakes concerning the use of the e/es ending of verbs in present simple decreased; however, some misuses regarding the past form of the verbs was detected as well as the incorrect employment of the expressions generally used when giving advice. The P2 did not stress the -ed ending of the verbs in past he used along his oral production. "…He start playing…I kiss her…it happen…he thank… (P2 Victim of the past)." In addition, the P6 did not employ the expressions for giving advice appropriately. "…I'm going to give you some advices…try think in positive aspects…why you go out with friends…you should to make some new friends… (P6 Victim of the past)."

Thus, in the three last oral tasks that were developed later, an improvement concerning the use of the different grammatical structures studied during each unit was noticed, most of the students did not present basic mistakes concerning the use of the different aspects mentioned above; on the contrary, the grammar mistakes that were identified during these three last oral activities were mainly linked with the ING form of verbs after a preposition, also another mistakes that were evidenced were mostly related to the pronunciation as well as the wrong use of some vocabulary. Actually, in the course of the conduction of the interview, all the eight participants affirmed that they had improved in several aspects concerning their grammatical abilities in the English language considering the continuous work on oral productions grammar was one of the aspects in which they could improve since these activates were a space that provided them with the opportunity of putting in practice each grammar topic that was being revised. "las actividades de los videos, creo que ayudó demasiado a la gramática porque a la hora de grabar tenía que hacer un guion primero, y revisar que todo estuviera bien gramaticalmente

y ahí me daba cuenta de cuáles eran los errores que tenía. Y a la misma vez, gracias a estas actividades y presentaciones orales pudimos poner en práctica cada tiempo verbal que revisábamos según el poema y según la unidad que estudiábamos a lo largo del curso." P1 "cada actividad me permitió practicar cada tiempo gramatical visto, además de que al momento de usarlo de manera oral, es necesario que uno se apropie como tal del tema, y de las reglas, y esto me ayudó en eso." P2 "mejoré en mis conocimientos gramaticales gracias a la realización de las actividades orales puesto que cada ejercicio oral nos exigía como tal el empleo de un tiempo gramatical o alguna temática en especial lo que ayudó a comprender y saber manejar como tal el uso correcto de cada tiempo gramatical, ahí reforzábamos todo lo que veíamos en clase, y pues que no sólo lo dejábamos en ejercicios escritos o sólo de gramática sino situaciones reales que incluyeran esa producción oral." P4 "pienso que eso me ayudó a mejorar mi estructura mental de lo que es cada tiempo, a mejorarla porque uno siempre necesita revisar y rectificar el empleo de x tiempo verbal o cómo expresar x situación o idea, y eso me ayudó, de tanta práctica asimilé esas estructuras gramaticales que vimos en cada unidad, fue una buena práctica para no olvidarla nunca." P6.

In terms of *vocabulary*, conceived as the appropriate diction or the most important thing in a language especially in speaking; as well as the basic building block of language learning. For this reason it is crucial for students to know words, their meanings, how they are spelt and how they are pronounced. The use of poetry as well as the different oral activities that were articulated around it, seemed to be an appropriated tool for students to extend their vocabulary basis since, different from the vocabulary they acquired when reading each poem, during the preparation as well as the development of the different oral

tasks such as videos and oral presentations, students were demanded to look for new vocabulary allowing them to structure correctly the transitions of the ideas they wanted to express during their oral interventions, which gave them the opportunity to learn and assimilate the use of different linkers and connectors they could use when covering the introduction, the development as well as the conclusion of their videos. As a result, in the light of the students' oral productions it was evidenced – between most of the participants- the employment of new vocabulary that enriched their oral presentations. For instance, during the first oral task, all the participants included in their videos different linkers that permitted them to organize in a clear way their ideas; the P1 included words like "*first of all* I'm going to talk about…; *later on* I will show you…; *on the contrary,* it was a tradition… (P1 Bluebird.".". In addition, the P7 included in her video linkers such as "in my point of view, I disagree with his ideas….; as a second point I will mention some curiosities concerning the life of Charles Bukowski…(P7 Bluebird).".

On the other hand, the use of new vocabulary concerning the topic of the different topics that were studied throughout the development of the English course was also remarkable in the oral productions of students, inasmuch as the activities done were based on the different themes presented in the Cutting Edge Pre-intermediate Student's book such as *Going on holiday*, *Giving advice*, *Special Days*, *Achievements*, among others. For example, during the fourth oral task –mainly based on the topic of *going on holiday*-, the P3 included in his production some of the words that were taught during the revision of the sixth unit: *itinerary*, *travel agency*, *historical background*. In addition, in the case of the P5, the new vocabulary that was identified in her production was related to the different kinds

of holidays that were taught during that unit: *cultural and historical holiday*, *backpacking holiday*, *freebee holiday* and *adventure holiday*.

On the subject of ***fluency,*** defined as the skill of producing a normal speed of speech which prevents from difficulties in communication such as hesitation, it is important to say that, the development of the different oral tasks founded on the use of poetry was an efficient tool that allowed students to practice as well as work repeatedly on their oral skill, which at a subsequent time gave them the opportunity of developing certain degree of confidence and security at the moment of speaking. Hence, analyzing the students 'oral productions, it was evinced that during the first oral assignment most of students presented a high degree of hesitation and, despite the fact that their first roductions seemed to be based on a memorized repertoire, they had several difficulties in order to communicate properly without interruption. In addition, another aspect that was noticeable during this first production concerning the low degree of fluency in students was the need and dependence they presented to the use of notes and papers when developing their oral activities; students used to read almost all the time during their oral presentations, they weren't able to speak fluidly without the use of any supporting material. Faced to this situation, the pre-service teacher considered pertinent to demand students to avoid the use of little papers and notes when developing their oral tasks; that's why one of the guidelines in which the evaluation of their performances were based on the degree of preparation they had in each activity. Fortunately, it was during the second, third, fourth and even fifth oral production in which a remarkable improvement was evidenced. During their oral productions –videos or oral presentations- students seemed to be confident of what they were talking about; they didn't show the necessity of passing with all the ideas they were

going to express into little papers or memos, on the contrary, they proved to be able to express without help despite some minimal formulation problems. As a result, in the light of the information that was highlighted by students during the interview, it was demonstrated –as mentioned at the beginning of this category- that thanks to the criteria established during the assignment of each oral task as well as the space of practice these activities offered to the students, they could start expressing oral language freely without interruption. "fue algo que se desarrolló repetitivamente, lo cual nos entrenó, y ya sabemos incluso abordar algún tema, sabiendo pues la estructura en la que podríamos incluir nuestras ideas, sea cual sea la situación, porque de hecho, abordamos temas y situaciones variadas, biografías, planeaciones de viajes, reflexiones, role plays, opiniones personales" P1 "me ayudó, ya que a la hora de realizar los trabajos, pude mejorar mi soltura y seguridad a la hora de hablar de cualquier tema, ya sean temas personales o algún tema específico del cual tenga un apoyo comprensivo desde un primer momento." P2 "normalmente, en el primer semestre yo tenía mucho miedo al hablar y pues con este tipo de actividades que fueron varias me ayudaron a desenvolverme mucho más en esto, y a no tener que leer todo, sino al contrario, ya habiendo practicado un tema gramatical en específico, ya sabía mucho mejor el modo de emplearlo al momento de expresarme; y es que la profe tampoco nos dejaba salir con papeles porque pasaba eso, leíamos todo" P4 "a mí me ayudó de manera positiva, ya que si yo antes dudaba mucho al hablar, no tenía como esa confianza o esos elementos que creo tener ahora, actualmente tengo más confianza a la hora de expresarme en inglés, porque fue un proceso continuo que me permitió practicar mucho, acostumbrarme y apropiarme de las producciones orales, ya no me da tanto miedo como antes, y eso me da mucha más fluidez, ya conozco más expresiones, palabras, y la forma en la que puedo tratar una producción oral en inglés, ya puedo hablar en inglés." P5.

Additionally, the students affirmed that with the project their ***pronunciation*** improved because they needed to present a proper performance in the video recordings and in their oral presentations as well. In the same way, thanks to the feedback that was provided by the pre-service teacher before and after each presentation, students had the opportunity to realize and to take account of the pronunciation of every word they didn't know how to pronounce, this allowed them to correct and nurture their pronunciation, an important linguistic competence considered as the ability to follow a speech carefully articulated, the appropriated control of individual sounds, stress and intonation. "con cada actividad, nosotros teníamos que cerciorarnos de la pronunciación de cada palabra y también por ejemplo de cómo pronunciar cada oración rápidamente para no ir palabra por palabra. Yo en mi caso personal, yo hice la búsqueda como de la fonética de las palabras, y también la profe pues nos daba ese feedback al final" P5 "para hacer cada actividad, fue necesario buscar la pronunciación de cada palabras que fuéramos a decir, preguntarle a la profesora por su pronunciación, y pues eso nos sirvió para darnos cuenta y corregir la pronunciación de muchas palabras que nosotros estuvimos pronunciando mal mucho tiempo, y que al momento de hacerlo, pues ya nos dimos cuenta de cómo hacerlo en realidad." P6 "para cada video y cada presentación oral nosotros tuvimos que tener muy en cuenta la pronunciación de lo que íbamos a decir en cada actividad, ya que ese es uno de los factores que nos exigen más a la hora de calificar. Entonces yo creo que tanto el apoyo que nos daba la profesora en las asesorías como también la retroalimentación que nos hacía al finalizar cada exposición oral nos ayudó mucho a recalcar esa importancia que tiene la pronunciación y a corregir los errores que tenemos para no volver a cometerlos." P7.

Finally, the ability of ***description*** was another aspect that was strongly reinforced during the implementation of the proposal. According to what is established by the CEFR, students at an elementary level (A2) can perfectly handle oral productions based on descriptions in simple terms concerning their families and other people, living conditions, their educational background among other situations. In this line, considering that all the oral activities –articulated to the different topics of the poems that were covered- were based on a continuous work mainly founded on descriptive productions, students affirmed that they were able to strengthen their abilities of description when talking about a particular situation, a specific topic, even when covering personal situations. "creo que este trabajo influyó positivamente, me ayudó bastante ya que ahora puedo describir diferentes contextos, no a lo que estaba acostumbrado, no descripciones comunes y básicas, sino que ya tener que describir una metáfora, o la intención de un escrito, o algo más complejo." P1 "mis capacidades de describir aumentaron, ya que cada actividad oral había que hacer una gran descripción del poema y del poeta: empezando por decir quién era el autor, describir como tal la estructura del poema, el número de versos y de estrofas, y también de qué iba a hablar, y pues todo ese tipo de vocabulario, y de conectores que tuve que aprender para poder unir todo me ayudó mucho, ahora sabría mucho más como abordar la descripción de laguna situación de manera más precisa y bien estructurado." P4 "estas actividades me ayudaron a aumentar mi nivel de producción oral para describir cualquier situación, y no sólo poemas, ya que en cada actividad tratamos situaciones como en las que debíamos aconsejar, describir uno de los mejores días de nuestras vidas, un viaje, la biografía del autor y pues el contexto de los poemas. Esto fue una práctica que me fortaleció en todos esos aspectos" P8 "uno de los poemas en los que trabajamos, era el de *Paolo's machine* en este teníamos que crear como nuestro propio rutinario para un viaje, en el cual nos

alejáramos de la tecnología, entonces como teníamos que armar el viaje, teníamos que

armar los días en los que íbamos a viajar, las actividades que íbamos a hacer, y demás,

entonces cada una de esas cosas tienen descripciones específicas, y pues al inicio debíamos

describir de manera general la idea central del poema en el cual basaríamos esta actividad,

y pues ya al final también tenía que describir y ser muy claras en el propósito y en la

elección del viaje.".

Oral tasks

Task is the last category of the research, inasmuch as the activities done with the

poems were mainly based on this methodology. In this instance, the tasks were the

student's video recordings and oral presentations as well, it was carried out five different

oral tasks along with the workshops. When the fifth task were accomplished, the final

product was the development of a poetry slang, a space in which students had the

opportunity to work in groups ad chose one of the five poems they had studied and prepare

the reciting of it and a brief oral discussion in which they could express the aspects they

liked the most concerning all the work done on this activities founded on poetry. In

accordance with Nunan (1993), students cannot express themselves effectively when they

are asked to participate orally in communicative activities, mainly because there is no

distinction between knowing various grammatical rules and being able to use them

effectively and appropriately when communicating. That's why during the development of

the oral tasks, the pre-service teacher focused her attention on ***connecting the topic of each***

poem to be covered as well as the grammatical subjects that were revised during the each

unit concerning the content of the group itself ***with each oral production to be developed***

by the students. Subsequently, two different aspects emerged from the interviews and the

students' production of the tasks, they were *the speaking procedure* and the *involvement and motivation*.

Concerning students' conceptions regarding *connection between the subject of the poem and the unit topic to be covered,* it was demonstrated that this association proposed by the researcher when establishing each oral activity was an efficient practice that allowed students to reinforce and assimilate the correct employment of the different grammatical structures that were checked throughout the semester. According to what Littlewood (1981) suggests, learners must develop skills and strategies for using the language to communicate meanings as effectively as possible in concrete situations; this was what each oral activity aimed at developing, providing student with concrete and real communicative situations in which they were able to put in practice all the grammatical rules and structures they revised through the use of the student's book. In the light of students' voice, it was manifested that: "creo que esto fue muy provechoso ya que por cada poema leído hacíamos una actividad una actividad oral, que hacía énfasis en la gramática que se estaba trabajando en cada unidad además de la temática en general, por ejemplo en el caso del segundo poema *Victim of the past* pudimos recrear una situación dentro de la actividad oral en la que nos fue necesario emplear expresiones de consejos y sugerencias, eso fue muy bueno, y así en todas las otras producciones y videos." P1 "Esto me ayudó mucho porque puse en práctica todas las temáticas que habíamos trabajado en clase, los tiempos gramaticales, entonces uno se daba cuenta como de -¡ay! así es como se utiliza tal tiempo y puedo opinar acerca de algo y me ayudó de una forma excelente porque ya sé cómo utilizar por ejemplo superlativos, presente perfecto, entre otros." P4 "me pareció chévere porque cada poema, la temática en sí se relacionó mucho con cada tema gramatical o lingüístico que estudiábamos, no fue

como que los poemas aparte, y los temas de nosotros por otro lado, todo estuvo muy acorde

para reforzar cada temática, y de forma oral, algo que requiere como tal que uno se apropie

del tema y lo use ya en una situación real." P7" "Por ejemplo recientemente trabajamos el

poema "Alone" de Egar Allan Poe, y pues de actividad oral, estamos viendo el presente

perfecto, tuvimos que hacer en parejas una entrevista en la que uno de los compañeros

preguntara y otro personificara a Allan Poe de modo que usáramos el presente perfecto,

todo eso pues basado en la vida de este escritor para relatar su vida y demás." P8.

Referring to the ***speaking procedure*** that guided each oral activity to be

accomplished by students, it seemed to be really useful and assertive the fact of founding

each oral task on the three steps proposed by Brown (1994) in which the speaking process

includes activities that take place prior to, during and after the actual speaking situation. Its

usefulness was corroborated in the students' opinions when affirming that this process –that

took place in tutoring spaces- gave them the opportunity of being tied to a continuous

process of correction and preparation, which allowed them, at a same time, to be more

confident and sure of what they were going to express in their oral productions, and as a

result to obtain good outcomes concerning their performance. "pues antes de iniciar con

cada actividad oral, la profesora nos dejaba un ejercicio de escritura que se basaba

principalmente en la comprensión total o el desglose de la idea central y la temática de cada

poema, habían puntos concernientes al poeta, al propósito, al tema central, e incluso ya al

final encontrábamos la situación en la que enlazábamos el tema como tal del poema con

una situación que nos permitiera emplear algún tiempo gramatical en específico, y pues

esto mismo era lo que se expresaba después en la exposición o en los videos." P2 "era en

las asesorías en las que le mostrábamos a la profesora lo que habíamos preparado, y pues

ella nos corregía ya fuese la gramática, o nos aclaraba dudas que teníamos de los poemas, también como que nos aconsejaba con expresiones, la verdad pienso que fue muy útil." P3 "contribuyó mucho, ya que estas asesorías nos daban seguridad al momento de hablar y realizar nuestras producciones orales, ya que nos habían corregido dudas. Por otra parte, ya que esto se realizaba repetitivamente, esto como que nos dejaba agarrar más confianza al hablar, y es que en clase uno no despeja todas las dudas, fueron estos espacios los que nos guiaron mejor." P4 "creo que la profe nos acompañó bastante en cada sesión, en cada asesoría y en cada clase nos ofrecía pues la posibilidad de que si no entendía, de que si uno tenía una duda pues preguntarle, y pues eso sirvió demasiado ya que no nos dejó a la suerte, sino que estuvo ahí para orientarnos y decirnos cómo podíamos hacerlo mejor, éramos muy cansones la verdad con eso de las correcciones antes de cada presentación oral." P8.

Finally, the ***involvement and motivation*** was the other aspect that came up. In the light of Ruso (1999), task-based learning –one of the elements composing the methodology of this proposal- is "helpful in students' motivation and learning. It encouraged students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks." Effectively, it was evidenced that the students felt motivated when reading each poem as well as when developing each oral task that were proposed, because all the time they wanted the teacher to check and correct their scripts in which they will based their oral productions. On the other hand, the students stated that the degree of involvement in the creation, preparation and development of each oral task was really high. And eventually, they were motivated because they learnt through this project overcoming the difficulties presented before with the language. "Yo creo que fue en gran parte mi envolvimiento en las actividades, ya que me esmeraba buscando el nuevo vocabulario; me

exigía a mí mismo entender a la perfección la idea detrás de cada poema, las metáforas. Creo que me vi muy envuelto en esto." P1 "en mi caso yo sí le dediqué bastante tiempo, ya que esos temas eran muy interesantes, cada uno tenía su mensaje al trasfondo, entonces pues siempre me gustaban, y me daban ganas de dedicarle tiempo y preparación." P2 "yo realmente leí cada poema, me fascinó cada poema, busqué por aparte, averigüé acerca de cada autor por aparte, y pues sí, me encantó y siento que me metí mucho en cada una de las actividades." P6 "El grado de preparación siento que fue realmente fue bueno, quise poner mucho empeño en hacer las distintas actividades y tratar de hacerlas de la mejor manera posible. Las preparé con mucha dedicación, para asegurarme de hacer un muy buen trabajo al final, por eso asistía a todas las asesorías." P7 "Yo me acuerdo que al principio de las clases, la primera exposición fue terrible para mí porque yo no sé, me bloqueaba cuando iba a hablar, y ya luego como que alcancé a agarrar confianza con este tipo de actividades y pues soy capaz ya de hablar con más soltura y más tranquilo y seguro de lo que voy a decir, ya sean presenciales o por medio de un video o algo así, eso la verdad me motivó a hacer cada actividad sin importar que fueran muchas."P8.

Conclusions and recommendations

The purpose of this research project was to nurture pre-intermediate student's speaking skill through the implementation of poetry. In order to fulfil this purpose five objectives were established.

When it comes to the first objective, "To execute a series of reading comprehension activities grounded on poetry as an input to promote students' speaking skills. It was carried out successfully, a series of reading workshops –guided by the reading strategy

proposed by Cuq & Gruca (2005) - were planned in which through the implementation of poetry students were encouraged and motivated when learning and reinforcing several aspects regarding their linguistic competences in the target language such as grammar and vocabulary.

Moreover, another objective established was the design a series of oral tasks founded on the poems covered as a means of fostering students' speaking skills. Examining the implementation of the pedagogical proposal, different oral tasks were created and developed –in accordance with the A2 level- in each reading workshop in order to achieve this objective, as well to achieve the learning process of the two main elements composing the acquisition of a foreign language, accuracy and fluency from the different tasks. Thus, the students stated that they fortified their knowledge of grammar, vocabulary, pronunciation and fluency with those activities, besides they were a fundamental part of guiding their progression with regard to their ability to describe different situations as well.

In terms of the objective related to implement a well-oriented and organized speaking procedure in order to facilitate the development of students' speaking skill. It was evidenced that students took advantage of the guiding process –based on Brown (1994) - implemented by the teacher in order assure a good transition among the prior to, during to, and after the actual speaking situation. Actually, they stated that these three stages gave them the opportunity of being tied to a continuous process of correction and preparation, which allowed them, at a same time, to be more confident and sure of what they were going to express in their oral productions, and as a result to obtain good outcomes concerning their performance.

Continuing, in terms of the objective to motivate students with the English learning process through the design of a final product, which in this case was the poetry slam, it was demonstrated that the students took part actively in the activities proposed as well as in the development of the final task that demanded the recitation as well as the presentation of one of the poems they liked the best. Additionally, they stated that thorough the use of poetry as well its connection with every grammar topic they worked on was an innovative way to learn and reinforce their knowledge of the English since it has several activities and they implemented the learned in classes.

As recommendation for further studies, it is essential to take account of the importance that language teachers should be encouraged to teach the four linguistic competences composing the acquisition of a foreign language in an integrative way, this in order to provide students with innovative, real and meaningful situations allowing them to involve their different skills as well to put in practice all those elements into real contexts, more specifically, contexts very near to their needs and interests. This way, language and grammar should not be taught in an isolated way. Additionally, in the purpose of facilitating data analysis, it would be convenient the fact of employing plenty of instruments, for instance the use of interviews or questionnaires that take place before and after the implementation of the proposal with the objective of identifying and knowing students' previous conceptions, suggestions and preferences, and, to guarantee students' improvement.

Chapter II: Research Component

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher, stand out as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

It has been considered to carry out a project with a reflective approach, in which the development aims to objectify knowledge, behavior, and attitude towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and selfrecognition as well.

Justification

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to this profession, one's actions and interest towards the knowledge of the different models and approaches to pay attention to any complex situation and establish an analytical look on the action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for the pre-service teachers to establish a difference between the mere routine action and the reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this

stage can have an impact and transform their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?

2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Objectives

General objective.

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.

- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.

Specific objectives.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum and be inserted into the institution effectively.

- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.

- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.

- To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession.

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be leant, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection.

When referring to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process.

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

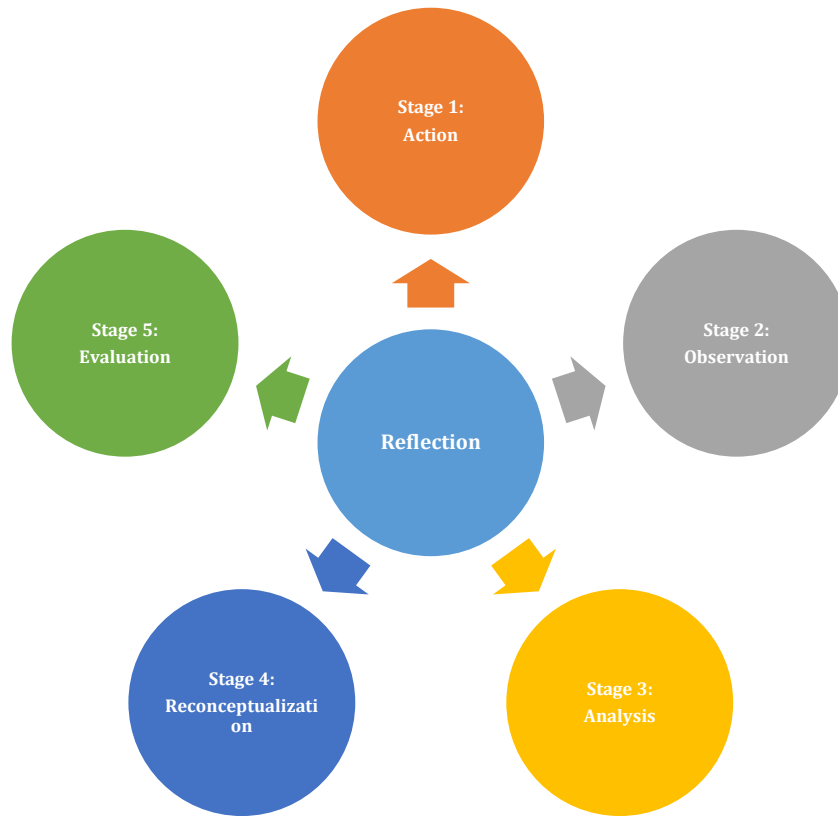The stages of reflection as a process are presented in the following figure:

Figure 28. Reflection stages

Reflection as a theme.

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who

executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice.

To update and to qualify the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

The need to articulate the changeable social reality of our pedagogical work, it is evidenced by the existence of numerous attempts to try to explain the school phenomena and in the search for ways to address these phenomena, to make the school work effective.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical

knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analysed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

Pedagogical practicum.

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice.

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency.

It aims at achieving an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

From development.

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction.

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic.

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers.

According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are indispensable because they constitute that element of reflective thinking that contributes in the process of one's own knowledge that a good teacher must have to make decisions in the classroom.

The critical element in reflective thinking.

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended

to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments are proposed:

Reflective workshops.

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practicum.

Objectives.

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist.

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative.

The reflection exercise allows the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings.

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Population.

The total population of this study is composed of thirty-eight pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population.

The direct benefited population of this proposal will be students from second semester in the foreign languages program at the University of Pamplona.

- Second semester students

- Foreign languages students-practitioners.

Indirect benefited population.

▪ Foreign languages community program.

Institutional dependencies articulated to the project.

▪ Foreign Languages English – French program

▪ Languages and communication deparment

▪ Faculty of Education

External institutions linked to the project.

▪ José Antonio Galán High School

▪ Normal Superior Pamplona

▪ La Presentación High School

▪ José Rafael Faría High School

▪ Educational Institution Cristo Rey

▪ Águeda Gallardo High School

▪ Brighton School

Timetable for the Research Component development.

Weeks	Stages and activities	August				September				October				November				December			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
	1. Formulation of the project				X																
	2. Socializing					X															
	3. Presentation of the proposal						X	X	X	X	X	X	X	X	X	X	X				
	4. Implementation of the instruments						X	X	X	X	X	X	X	X	X	X	X				
	5. Data analysis																	X	X		
	6. Presentation of results																		X	X	

11. Chronogram of activities Pedagogical Component

Budget.

Projection of Project expenditures.

TIPO DE RUBRO	Contributions to the project	Participants contributions to the University	TOTAL
Materials	Photocopies	UniPamplona	100.000
Printing	Photocopies Diplomas	UniPamplona	30.000

Equipment or facilities	Del PLEX	NA	NA
Discussion meetings	2 meetings in the semester	20.000 pesos por practicante 20.000 por docente 20.000 por tutoras	520.000 pesos
Logistics	Classrooms	UniPamplona	N A
Totals			

Table 11. Budget chart

Implementation of the Research Component

Narratives-Journals.

The writing process of the narratives served as a way to reflect about what the pre-service teacher has experienced during the practicum process and also as a way to analyze every aspect that he/she has made part of it. Since narratives must be written each week and they are based on free-formats and written in the mother tongue, this process allowed the pre-service teacher to see and to check in a deep way the different kinds of changes that have been perceived since the practicum started until this moment; additionally, it has served to reflect on one's development as a teacher and on the awareness of the teaching practice in an educational real context. These narratives gave the opportunity to the pre-service teacher to express what it has been more challenger about this process regarding the teaching process and the classroom management; likewise, they have also helped to evidence not only the changes but also what the pre-service teacher has learnt and that will be useful for her further practices as teacher. **(Annex 7. Narratives)**

Narrativa

Sexta semana de intervención

08 de noviembre del 2019.

Según lo establecido por la ley General de Educación, Ley 115 de 1994, en su artículo 109, la práctica pedagógica es concebida principalmente como un procedimiento de introspección, que posteriormente facilita la conceptualización, la investigación, además de la experimentación didáctica; así pues, el estudiante que la realiza se ve sujeto al hecho de abordar diversos saberes de modo articulado e interdisciplinar, lo cual fortalece la apropiación del proceso educativo y de la función que éste desempeña como docente. Partiendo de esta premisa, me gustaría puntualizar dos aspectos en los que, durante estas seis semanas de práctica, he podido discurrir, se trata pues de la importancia de conectar la metodología de enseñanza junto con el enfoque pedagógico que prima en la institución en la cual se está desempeñando la tarea docente –lo que en mi caso, en la Universidad de Pamplona corresponde al enfoque comunicativo desde una perspectiva accional-, esto con el fin de poder materializar a cabalidad los objetivos de enseñanza propuestos en un primer momento. Adicional a esto, me gustaría igualmente reconocer la relevancia de reparar en la variación que experimentan nuestros estudiantes con respecto a sus distintos ritmos de aprendizaje y comportamientos, un aspecto que nos permite, sin lugar a dudas, diagnosticar, modificar y acondicionar de manera constante y apropiada el escenario que pretendemos impregnar de conocimiento y aprendizaje.

En lo que toca al primer aspecto a desarrollar, el enfoque educativo como base principal del proceder docente en el alcance de todos y cada uno de los objetivos de enseñanza a efectuar, convendría mencionar que, dentro de cada escenario educativo, con relación al contexto y/o el público a abordar, es crucial que el docente reflexione en cuanto a tres grandes interrogantes que posteriormente guiarán la forma en la que éste intervendrá así como también el impacto que se pretende realizar: ¿a quién enseño?, ¿por qué enseño? y ¿para qué enseño?. Así pues, en el momento en que el docente sea conocedor de estos tres grandes puntos, le será posible concebir, diseñar y aplicar el conjunto de herramientas pedagógicas que mejor se ajusten a las necesidades de sus estudiantes, a sus intereses y/o motivaciones con las que se valdrá para finalmente poder propiciar en los estudiantes un aprendizaje significativo, cimentado en propósitos claros, sólidos, alcanzables y concretos.

De este modo, en el transcurrir de mi práctica pedagógica, esencialmente desde el momento en el que mi tutor de práctica pudo observar la realización de uno de los planes de clases, he podido reparar en el hecho de que planear una clase no es simplemente un proceso en el que se toma en cuenta principalmente el contenido a desarrollar y las actividades teórico-prácticas que irán ligadas con dicho tema; en este

Figure 29. Narrative

Self-observation checklist.

The self-observation checklist are online forms that the pre-service teacher has to complete regarding the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that have served to check the practicum process. Since these forms have to be answered every fortnight, its questions do not vary from one form to another. The four self-

observation checklists that were fulfilled, allowed the pre-service teacher to reflect on what aspects needed to be improved and if they have been improved since the first self-observation checklist that was answered; additionally, while answering to its questions, the pre-service teacher has had the opportunity to take as reference some of the statements that are presented in the form in order to put them into practice when carrying out the practicum process such as the participation of the students during the classes and their motivation, the lesson planning, some of the classroom management advices, the use of different resources, the activities carried out in the classes, the instructions and evaluations of the topics. Since these forms present a specific criteria to self-evaluate, they have been really useful because they have allowed the pre-service teacher to focus on specific features that need to be taken into account at the moment of carrying out the classes, and to put them into practice in case they have been not until the moment. **(Annex 8. Self-observation checklist)**

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

○ ○ ○ ○ ○ ○ ○ ○ ⦿ Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

○ ○ ○ ⦿

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

○ ○ ○ ⦿

Figure 30. Self-observation checklist.

Class-recordings.

Class recordings was developed almost at the end of the practicum: in the last part of the process so that it can be perceived the performance (including the positive and negative aspects) from the part of the practitioner during the classes in terms of class management, the explanation of the topics, use of the board among others. Thus, it has to be mentioned that this class observation was done in the eight week of the practicum process, during that class it was introduced a new topic 'Going on holiday' as well as the use of 'Going to', ¿planning to', 'would like to- would rather', 'will-won't' dealing with the sixth unit established in the Cutting Edge Pre-intermediate student's book. For doing so, the pre-service teacher developed a warm up activity with a Power Point Presentation in which students could learn the different types of holidays exiting the world as well as the vocabulary relating to 'Holidays'.

Having analyzed the comments done by the pre-service teacher, it was evinced that the teacher had security when giving the class. When examining the communicative competence of the pre-service teacher it was evidenced that she has a proper use of English and try to promote the use of the language of the students correcting them properly and at the right time. Regarding the interaction, the pre-service teacher handles perfectly the relations with the students, listen to them carefully and takes into account the participation of each one. **(Annex 9. Class recording)**

Figure 31. Class recording

Reflection workshops.

Reflections workshops are designed to serve as a space in which the practitioners have the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. These workshops are planned to be develop three times during this process. However, until the moment, just one reflective workshop has been carried. It has to be remarked that this space has been effective and enriching. It provided the pre-service teacher with meaningful insights on the teaching and learning process while encouraging mainly reflective teaching practices. This category is important in the field of teaching, thus teachers will always need to be evaluated, not only to be aware of drawbacks, but also to improve their methodology and strategies.

Two reflections workshops were carried out, in which the practitioners talked about the experiences as teacher's trainee. This workshop served as a reflection workshop because all the practitioners listened to their partners and reflected on their personal practices in order to socialize it with the rest of the group. Some problematic expressed in the workshop was the lack of the management of the group, due to most of the practitioners do not know how to keep the behavior in class. Another problematic presented was the

stalking of a pre-service teacher by a student, who had the telephone number and sent to him a message of love, at the end he explained the process that he carried out avoiding the evolution of the problematic and all the pre-service teachers understood how to handle that kind of situations. As it is evidenced before, the purpose of the workshops was achieved successfully because each one of the participants expressed their feelings and the experiences in the school, being aware of future situations.

Classroom observation feedback

Along this process, two classroom observations were done by the tutor of each practitioner. Then, a feedback was provided in the purpose of having the opportunity to the pre-service teachers to know their positive and negatives aspects when developing a clas as well as when playing the role of a teacher; what aspects could be improved; and some suggestions and considerations to better develop the English classes. The feedbacks offered a space of reflection on the practitioners since they received comments from another point of view, in this case from a teacher with experience.

Conclusions

Instruments for the collection of data range from narratives, self-observation checklist, class recordings, and reflective workshops. In the following paragraphs, a report on the process and its impact in the participant will be developed.

Regarding the narratives, it is important to restate that their purpose is mainly focused on providing the pre-service teacher with a space to express and share her experiences as the teaching practicum develops. This process allowed the pre-service teacher to see and to check in a deep way the different kinds of changes that have been perceived since the practicum started until this moment; additionally, it has served to reflect

on one's development as a teacher and on the awareness of the teaching practice in an educational real context. Continuing with the aforementioned instrument, self-observation checklists, it was implemented as a way to guide the pre-service teacher on the assessment of its own teaching performance. The fulfillment of this checklist was carried out online on the fifth week. This self-observation checklist have been answered in terms of planning, execution, and evaluation of the pre-service teacher teaching practicum performance. This procedure allowed the pre-service teacher to reflect on what aspects needed to be improved and if they have been improved since the first self-observation checklist that was answered; additionally, while answering to its questions, the pre-service teacher has had the opportunity to take as reference some of the statements that are presented in the form in order to put them into practice when carrying out the practicum process such as the participation of the students during the classes and their motivation, the lesson planning,. Having the participant to record and analyze classroom recordings, a self-reflection process is promoted. In this case, the pre-service teacher recorded a class that took place on October the 23th from second semester students of the University of Pamplona. Once the pre-service teacher had the opportunity to reflect upon her performance, she was able to notice different aspects that through her practicum were improved and reinforced.

To sum up, concerning the use of the instruments mentions before, it is important to highlight that this process provided the pre-service teacher with meaningful insights on the teaching and learning process. The use of the reflection as a tool of the practicum process has been one of the purposes of this component. Implementing this tool has helped –in a significant way- at the transformation process of the practicum because it has been necessary the analysis of each procedure done in class, for the purpose of improving every

day and acquiring the criticism of the results. Thus, most of the instruments contributed

having a successful process bearing in mind each proposed aspect.

Data collection timetable

The following timetable contains the dates in which the data collection was

implemented.

Research component timetable

Weeks / *Instruments*	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Narratives		Sept 30– Oct 04	Oct 07 – Oct 11		Oct 21– Oct 25		Nov 05– Nov 08	Nov 12– Nov 15	Nov 18– Nov 22	Nov 25 – Nov 29
Self-observation check list	Sept 23-Sept 24	Sept 30– Oct 04		Oct 15 – Oct 18			Nov 05– Nov 08		Nov 18– Nov 22	
Reflection workshops			Oct 07 – Oct 11				Nov 05– Nov 08			Nov 25-Nov 29
Class recordings					Oct 21– Oct 25					

12. Research component timetable.

Chapter III: Outreach Component

Awareness training project to the Key English Test level qualification exam in first semester students of the Foreign Languages Program at the University of Pamplona, Colombia

Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic, secondary and higher education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been integrated. However, the results obtained to date have not been very encouraging

since many educational institutions at a national level have not been impacted by this project yet.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the foreign languages students are not usually exposed to language level qualification exam training all along their degree, especially in the English field. Currently, the degree is interested in inculcating the need of being trained in order to face the complexity of language international exams into the students in the hope that they will aspire to obtain a language proficiency certificate.

In the light of this situation, it is pertinent to state that evaluation is an everyday aspect in people's lives. Throughout history, people have undergone and are permanently subjected to different types of assessments to demonstrate their skills, including linguistics. At present, is more common to appreciate the displacement of people from one country to another aiming at achieving a better quality of life, to know another culture or to flee political or religious conflicts.

Therefore, the mastery of the official language becomes an indispensable requirement for an individual to be able to insert himself in the social, labor and/or educational fields of the target country. Thus, the certification of proficiency in the foreign language (the appropriate use of language to perform different actions in the world) becomes essential. In fact, evaluation is an important part of the teaching and learning process, since it provides information on these procedures, it allows to make decisions, as well as it helps to clarify the goals of teachers and students.

Assessing, according to the Common European Framework of Reference for Languages, is to determine the degree of mastery of specific aspects that the user of the language has. For this reason, many universities, as independent evaluators, have implemented appropriate tools to respond to this need with reliable outcomes for educational or governmental institutions that must decide a person's admission to their entity. One of this tools that has been included in the current curriculum of the B.A degree in Foreign Languages English-French is the offer of training spaces –within the English course- to second semester students in order to familiarize them with the different language level qualification exams, in this case, the Key English Test (KET).

By recognizing this reality and the challenges that it generates, this proposal of academic projection aims not only at responding to the English language educational needs, those of the B.A degree in Foreign Languages English and French but also at integrating foreign languages' students training as subject promoters of this current necessity.

Justification

Learning and acquiring a foreign language provide us the opportunity to be up with the requirements of today's world current needs. That is why it is imperative to implement and work towards this process since the beginning of foreign languages students' path so that at the end of their professional training, they have the foundations that will allow them to become integral future teachers as well as to asses themselves their own writing, speaking, reading and listening skills in order not to aspire only to a high language proficiency degree.

The main purpose of this project is to provide second semester students with language level qualification exam training to achieve functional proficiency in listening,

speaking, reading and writing at the University of Pamplona, by contributing to the accomplishment of the demanding foreign languages degree requirements. That is why, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching.

The application of this proposal benefits greatly and reciprocally both, the foreign languages student of the University of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for second semester student to be exposed to the different language level qualification exams, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives.

By conducting this outreach project, from the Bachelor of Arts Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to carry it out are the following:

- To provide second semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at the foreign languages program.

Specific objectives.

To have a better comprehension of the aspects previously specified, this proposal will attempt to:

- To familiarize second semester students from the University of Pamplona with the structure of the Key English Test (KET) exam training through a series of workshops.

- To develop a series of workshops in which each of the four competences is worked according to the Key English Test standards.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at the University of Pamplona.

- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to the foreign languages program in which the integral practicum will be developed. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with the social projection and goes beyond the institutional scope and facilitates the articulation of the Foreign Languages program to the foreign languages students.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

- Academic training in foreign languages.

- Citizen training (addressing educative problems in order to reduce inequality in the educational system)

- School community outreach as University and as Foreign Languages program.

Theoretical Framework

Languages teaching.

International language policies.

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) contemplates that languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and

to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Figure 32. Language levels

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

Why proficiency tests are important.

Hoffman (2014) stated that: "obtaining an accurate and useful indicator of your level is the starting point for your language learning journey. Knowing where you stand will help you and your teacher figure out the best ways to support your goals". Besides, it is necessary to remark the importance of this issue nowadays:

In today's multicultural world, it is essential that government agencies, healthcare providers, law firms, organizations and companies hire qualified bilingual

employees to provide customer service, communications, translation, and interpretation services. However, it's not always easy to asses if a candidate fully understands or is completely proficient in another language. Their resume might claim they can speak and write fluent Spanish, but the person might not be proficient enough. A candidate might not be as familiar with industry terminology in other languages as they claim. No matter the circumstances, you can't afford mistakes when it comes to communicating information or translating important documents. (Alta, 2018)

Finally, Gupta (2019) established four different advantages of being tested by international exams, those are the following:

- It helps a great deal in satisfying the demands of both employees and employers alike.

- A foreign language test emboldens the academic qualifications of an employee seeking for a particular job, where the corresponding language is required. The documentary proof of language test certificate added to other requirements will put you on your way to a smooth interview process. It is as a result of your language test certification included in your qualifications.

- These language certifications are recognized worldwide by public and private educational institutions, governments, and small to large corporations. It is also mandatory for a wide range UG, PG and Doctorate courses in thousands of Colleges and Universities across the planet. It will open a whole world of job opportunities across the globe and supports career advancement.

- It becomes a confidence booster right from the moment you pass them. It can translate into developing your personality at a career and social transitioning level. Moreover, it will also help your Visa or PR application, traveling abroad, and of course, confirmation of your proficiency level.

Key English Test.

According to the University of Cambridge, KET is the first-level Cambridge ESOL exam, at Level A2 of the Council of Europe's Common European Framework of Reference for Languages. It shows that you can cope with everyday written and spoken communications at a basic level. Likewise, it is an excellent first step to help students to build their confidence in English and measure their progress. They state that it uses language from real life situations and covers the four language skills – reading, writing, listening and speaking. It provides an assessment of practical skills, and will help them to learn the English they will need for travelling, as well as in study and work situations.

The exam has three passing grades: 'Pass with Distinction', 'Pass with Merit', 'Pass' and one failing grade: 'Level A1'. Students can take either a computer-based or a paper-based exam.

On the other hand, according to the British Council, students should take the KET if they have done about 250 hours of study or practice and can speak, write and understand basic English. They mentioned that this exam is the first step in building English language skills for work or study in the future. They established three main characteristics that students should count on for presenting the exam, these are the following:

- Ask and answer questions about themselves and others.

- Understand announcements and instructions when people speak slowly and clearly.

- Tell people what they think about something they read or hear.

Finally, they established a chart containing the time required for each competence and the percentage given to each one.

KET / KETfS	Reading and Writing	Listening	Speaking
Time allowed	1 hr 10 mins	30 mins	8-10 mins per pair of candidates
Marks (% of total)	50%	25%	25%

Table 13. KET duration chart

Context.

This proposal will be developed at the University of Pamplona whose main campus is primarily located in the city of Pamplona, specifically, in the first kilometer via Bucaramanga in the department of Norte de Santander.

Direct benefited population.

The direct benefited population of this proposal will be students from second semester in the foreign languages program at the University of Pamplona.

- Second semester students.

- Foreign languages students-practitioners.

Indirect benefited population.

- Foreign languages community program.

Timetable.

The table below shows the schedule in which will be implemented to carry out this component. The outreach component last 10 weeks as well as the pedagogical one which run from September 16th to November 29th, working with first and second semester students, four hours per week. (The schedule has not been established yet since the students are still sticking to the opening of the semester).

PRE-SERVICE TEACHER SCHEDULE							
GROUP	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A	8am-9am	X					
B	2pm-3pm					X	

Table 14. Outreach Component timetable

Budget.

Budget			
Costs for developing the project	Contribution to the project management	Other contributions	Total
Materials			
Printing			
Remuneration for professional services			
Equipment rental			
Communication, transportation (tickets)			
Encouragement and recognition Prizez. Courses, trips			
Logistics support			
Total			

Table 15. Outreach budget chart

Methodology

Given that, the Foreign Languages B.A. degree in English - French realized that the foreign languages students were not utterly exposed to language level qualification exams training throughout the degree, especially in the English field, it was necessary to start taking actions with the purpose of satisfying the need of being trained and provide first semester students with KET language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.

Hence, a series of workshops will be developed two hours each group per week during 10 weeks approximately focused on achieving the objectives already mentioned; this process will encourage students to face the complexity of language international exams in the hope that they will aspire to obtain a language proficiency certificate.

Week	Activity
First	Presentation of the general structure of the test
Second	Writing
Third	Writing
Fourth	Reading
Fifth	Reading
Sixth	Listening
Seventh	Listening
Eight	Speaking
Ninth	Speaking
Tenth	Simulation of the test

Table 16. Outreach development chart

Development of the outreach component

This project was created with aims at improving second semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing. Even though, one hour per week (40 minutes) is not enough for

students to achieve the standards for mastering these kind of texts. The pre-service teacher has done her best to implement the most appropriate material and method to promote a meaningful learning atmosphere to the students taking into account these qualification exams. However, the fact almost half of the students did not had the opportunity to get familiar with the nature of these kind of tests, affects the development of the classes' according to the timetable that was established since it is evident that it's necessary to spend almost two sessions in order to explain them the methodology of just one skill as well as the nature of the exercises they will face on each test. For instance, this process took three classes per skill. However, the implementation of cooperative work has been one of the best tools in order to assure the students a meaningful training process relating to what it is required for this test, so, most of the students that already know the mechanic as well as the main features revolving around KET test are willing to help those who don't know it very well.

The four sessions that were carried out during the semester were the following:

Session	Linguistic skill to be covered
1	This session was carried out on Friday,4th October, 2019. During this first session, the teacher carried out the presentation concerning the general structure of the text. For doing do, the teacher provided the students with the following material containing the main aspects to be evaluated within every linguistic competence:

KETforCand.pdf

Consequently, the teacher explained the students the reasons why they should take the Key English Test, as well as the aspects that this test involves.

It has to be mentioned that during this first session, the teacher couldn't covered of the listening and the speaking part that were included into the material mentioned before.

Evidences are included:

		Código	FGA-22 v.02
	Control de Asistencia a Asesorías	Página	1 de 1

NOMBRE DEL DOCENTE: _Laura Stefanny Figueroa_ FIRMA DEL DOCENTE: _Laura Figueroa León_

FECHA - HORA	ESTUDIANTE	ASIGNATURA - PROGRAMA	OBERVACIONES Y COMPROMISOS	FIRMA
4/oct/2019 2pm-3pm	Dayson Roza Cruz	Inglés básico A2	KET — Introduction #1	
4/oct/2019 2pm-3pm	Dario Fernanda Tobar	Inglés básico A2	KET — Introduction #1	Deisy Tobar
4/oct/2019 2pm-3pm	M. Alejandra Rojas	Inglés básico A2	KET — Introduction #1	Alejandra R.
4/oct/2019 2pm-3pm	Julian E. Bedoya Bur	Inglés básico A2	KET — Introduction #1.	

First KET training workshop

| 2 | This session was carried out on Friday,11th October, 2019. |

This session was carried out on Friday,11th October, 2019.

During this second session, the teacher could cover the two last parts concerning the whole sample test, it included the explanation of the different exercises dealing with the listening and speaking competences.

KETforCand.pdf

	Evidences are included:
3	This session was carried out on Tuesday 15th October, 2019. In this third session, the teacher provided students with a sample test concerning the two first parts concerning the evaluation of the reading competence. That way students could get familiar with the exercises that are included in this first part, similarly they could practice with the development of the exercises that were in the material provided by the teacher. 1641 KET HB txt ¥NEW 4_6_03¥.pdf Evidences are provided:

| 4 | This session was carried out on Friday,18th October, 2019. |

This session was carried out on Friday,18th October, 2019.

Through the execution of this fourth sessions, students had the opportunity to continue with the development of the last exercises concerning the reading part of the Key English Test that was provided by the teacher during the previous session. After having finished the development of all those exercises, the teacher shared with the students the correct answers of that part, so they could compare their own answers with the correct ones. It has to be highlighted that most of the students asserted when developing each exercised proposed, on the contrary, it was just a little part of the students who didn't show a good performance concerning the competence of reading.

1641 KET HB txt
¥NEW 4_6_03.pdf

Figure 33. *KET training workshops*

It is important to highlight that during the first term, the final exam that was

implemented was mainly based on the structure of the Key English Test, this in order to

assess the performance of students as well as the utility of the training workshops provided

by the practitioner teacher. As a result, the average performance of the students was placed

in a high degree, which indicates the positive impact having these training sessions in

which students have had the opportunity of manipulating this kind of test. However, it is

important to remark that those students (3 from 25) who obtained a low grade in this exam

didn't attend any of the training workshops based on the KET test.

Conclusions

The main purpose of this project has been to provide second semester students with

language level qualification exam training to achieve functional proficiency in listening,

speaking, reading and writing at the University of Pamplona, by contributing to the accomplishment of the demanding foreign languages degree requirements. That is why, this project has been carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching.

The application of this proposal has benefited greatly and reciprocally both, the foreign languages student of the University of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for second semester student to be exposed to the different language level qualification exams, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Chapter IV: Administrative Component

Introduction

Although it is true that, as part of the teacher training process, the pre-service teachers have to attend to all the extracurricular activities proposed by the respective institution because that is what complement and fill the teachers' work.

In this way, all along the ten weeks period in which the practicum process is carried out, the pre-service teacher becomes an actual teacher in the institution assigned, consequently he has to be part of the events, activities, among other extra-curricular actions. Also, it must be highlighted that this process of being involved not only helps to the achievement of the objectives of these activities but also to the training process of the teacher as he is equipped with some experience dealing with a real teaching context assuming the complete role of a teacher.

In this connection, the University of Pamplona carries out different types of activities during the semester, all these activities allow to integrate the whole educative sphere in order to discover new talents and create a peaceful atmosphere between students and teachers. Besides, these events give an idea to the practitioners to notice how the procedure is followed by the institution, in short, as it was mentioned before, this administrative component involves the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

Objectives

General.

- To attend the academic and administrative activities or events established by the Foreign Languages program during the semester in order to evidence how those processes are carried out from the inside.

Specific.

- To participate in the administrative events of the Foreign Languages program to comprehend and be familiarized on how they work regularly for and by the institution.
- To provide ideas that will contribute not only to the development of the activities concerning the Foreign Languages program but to the improvement of the students' learning process.

Methodology

The methodology concerning this component is linked to the attendance and active participation of pre-service teachers within each and every extracurricular activities and events carried out by the educational establishment such as the academic meetings, tutoring, among others; this in order to appropriate wholly on the role he is playing as a new member of the institutional community to which he belongs.

Similarly, it is important to say that the development and achievement of the objectives that constitute this component allow the practitioner to gain a vast knowledge concerning the set of external activities – subject to their academic nature – that are part of the foreign language bachelor's degree program.

Weeks	Activities	August				September				October			November					December			
		I	II	III	IV	l	ll	lll	IV	l	ll	lll	IV	l	ll	lll	IV	l	ll	lll	IV
	7. Teachers meeting						X	X	X	X	X	X	X	X	X	X	X				
	8. Accreditation meetings																				
	9. Afternoon tea																				
	10. English song festival																				
	11. Chanteclair												X								
	12. Photo poem																				
	13. Tutoring						X	X	X	X	X	X	X	X	X	X	X				

Timetable for the Administrative Component development.

Table 17. Administrative component development

Activities in which the pre-service teacher made part of during her practicum process

Since the practicum process started, the pre-service teacher did not only have to attend to the English classes for pre-intermediate English courses, but also to make part of the institutional community. In other words, the pre-service teacher became another member of the University of Pamplona during the ten weeks period. During this period of time, different activities and events came up and all the institutional community: teachers, students, and administrative had to attend to them. First of all, for each week of the semester several teacher's meetings have taken place, in that way the pre-service teacher had had the opportunity to attend one of these meetings, the first one in which the introduction of the second semester concerning this year was done. However, due to the scheduled concerning the Pre-intermediate English courses, it has been almost impossible that the pre-service teacher can attend all these teacher's meetings, the official teacher in charge as well as the practitioner have class on Tuesdays from 2pm to 5pm, the schedule in which every Teacher's meeting takes place.

Evidences are provided:

Figure 34. Teacher's meeting

Subsequently, during the current academic year 2019, the University of Pamplona has been developing some accreditation meetings in which the students and the teachers had to work together on some workshops about different topics related to the process of Accreditation. So far just one meeting of this nature has been developed, it took place on Friday, 27th September, 2019**. (Annex 10. Accreditation meeting)**

Evidences are provided:

Figure 35. Accreditation meeting

Furthermore, each week two tutoring sessions take place every Monday (from 8am to 9am) and Tuesday (from 10am to 11 am), these tutoring sessions are carried out mainly by the pre-service teacher, taking into account that this process makes part of the work of every teacher in the University of Pamplona. **(Annex 11. Tutoring)**

Evidences are provided:

Figure 36. Tutoring sessions.

This event took place on 12th November and was organized the Bachelor degree of foreign languages English-French, so students, teacher and administrative extended the invitation to all different programs in the university and the pre-service teacher. French teachers' were in charge of the organization, place, snacks and presentations.

To sum up, this cultural activity was enjoyable as it allowed the pre-service teacher to have the opportunity to share some quality time with students outside the classroom environment, as it was a space to interact and enjoy the French culture that characterizes our program. **(Annex 12. Chanteclair)**

Figure 37. Chanteclair

Conclusions

During all the practicum process, the practitioner learnt the way in which the

University managed and organized different activities. Furthermore, it was assimilated the

purpose of the activities which aims at teaching students values formation for their personal

life. The pre-service teacher was fully engaged with the activities, in order to help teachers

with the development of the celebrations, giving ideas and taking part of the different

cultural and academic events that were developed.

References

Akbar, F. (2014). The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language. International Journal of English Language & Translation Studies.

Alrabadi, E. (2011). Quelle méthodologie faut-il adopter pour l'enseignement/apprentissage de l'oral ?, Didactica Lengua y Literatura, 23, 15-34.

Aydoğu and Ercanlar. (2017). Dynamising verbal communication by the action based approch: a sample study of its application in the class of french as a foreign language. The Journal of International Social Research, 10 (49), 1307-9581.

Blanco, N. (2010). La lectura interactiva en el desarrollo de las habilidades de comprensión de lectura y de expresión escrita. Revista de lenguas modernas, 1659-1933. Retrieved from https://revistas.ucr.ac.cr/index.php/rlm/article/view/9479

Bright, J., and McGregor, G. (1970). Teaching English as a Second Language. London: Longman.

Bueno, A., Madrid and McLaren, N. (2006) TEFL in Secondary Education.Granada: Editorial Universidad de Granada.

Congress of Colombia (1994). Law 115 of the 6th September 1994 which issues the General Education Act. Bogotá D.C.: Colombian Congress.

Cronquist, K., and Fiszbein, A. (2017). English Language Learning in Latin America. The dialogue: Leadership for the Americas. Retrieved from https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final-1.pdf

Cuq, J., Gruca, I. (2005). Cours de didactique du français langue étrangère et seconde. Grenoble, France: PUG.

Derakhshan, A., Khalili, A., and Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. Canadian Center of Science and Education, 6 (2),

2016, 1925-4768. Doi: 10.5539/ells.v6n2p177. Retrieved from

https://www.researchgate.net/publication/303498787_Developing_EFL_Learner's_
Speaking_Ability_Accuracy_and_Fluency

Dewi, R., Kultsum, U., and Armadi, A. (2017). Using Communicative Games in Improving
Students' Speaking Skills. Canadian Center of Science and Education, 10 (1), 2017,
1916-4742. Doi: 10.5539/elt.v10n1p63. Retrieved from
https://files.eric.ed.gov/fulltext/EJ1124241.pdf

Dzhukelov, I. (2014). Teaching English through Poetry. (Master's Degree in Secondary
Education, Vocational Training and Language Teaching). Universitat Jaume,
Castellón de la Plana, Castellón, España.

Fasel, L., Virginie, et al. (2009). L'oral ? L'oral ! Mais comment ? », Babylonia, (2).

Germain, C., Netten, J. (2005). Place et rôle de l'oral dans l'enseignement / apprentissage
d'une L2.

Gönen, S. (2018). Implementing Poetry in the Language Class: A Poetry-Teaching
Framework for Prospective English Language Teachers. Advances in Language and
Literary Studies, 2203-4714.

Harmer, J. (2001). The practice of English language teaching (3rd ed). London: Longman

Hişmanoğlu, M. (2005). Teaching English through Literature. Journal of Language and
Linguistic Studies, 1 (1).

Ibrakhimovna, K. (2016). Benefits of implementation of pre-, while and post reading
activities in language learning.

Jabba, A. (2013). Documentos de trabajo economía regional: Bilingüismo en Colombia.
Banco de la República. Centro de estudios económicos regionales (CEER), (191),
1692-3715. Retrieved from
http://www.banrep.gov.co/docum/Lectura_finanzas/pdf/dtser_191.pdf

Manurung, K. (2015). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. Procedia: Social and Behavioral Sciences. Doi: 10.1016/j.sbspro.2015.01.442.

Mart, Ç. Developing Speaking Skills through Reading. International Journal of English Linguistics, 2 (6), 2012, 1923-8703. Doi: 10.5539/ijel.v2n6p91.

Mir, M. (n.d.). La lectura como base para la comunicación oral. Illinois State University. Retrieved from https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/21/21_1155.pdf

Mittal, R. (2014). Teaching English through Poetry: A Powerful Medium for Learning Second Language. Journal Of Humanities And Social Science (IOSR-JHSS), (19), 2014, 2279-0837.

Nia, M. (n.d.). Quel rôle pour la compréhension dans l' enseignement d'une langue étrangère? Revue de la Faculté des Lettres et Sciences Humaines. Retrieved from https://france.tabrizu.ac.ir/article_658_e51716c689086bbfd63f70c7d5d3d52f.pdf

Noguera, F. (n.d.). Lectura expresiva y comunicación oral. Retrieved from https://core.ac.uk/download/pdf/61902307.pdf

Rodríguez, A., Jaspe, E., and Medrano, A. (2017). Una mirada a la enseñanza del idioma inglés para la adquisición de las competencias comunicativas. Adelante head: Revista institucional, 2 (2), (2011).

Rodríguez, L. (2018). English learners' voices on integrating poetry through a transactional approach in an EFL classroom. Literatura y Lingüística.

Schneuwly, et al. (1996). L'oral" s'enseigne! Éléments pour une didactique de la production orale, Enjeux, 39 (40).

Tarigan, H. (1983). Speaking as a language skill. Bandung: Angkasa, 1983.

Zhang, Y. (2009). Reading to Speak: Integrating Oral Communication Skills.

Leon, L. and Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International journal of research on English Education. Doi: 10.18869/acadpub.ijree.2.1.34

Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. International Journal on Studies in English Language and Literature, 2 (6), 2347-3126.

Annexes

Annex 1. Journals
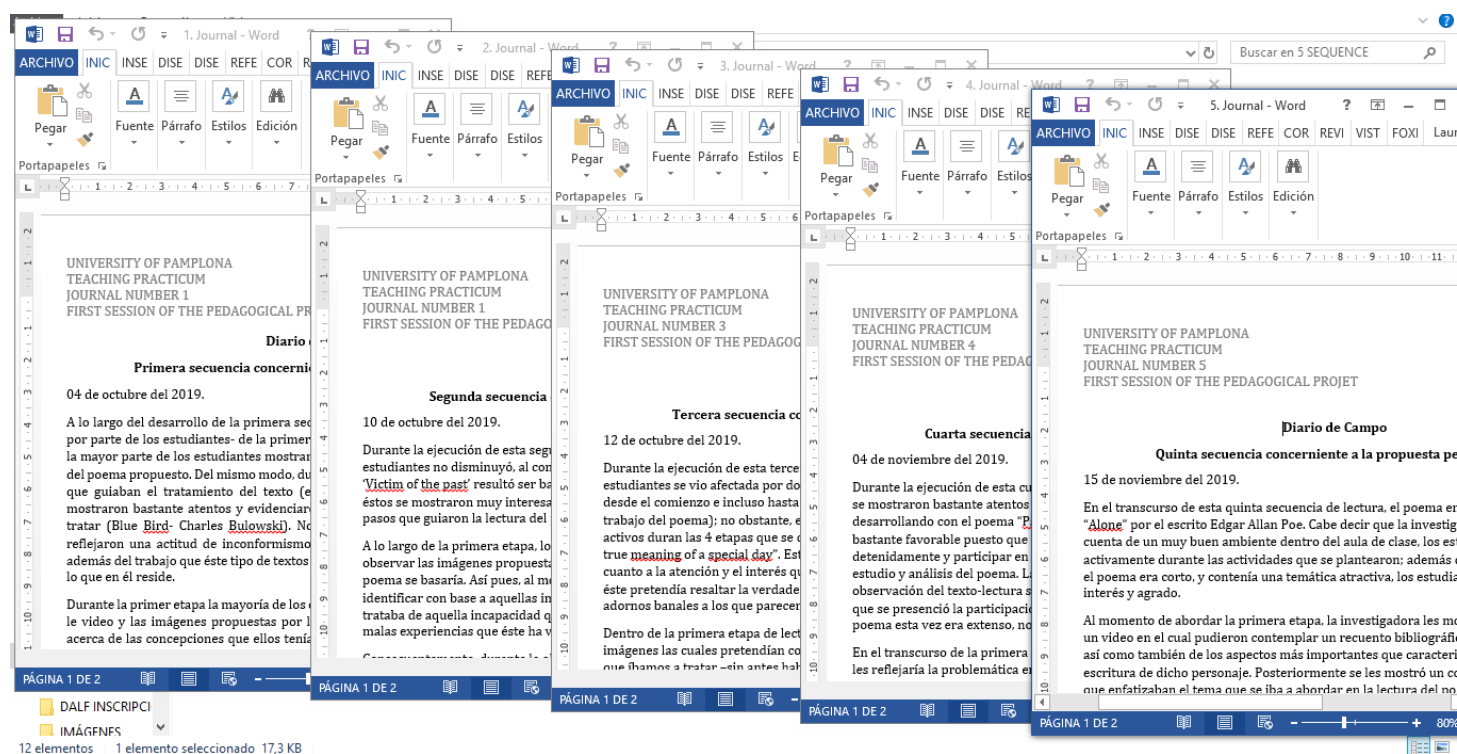
Annex 2. Interview

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research

General objective:

- To nurture pre-intermediate student's speaking skills through the implementation of poetry at the University of Pamplona.

Specific objectives:

- To execute a series of reading comprehension activities grounded on poetry as an input to promote students' speaking skills.
- To design a series of oral tasks founded on the poems covered as a means of fostering students' speaking skills.
- To implement a well-oriented and organized speaking procedure in order to facilitate the development of students' speaking skills.
- To enhance the learning of vocabulary through the implementation of poetry.
- To motivate the student's English learning process through the design of a final product, which in this case will be the poetry slam.

QUESTIONS:

PREGUNTA:	
• ¿Considera usted que el uso de la poesía influyó en el desarrollo de sus habilidades de la producción oral? ¿De qué manera? ¿Por qué? • ¿Cómo le pareció a usted el hecho de conectar la temática de cada poema con el tema de cada unidad gramatical a estudiar en cada clase? ¿Cree usted que fue una situación provechosa? ¿Por qué?	
• Con base en las distintas actividades de speaking desarrolladas a lo largo del semestre - principalmente fundamentadas en los poemas trabajados- ¿de qué manera cree usted que esto contribuyó en sus habilidades gramaticales? ¿La poesía le ayudó a mejorar en las estructuras gramaticales de la lengua inglesa?	
• ¿De qué manera la lectura de los poemas trabajados a lo largo del semestre contribuyeron en la expansión de su vocabulario en la lengua inglesa?	

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona:
An action research
Laura Stefanny Figueroa León

• ¿Cómo concibe usted la influencia que tuvo el desarrollo de cada actividad basada en los poemas tratados dentro de sus capacidades de descripción en la lengua inglesa? • ¿Considera usted que la realización de las distintas actividades con base en los poemas tratados en cada clase contribuyeron de alguna manera en sus habilidades para describir en la lengua inglesa? ¿Cómo? ¿Por qué?	
• ¿De qué manera las actividades realizadas con base en los poemas trabajados le ayudó en la fluidez del idioma?	
• ¿Cree usted que estas actividades tuvieron alguna influencia también en su pronunciación? ¿De qué manera? ¿Por qué?	
• ¿De qué modo el uso de la poesía –el desarrollo de las actividades que se articulan alrededor de ésta- contribuyeron en su creatividad? • ¿Cuál fue el grado de envolvimiento que tuvo usted en el desarrollo de cada actividad?	
• ¿Cómo concibe usted el proceso de guía, orientación y preparación que se llevó a cabo antes, durante y después de cada tarea oral? • ¿De qué modo cree usted que esto contribuyó en la mejora y el desarrollo de sus habilidades y/o producciones orales?	
• ¿De qué modo concibe usted la manera en que se orientó la lectura y la comprensión de cada poema trabajado? • ¿Cree usted que esto contribuyó de manera positiva antes, durante y después del desarrollo de cada producción oral? ¿Por qué?	

Annex 3. Student's Video Recording

Annex 4. Matrices for the analysis process

Matrix for interviews

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research
Laura Stefanny Figueroa León

General category	Theoretical description	Subcategories	Theoretical description	Comments
USE OF POETRY	Tompkins (2005) revealed that poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts.	Reading process	According to Cuq and Gruca (2005), when developing reading activities in a language class, it is crucial helping the learner to construct meaning, which means assigning him a reading project, defined by objectives, which consists of giving him a certain number of tasks to perform and putting him in an active situation.	**P1:** todo estuvo muy bien trabajado, ya que cada poema fue desglosado paso por paso, primero nos contextualizábamos con unas imágenes o vídeos, después leíamos el título analizábamos de qué trataría sin antes leerlo. Después ya mirábamos como estaba estructurado el poema, el número de estrofas, de versos, y pues ya después de haberlo leído y haberlo analizado y haber buscado el vocabulario desconocido, tratábamos de enlazar el tema central con la realidad o con una situación social cercana. **P2:** Considero que estuvo muy organizado ya que cuando esta lectura se divide en distintos momentos uno es capaz de llegar a la comprensión de lo que trata el poema. A mí me gustó mucho la forma en que trabajamos los poemas ya que era todo como una secuencia, primero veíamos imágenes o un vídeo y reflexionábamos en ello, luego leíamos el título y lo analizábamos, después sí ya leíamos todos el poema y buscábamos palabras desconocidas y después sí ya hablábamos del tema central de cada uno. Eso nos permitía entender muy bien **P3:** Siento que se manejó de una manera muy completa, Laura en la parte en la que hacíamos la comprensión del poema, decidió es por partes, de manera que nosotros pudiéramos apropiarnos poco a poco e írnos conectando poco a poco con la actividad. **P4:** a la hora de la producción oral, este trabajo previo contribuyó de manera positiva ya que nosotros desglosábamos como esas ideas claves, entonces uno ya tenía como esa parte bien clara, y pues al momento de realizar cada producción oral, no era como "¿de qué era que se trataba el poema?, no, uno ya tenía eso muy claro, y enlazaba esas ideas que teníamos con las que íbamos a añadir al momento de realizar cada actividad oral. Ya ese proceso de comprensión, nos dejaba ya todo claro en clase, entonces era como más sencillo, en mi caso pues no tenía ya que volver a leer el poema, ya era más fácil organizar todas las bases que uno tenía y producir. **P5:** Fue bastante provechosa para nosotros porque nos ayudó más a familiarizarnos con este tipo de textos en inglés, y eso se vio reflejado en las reflexiones y en las producciones que hacíamos en cada actividad oral, porque se notaba que me apropiaba del tema y lo desarrollaba bastante bien. **P6:** eso me ayudó a tener una idea muchísimo más clara de cada poema que íbamos trabajando. Siento que contribuyó bastante y bastante bien, creo que las actividades que acompañaron la lectura en clase me permitieron entender ese mensaje oculto de cada poema, algo que me facilitó por ejemplo

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research
Laura Stefanny Figueroa León

				que habíamos en español, porque el inglés es otra cosa, es muy distinto, entonces al estar gramaticalmente bien escritos uno se puede guiar y apropiar de ese uso correcto del inglés.
ORAL PRODUCTION	Harmer (2001) argues that from the communicative perspective, speaking has several different aspects comprising two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through well guided activities; and, fluency, conceived as 'the ability to keep going when speaking spontaneously'.	Grammar	Considered as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language".	**P1:** en base a las actividades de los vídeos, creo que ayudó demasiado a la gramática porque a la hora de grabar tenía que hacer un guion primero, y revisar que todo estuviera bien gramaticalmente y ahí me daba cuenta de cuáles eran los errores que tenía. Y a la misma vez, gracias a estas actividades y presentaciones orales pudimos poner en práctica cada tiempo verbal que revisábamos según el poema y según la unidad que estudiábamos a lo largo del curso. **P2:** a la hora de las presentaciones orales, ya que pues íbamos incluyendo cada tiempo gramatical visto, dependiendo de la unidad gramatical. Esto me permitió practicar cada tiempo gramatical visto, además de que al momento de usarlo de manera oral, es necesario que uno se apropie como tal del tema, y de las reglas, y esto me ayudó en eso. **P3:** sí, en las actividades orales ahí yo tenía muy en cuenta las estructuras gramaticales, el vocabulario, todo esto para mejorar. **P4:** ya en cuanto a la realización de las actividades orales considero que fue gracias a lo que pedía cada ejercicio oral, o sea, el empleo de un tiempo gramatical o alguna temática en especial lo que ayudó a comprender y saber manejar como tal el uso correcto de cada tiempo gramatical, ahí

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research
Laura Stefanny Figueroa León

				reforzábamos todo lo que veíamos en clase, y pues que no sólo lo dejábamos en ejercicios escritos o sólo de gramática sino situaciones reales que incluyeran esa producción oral. **P5:** me ayudó bastante, porque como dije anteriormente, creo que nos ayuda a reforzar esa parte gramatical y para no dejarlo como tal visto en ejercicios escritos, sino como tal emplearlo en contextos reales en el que usemos la lengua inglesa. **P6:** considero que los vídeos me dieron ese espacio de reforzar y poner en práctica todos los temas que revisamos a lo largo del semestre, y no sólo en clase, sino también en mi casa cuanto estaba practicando y preparando cada actividad que teníamos que realizar, y lo he cogido mucho para mi manera de hablar en inglés. (ha configurado mi forma de hablar en inglés). **P7:** las actividades orales como los vídeos y las exposiciones que hicimos con base en estos poemas me ayudaron mucho en mis habilidades gramaticales, y no sólo al escribir sino al hablar, o sea, emplear los tiempos del inglés, las estructuras de cada tiempo, ya que todo eso lo pude practicar con cada actividad oral, porque cada vídeo y cada exposición como que nos centraba en una actividad en
ORAL TASKS	According to Nunan (1993), students cannot express themselves effectively when they are asked to participate orally in communicative activities, mainly because there is no distinction between knowing various grammatical rules and being able to use them effectively and appropriately when communicating.	Connection between the subject of the poem and the unit topic to be covered	Littlewood (1981) suggests that learners must develop skills and strategies for using the language to communicate meanings as effectively as possible in concrete situations.	**P1:** creo que fue muy provechosa, que estaba muy bien ya que, pues, a la hora de mirar los poemas al mismo tiempo aprendíamos de gramática y eso era una manera distinta de aprender gramática y podíamos además ir estudiando para el parcial y/o un examen. Y más encima, por cada poema hacíamos una actividad escrita y una actividad oral, que ayudaba en la gramática que se estaba trabajando en cada unidad además de la temática en general, por ejemplo en el caso del segundo poema "Victim of the past" pudimos recrear una situación dentro de la actividad oral en la que nos fue necesario emplear expresiones de consejos y sugerencias, eso fue muy bueno. **P2:** Pues me parece muy bien, ya que al momento de acabar con la explicación de cada unidad, con las actividades que giraban en torno al poema podíamos reforzar, ya sea como tal la lectura y el análisis de los poemas o bien, la realización de cada vídeo. **P3:** creó que me contribuyó en mis habilidades orales puesto que cada poema contenía vocabulario nuevo, que pues íbamos adquiriendo a medida que íbamos haciendo las actividades, y esto pues engrandece la forma en la que nosotros nos expresamos o nos comunicamos verbalmente en cada producción oral. **P4:** me pareció súper excelente la forma en la que ella conectó las dos cosas. Esto me ayudó mucho porque puse en práctica todas las temáticas que habíamos trabajado en clase, los tiempos

Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research
Laura Stefanny Figueroa León

				gramaticales, entonces uno se daba cuenta como de "ay, así es como se utiliza tal" y puedo opinar acerca de algo y me ayudó de una forma excelente porque ya sé cómo utilizar por ejemplo superlativos, presente perfecto, entre otros. **P5:** considero que sí fue muy provechosa pues nos ayudaba a entender mejor el tema que estábamos estudiando, también a fortalecernos y tener como esos tiempos gramaticales bien presentes. Por ejemplo, al momento de revisar la unidad 6, la del "Going to" y "planning to", la actividad que se planteó con base en el poema "Paolo's Machine" y el hecho de tener que inventar un viaje en el que emplearíamos la temática del poema, que era alejarnos de esa necesidad a la tecnología y cómo no está afectando en la sociedad, y al mismo tiempo de usar el tiempo verbal visto, eso me ayudó a apropiarme como tal del uso de esa temática, y también el hecho de usar de este modo natural la lengua inglesa en varias situaciones. **P6:** esto fue una estrategia bastante efectiva y provechosa ya que a lo largo de este semestre no nos enfocamos únicamente en revisar los temas gramaticales y dejarlo en la explicación solamente, sino que se nos dio el espacio para seguir practicando en cada uno de ellos de distintas formas, y pues más aun cuando cada temática o unidad a abordad la pudimos conectar con los poemas que leímos y las

Matrix for journals

General category	Theoretical description	Subcategories	Theoretical description	JOURNAL #1	JOURNAL #2	JOURNAL #3	JOURNAL #4	JOURNAL #4
USE OF POETRY	Tompkins (2005) revealed that poetry not only supports reading, but also enhances enjoyment of language and learning. Language learning is an integrative process comprising reading, writing, speaking, and listening in meaningful contexts.	Reading process	According to Cloq and Grace (2005), when developing reading activities in a language class, it is crucial helping the learner to construct meaning, which means assigning him a reading project, defined by objectives, which consists of giving him a certain number of tasks to perform and putting him in an active situation.	Durante la realización de cada una de las etapas que guiaban el tratamiento del texto (en un primer momento) los estudiantes se mostraron bastante atentos y evidenciaron su buena comprensión hacia el poema a tratar (Blue Bird-Charles Bukowski). No obstante, sólo algunos de los estudiantes reflejaron una actitud de inconformismo debido a la tipología de textos a emplear, además del trabajo que éste tipo de textos exige (la poesía) al momento de comprender lo que en él reside.	A lo largo de la primera etapa, los estudiantes pudieron identificar, al momento de observar las imágenes propuestas en la planeación, el tema principal en el cual el poema se basaría. Así pues, al momento de preguntarles qué problemática podían identificar con base a aquellas imágenes, muchos de los estudiantes expresaron que se trataba de aquella incapacidad que tiene el ser humano para olvidar todas aquellas malas experiencias que éste ha vivido.	Dentro de la primera etapa de lectura, se les pidió a los estudiantes que observaran 6 imágenes las cuales pretendían como tal contextualizarlos y anticiparlos a la temática que íbamos a tratar –sin antes haberles mostrado el poema a leer-. Efectivamente, durante este ejercicio los chicos llegaron a la conclusión de que trabajaríamos alrededor del tema de los días especiales, una de las temáticas recientes que revisamos en la unidad 4.	Las 4 etapas que se desarrollaron (pre-lectura-observación del texto-lectura silenciosa-después de la lectura) fueron exitosas puesto que se presenció la participación de todos los muchachos, incluso, a pesar de que el poema esta vez era extenso, no mostraron objeción o disgusto alguno.	Debo decir que, fue muy grato el hecho de que este quinto poema haya efectuado una reacción nuevamente agradable y motivante por parte de los estudiantes, algo que facilitó el desarrollo de las 4 etapas de lectura que se desarrollaron durante la lectura de este poema.

| | | Creativity | Poems present interesting themesand meaningful language, thereby increase emotional awareness in the learners, and motivating learners not only emotionally but also cognitively to communicate creatively in L2 (Lazar, 1996). | | | | | |
| | | Vocabulary | Harlan (2005) supports poetry stating that "Among other reasons, poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress" | las palabras que los estudiantes aprendieron con base en la lectura de este poema fueron:
 • Pour
 • Bartender
 • Grocery clerk
 • Screw up
 • Mess
 • Asleep
 • Quite | Así mismo, estos pudieron aprender nuevas palabras con base en la lectura del poema ya mencionado. Las palabras que resultaron ser nuevas para los estudiantes fueron:
 • Underground
 • Blind
 • Dungeon
 • Keeper
 • Hiring | Así mismo, estos pudieron aprender nuevas palabras con base en la lectura del poema ya mencionado. Cabe resaltar que debido al tamaño del poema – el cual fue bastante corto- fueron muy pocas las nuevas palabras que resultaron ser nuevas para los estudiantes, pues la verdad éste manejaba un léxico poco avanzado que se ajustaba a su nivel. Las palabras que resultaron ser nuevas para los estudiantes fueron:
 • Filled | Éstos pudieron aprender nuevas palabras con base en la lectura del poema ya mencionado. Las palabras que resultaron ser nuevas para los estudiantes fueron:
 • Gadgets
 • Sink
 • Blubber
 • Watery | Los estudiantes pudieron aprender nuevas palabras con base en la lectura del poema ya mencionado. Las palabras que resultaron ser nuevas para los estudiantes fueron:
 • Ghostly
 • Vile
 • Spread
 • Soak
 • Stain
 • Fury |

Laura Stefanny Figueroa Lema

						• Showering • Strike • Through		
		Grammatical structures	Thango (2017) affirms that students can learn language and grammar easily when they read poems and identify language aspects on their own. This enables them to express their opinions and describe particular linguistic devices used in a poem.					
STUDENTS	Harmer (2001) argues that from the communicative perspective,	Grammar	Considered as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language".	La mayor parte de los estudiantes tuvo un buen desempeño en la actividad propuesta, muchos de ellos evidenciaron haber implementado correctamente el tiempo pasado en la biografía basada en el autor que desarrollaron.	Después de realizar la evaluación correspondiente a la producción que los estudiantes realizaron para esta segunda tarea (lo que fue su primer examen oral), fue posible identificar la facilidad de algunos estudiantes de organizar y comunicar sus ideas.	Después de realizar la evaluación correspondiente a la producción que los estudiantes realizaron para esta tercera tarea (que fue sumamente buena), fue posible identificar la facilidad de algunos estudiantes de organizar y comunicar sus ideas.	Fue evidente el uso de las distintas expresiones que se trabajaron en clase alrededor de la temática "Going on holiday", muchos de ellos enriquecieron su producción oral con el uso de todas las expresiones trabajadas así como también el empleo del "Going	Por la parte del empleo de la lengua inglesa fue evidente que de trasfondo había una muy buena preparación y estudio en las temáticas abordadas.

| | | Connection between the subject of the poem and the unit topic to be covered | Littlewood (1981) suggests that learners must develop skills and strategies for using the language to communicate meanings as effectively as | | | | | |
| ORAL TASKS | According to Nunan (1993), students cannot express themselves effectively when they are asked to participate | | | | | | | |

Implementing poetry as a mean of nurturing speaking skills among pre-intermediate student at the University of Pamplona: An action research
Laura Stefanny Figueroa Lema

	orally in communicative activities, mainly because there is no distinction between knowing various grammatical rules and being able to use them effectively and appropriately when communicating.		possible in concrete situations.					
		Speaking procedure	According to Brown (1994); Burns & Joyce (1997); Carter & McCarthy (1995), the speaking process includes activities that take place prior to, during and after the actual speaking situation.	Fueron muchos los estudiantes que no asistieron a las asesorías que se les brindó para preparar las producciones orales.	En esta segunda etapa fueron más estudiantes que la vez pasada al espacio de asesoría con el fin de corregir y mejorar sus futuras producciones orales.	Durante esta tercera actividad oral, los estudiantes que antes no iban a asesoría se presentaron y pudieron aclarar duda y demás, lo cual se evidenció en las mejoras de sus producciones orales.	Hubo muy buena participación en las asesorías por parte de los muchachos a lo largo de esta actividad oral.	A pesar de los inconvenientes que se presentaron en la U, los chicos estuvieron atentos a cualquier espacio que tuvimos de asesoría para poderlos orientar y guiar en el desarrollo de una buena producción oral.
		Involvement and motivation	According to Ruso (1999), task-based learning is "helpful in students' motivation and learning. It encouraged students' practice opportunities of the target language receptivity in the	A lo largo del desarrollo de la primera secuencia de lectura y así mismo la ejecución –por parte de los estudiantes- de la primera producción oral fue posible identificar que la mayor parte de los estudiantes mostraron interés	Durante la ejecución de esta segunda secuencia, la participación por parte de los estudiantes no disminuyó, al contrario, la temática propuesta por el poema a tratar 'Victim of the past' resultó ser bastante atractiva para los	Durante la ejecución de esta tercera secuencia, la participación por parte de los estudiantes se vio afectada por dos estudiantes que se mostraron un poco apáticas desde el comienzo e incluso hasta el final de la clase (que fue donde se realizó el trabajo del poema); no obstante, el resto de	Durante la ejecución de esta cuarta secuencia, cabe resaltar que todos los estudiantes se mostraron bastante atentos y curiosos con respecto a la temática que estábamos desarrollando con el poema "Paolo's machine". Es posible	En el transcurso de esta quinta secuencia de lectura, el poema en el cual se trabajó fue "Alone" por el escrito Edgar Allan Poe. Cabe decir que la investigadora pudo dar cuenta de un muy buen ambiente dentro del aula de clase, los estudiantes

Rubric for Student's oral production

University of Pamplona
Faculty of education
Foreign Languages English - French
Pre-intermediate A2

Student: _Jhon Cifuentes_   Examiner _Karen Garay / Laura Figueroa_

Evaluation criteria					
Proves to have prepared the oral presentation.	0	1	1.5	2	
Can make an introduction and use basic greeting and leave-taking expressions.	0	1	1.5		
Can give a simple presentation of the poem as well as the author.	0	0.5	1.0	1.5	2
Can use simple phrases and sentences to describe and explain the main topic of the poem.	0	1	1.5	2	2.5
Can handle the use of the present simple and present continuous.	0	1	1.5	2	2.5
Can give short, basic descriptions of the situation she/he is going to talk about.	0	1	1.5	2	2.5
Can use properly a set expressions commonly used when giving advice.	0	1	1.5	2.5	3.0
Creativity	0	0.5	1	1.5	
Linguistic competences					
Grammar and vocabulary Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about certain situations.	0	1	1.5	2	2.5
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	1	1.5	2	2.5
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	1	1.5	2	2.5
Total			21	/25	

Grammar and vocabulary	Pronunciation	Other
Let's start It depends on the point of view He says (who?) thinking about I got close I told him	Talk poem written Depressed whole image	

Annex 5. Student's leave

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Pamplona, 01 de octubre de 2019

Estimado(a),

Andrés Salazar, segundo semestre

Estudiante segundo semestre (Inglés A2)

Cordial saludo,

Yo, Laura Stefanny Figueroa León, identificado con C.C 1090509828 de Cúcuta, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en el curso de Inglés segundo semestre acompañado de la supervisión de la docente Karen Johana Garay. Me dirijo a Usted con el fin de solicitarle la autorización para que participe en mi proyecto de práctica titulado **Implementing poetry as a means of nurturing speaking skills among pre-intermediate students at the University of Pamplona: An action research**, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto les solicitaré el permiso para grabarlos (audio/video). Es importante mencionar que la información por usted suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

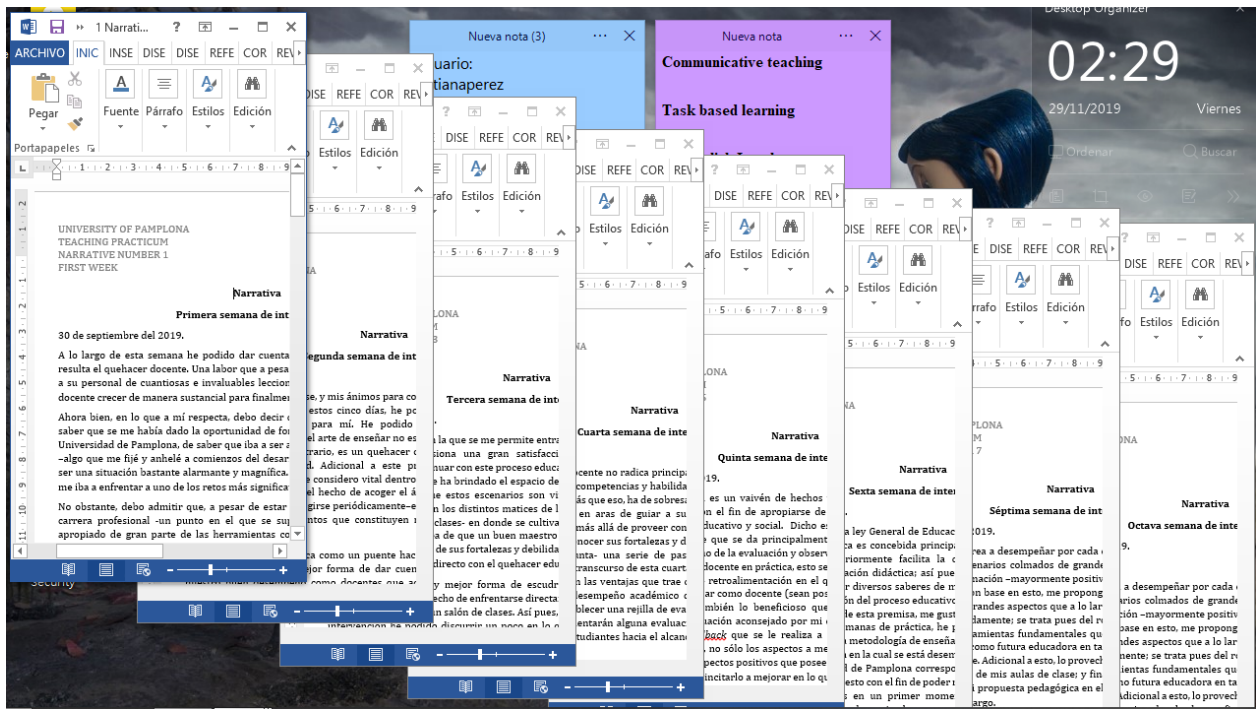Agradeciendo su atención,

Firma de autorización: _Andrés Salazar_

Cordialmente,

_____ c.c. 1090509828

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
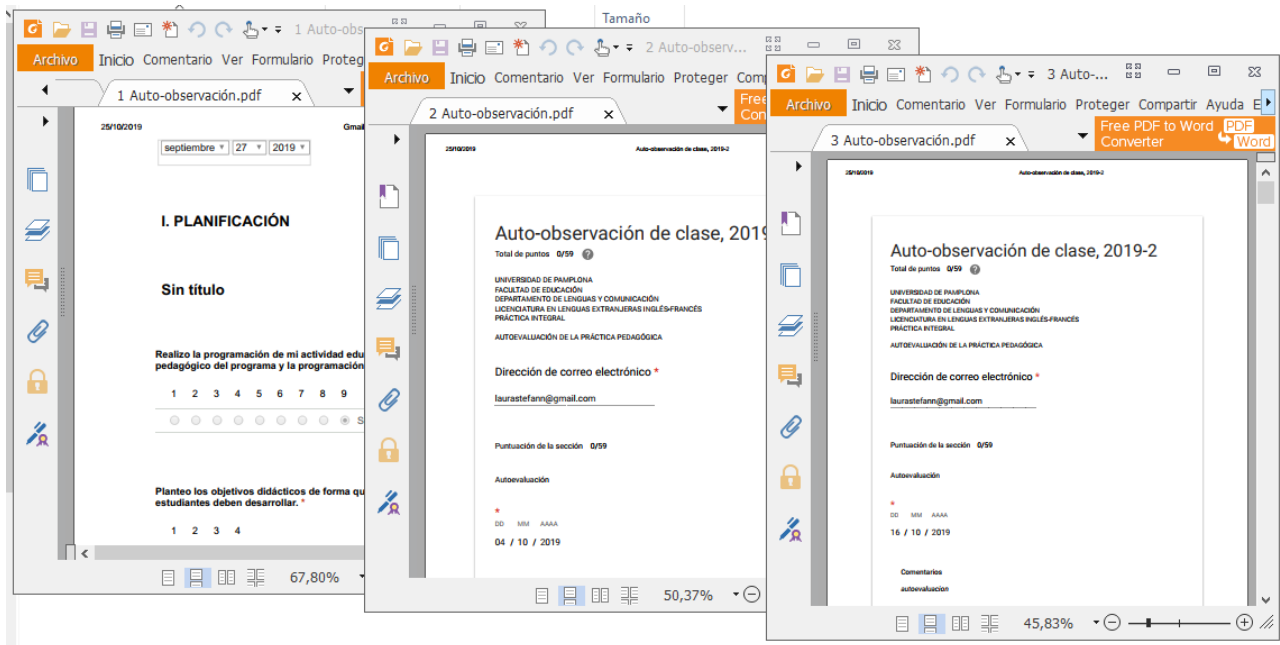Universidad de Pamplona

Annex 6. Final Product.
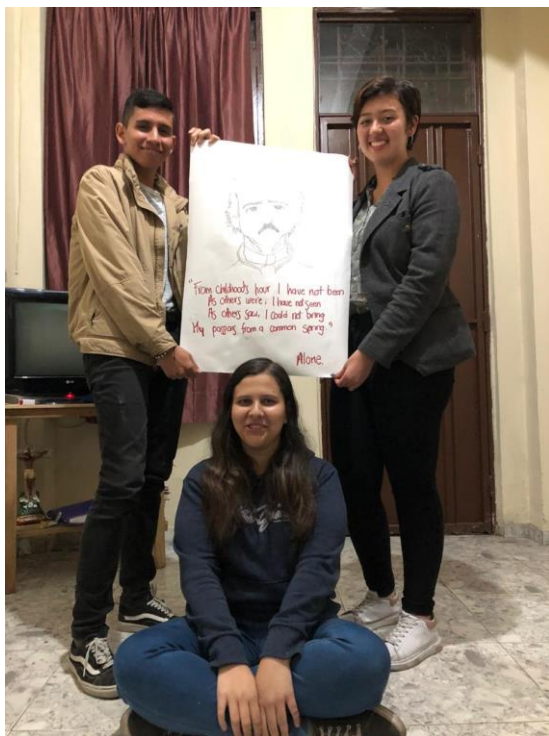
Annex 7. Narratives
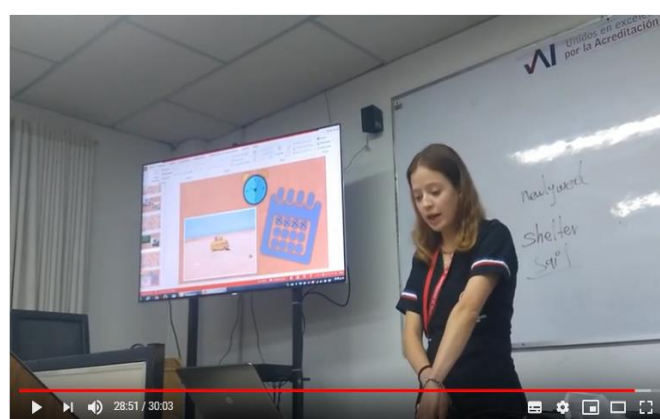

Annex 8. Self-observation checklist

Annex 9. Class recording

Pre-intermediate English Course - 23th October 2019th.
1 vista • 25 oct. 2019

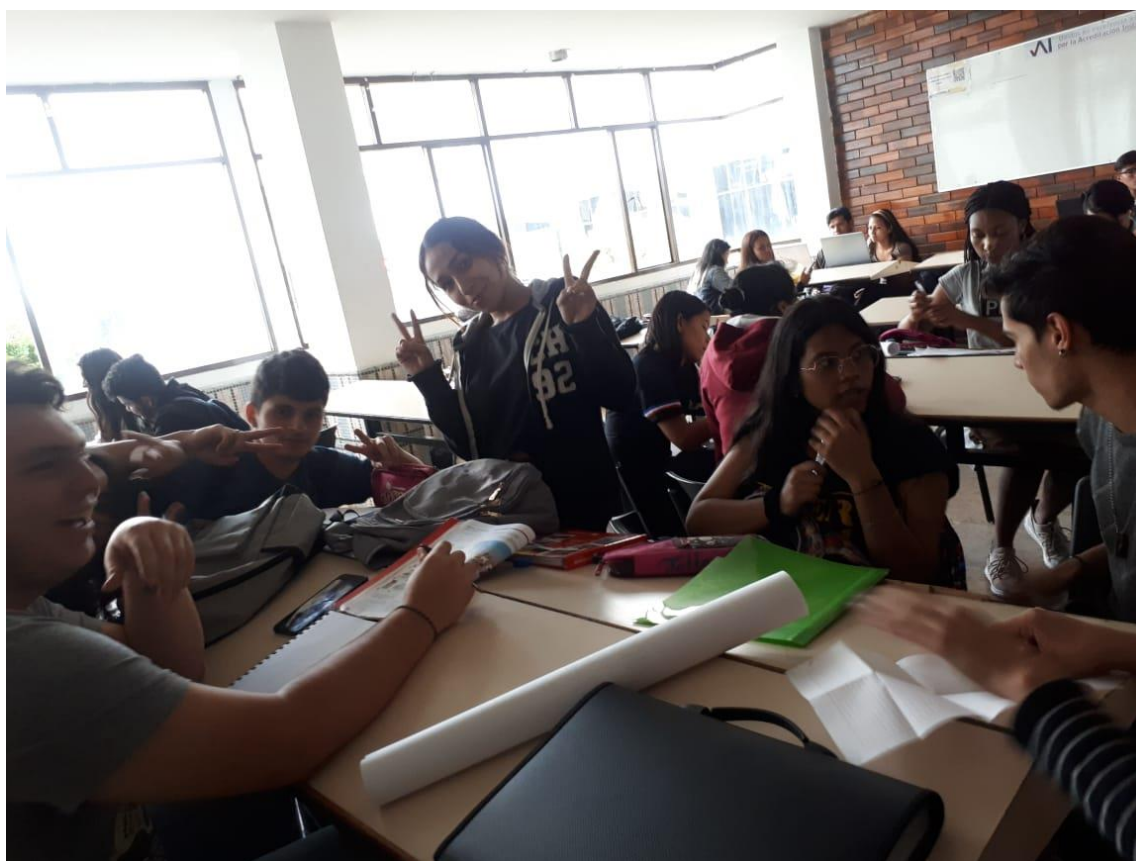Pre-intermediate English Course - 23th October 2019th.
1 vista • 25 oct. 2019

Pre-intermediate English Course - 23th October 2019th.
1 vista • 25 oct. 2019

Annex 10. Accreditation meeting

Annex 11. Tutoring

Annex 12. Chanteclair