

**The use of urban poetry as a mean to enhance reading comprehension and
develop writing production on eleventh graders at Águeda Gallardo de Villamizar High
School: An action research**

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The use of urban poetry as a mean to enhance reading comprehension and develop writing production on eleventh graders at Águeda Gallardo de Villamizar High School:

An action research

CHAPTER I

General Presentation

This project conceives a process composed of seven chapters focused on different purposes which enable the pre-service teacher to experiment his/her role in an educational institution considering academic, methodological, and reflective aspects. Firstly, the institutional observation, allowing to explore the context and in this way to comprehend the situation through a diagnostic divided into four levels such as administrative, pedagogical, technological, and the obtention of information about the concerning population. Secondly, the pedagogical and investigative component with the purpose of applying a strategy to attend a problematic through the creation and development of a project; in this case, the implementation of the urban poetry as a mean to enhance reading comprehension and develop writing production. Thirdly, the outreach component which aims to raise awareness of teaching English as a foreign language in primary students, by promoting them to learn in order to develop competences and skills of social and cultural significance. Specifically, this project was based on the use of short stories to teach vocabulary to students from 5th grade. Another chapter is based on the intra-institutional activities component, this one integrates the preservice teacher in extra-institutional commitments acquiring acknowledgment about the teacher's responsibilities in the professional field. Consecutively, the two final chapters based on the reflective approach through the process of integral practice, and the material design during the weeks of national strike.

Introduction

Nowadays, learning a second language is regarded as a fundamental element since the countries are more and more interconnected to get educational and professional opportunities coupled with an essential way to recognize the diversity of cultures around the world. Therefore, to dominate another language contributes to obtain employment, to improve the academic level by studying abroad, to create social relationships raising awareness in the society fostering bonds of tolerance and coexistence. For it, English teaching has become necessary in Colombian schools.

In this context, the National Ministry of Education (MEN) in Colombia has been establishing a plan aimed to strengthen the teaching and learning of English in the country. In 2004 the government proposed the National Plan of Bilingualism 2004-2019, to become students more competitive and able to communicate in English. Nowadays, the MEN continues by emphasizing the importance of English learning as an opportunity for interaction, development, and communication for society.

In schools are employed different activities which allow the students to develop the four skills of English Foreign Language (EFL) such as reading, writing, speaking, and listening. However, in some cases, these fundamental abilities are not fully addressed to the students. Currently, as a consequence of the pandemic caused by COVID-19, the educational establishments have adopted the use strategies to continue the teaching and learning process of English, but the virtuality does not allow continuous monitoring about the development of the whole competences and skills. This is the case of reading comprehension and writing production, which improve the critical sense of students, promotes creativity building new knowledge, reinforces previous

understandings, additionally working on these skills allows the scholars to develop other abilities such as critical and reflexive thinking. For that reason, the pedagogical component aims to implement the use of urban literature for enhancing literacy skills on students through different and interactive activities.

Justification

Taking into consideration that the teaching/learning process of English has taken high importance in the educational institutions in Colombia, given that promotes and helps the students to create opportunities in the professional and educational field, the ministry has proposed the Basic Foreign Language Proficiency Standards, establishing guidelines in each one in the basic and medium levels; through which the government seeks for the students of the highest degree to achieve the level b1 in English according to the Common European Framework of Reference for Languages (CEFR). Therefore, the development of communicative competences has been elemental in the schools to increase cultural exchanges and to educate more competitive students. This process implicates the strengthening of the skills such as speaking, reading, listening, and writing in a way that the students could learn significantly by producing elemental knowledge to communicate in another context.

Through the institutional observation carried out at the technical institution Águeda Gallardo de Villamizar specifically in 11th grade students and considering other aspects such as the perspectives of teachers, the non-participant observations during the meeting, and the questionnaire conducted by the students, it was recognized some lacks in reading comprehension and writing

production due to English classes are based on the acquisition of grammar and vocabulary and not on gathering and understand the main idea from texts . Firstly, students do not get a concise comprehension at the end of reading a fragment, moreover, few of them attempt to translate short sentences. Furthermore, the pronunciation when reading is poor due to students do not practice reading aloud. On the other hand, in writing productions students have some mistakes and they unknown connectors to transmit information. On account of this, the pedagogical and investigative component aims to use urban literature as a main to improve literacy skills such as reading and writing allowing the students to acquire knowledge through the development of critical thinking, motivation and attitudes about social problems.

The implementation of this proposal will beneficiate of 11th grade students from peripheral areas and some rural places such as Tame and San Carlos, students who do not have enough economic resources, scholars with a low level in English because of short-term memory which avoids the learning process. In the same way, the motivation to carry out this proposal is to contribute to San Juan Bosco legacy, which is focused on helping youth in need. In addition, I consider this is a space that allows to know the teacher role in order to prepare future teachers with new strategies for improving English communicative skills on students.

On the other hand, the process to carry out the development of the outreach component is based on the implementation of short stories in order to contribute to the acquisitions of linguistic competences on students from 5th grade in order to accomplish objectives that aims to benefit the primary school. In contrast, the component of interinstitutional activities is focused on explore the teachers' role and know their responsibilities in the professional field.

Objectives

General objective

- To use urban poetry as a main to enhance reading comprehension and develop writing production on 11th grade students.

Specific objectives

- To enhance reading and writing skills by using urban poetry in 11th grade students in Águeda Gallardo de Villamizar High School.
- To teach vocabulary by using short stories in students from 5th grade.
- To participate in extra-curricular activities as an active member of the institution Águeda Gallardo de Villamizar.

Conclusions

The procedure followed for the pre-service teacher in order to accomplish each one of the components that composes this project was fundamental for the acquisition of learning about each one of them as well as the experience obtained contributed to understand the teachers' role in the institution by considering the activities in the institution, the possible issues that emerge during this process, the grateful experiences with children and learning acquired thanks to the supervisor. Taking into account my implication with students from high-school I could determine the importance of looking from interesting activities for the students in order to motivate them to continue with the learning process of English given that this is an opportunity of which they can

take advantage on the future. Moreover, the outreach component helps me to comprehend that with children it is necessary to use interactive games that facilitates the process of learning, moreover, they enjoy this type of activities. Related to the administrative component, the teachers have an essential and active participation in the institution because they are who lead and propose the cultural and academic performances.

CHAPTER II

Institutional observation

Location

This project will be carried out in the institution Agueda Gallardo de Villamizar located in the urban area of Pamplona, specifically at carrera 9 No 9 -103 quarter Salesiano, conducted by the “Hermanas Salesianas” under the direction of the Rector Sor Sol Cristina Arredondo. This educational center got operating license on July 24th in 1962, and nowadays it counts with three headquarters such as Escorial, Jardin Infantil Nacional, and Santisima Trinidad; in which, the establishment has provided academic training to children and young people from all over the region based on quality and coverage for all the population creating development and improvement to the living conditions.

On the other hand, the institution offers an educative project based on the students' needs, in order to educate good citizens as well as solidary, autonomous, and tolerant persons capable of solving problems through which they could demonstrate their merciful heart.

Administrative level

Main aspects of “PEI”

The Águeda Gallardo de Villamizar school is an inclusive family without discrimination of religious beliefs, race, sex, and socioeconomic conditions. In the same way, this is considered an official institution emphasized on Christian and catholic philosophy, inspired in the educational action specifically on the prevented system, the pedagogical alternative of San Juan Bosco. This approach is oriented to train students of good Christians and honest citizens, as well as it implies taking into consideration three main pillars. First, reason, which leads the students to acquire a fundamental conviction in life. Religion, guiding students to a transcendent choice of life, assuming their role as a child of God and learning from Maria Madre and Auxiliadora. Finally, kindness, the pedagogy of love, involving patience and care for each person.

However, it should be noted that the “PEI ” of the educational center assumes the objects and foundations of the general education law with the purpose of establishing government policies and in this way to allow quality, efficiency, coverage, and effectiveness. For this reason, there are some factors that promote community development including integral formation, moral, spiritual, social ethical, and other human values as respect for life and incorporation in economic, political-administrative and cultural aspects of the nation.

Regarding the learning process, students could acquire and generate scientific, technical, historical and knowledge. By contrast, students could develop critical, analytical, and reflective capabilities with the purpose of creating new alternatives of a solution to the problems, the social and economic progress of the country. In addition, the PEI promotes the care of the environment as an elemental action in defense of cultural heritage.

The institutional objectives are divided into two parts. First, the general objective is focused on strengthening the educational-pastoral approach of the institution from the human and Christian values. Secondly, the specific objectives composed of four purposes such as living relationships with co-responsibility, guiding the new generations based on the preventive system, using the human and economic resources in order to provide quality education, and strengthening relationships with the other institutions of the city.

Organigram

Concerning the relations among the educative community, it should be pointed out that these allow the accomplishment of the institutional objectives and goals. Therefore, the “Colegio Técnico Águeda Gallardo de Villamizar” has established that the style of relations must be circular, by taking into account the co-responsibility, being autonomous and assuming authority in the life project of everyone (Figure 1).

Regarding the possible problems that could arise in the institution, it is important to take into account the official channel established: person involved, mentor group or teacher, coordinator, director, academic council, and the board of directors

Guidelines “MEN” for the Health Emergency

Based on the strategy adopted by the ministry of national education to continue with the work from home in the context of the health emergency caused by the COVID 19 some changes were made in the English area in order to continue with the learning and teaching process of the foreign language, particularly on the different communicative competences such as reading, writing, speaking and listening. In that context, the government establishes the identification of key communication channels to facilitate interactions between actors in the education community and review the curriculum, time and manner of implementation. Therefore, the modifications were adaptation of printable workshops, elaboration of biweekly workshops, design of relevant activities, execution of synchronic meetings, elaboration of explicative videos, tutoring and feedback.

School hours

The institution offers unique school hours for 10th and 11th graders having a convention with the national learning service SENA for technical media in two specialties: tourist animation and sale of products and services. Nevertheless, by taking into consideration the modification because of the pandemic, teachers work with the students one hour per week in the respective areas.

chronogram and programming institutional (Table 1 and Table 2)

Posesión del Personero, contralor y demás miembros del Gobierno Escolar	26 de marzo	Estudiantes y directores de grado Quinto y 11 Departamento de Ciencias sociales
Día mundial del agua	22 de marzo (SE INCLUYE EN LA IZADA DE JUNIO)	Departamento de Ciencias Naturales
Eucaristía María Auxiliadora	24 de marzo	NOVENO GRADO
ABRIL		
Día del buen pastor Día de la Tierra	22 de abril (SE INCLUYE EN LA IZADA DE JUNIO)	Departamento de Ciencias Naturales
Día del idioma	23 de abril	Departamento de Lengua Castellana Departamento de Inglés
Día de la secretaria	26 de abril	Comité social
MAYO		
Día del trabajo	1 de mayo	
LANZAMIENTO DEL MES DE MAYO	30 DE ABRIL	ONCE GRADO Y TITULARES
Fiesta de Madre Mazzarello FIESTA DEL EDUCADOR SALESIANO	13 de mayo	CUARTO DE PRIMARIA COMITÉ

Table 2. Chronogram Institutional Activities Águeda Gallardo de Villamizar

Pedagogical level

Planning of the language area

Águeda Gallardo de Villamizar Institution follows a sequence in order to organize each one of the parts of the class. This process is divided into:

The general information: teacher, grade, workshop number, period, central theme, assignment, deadline, and objectives.

Exploration: Knowledge, diagnosis and activities related to familiarization with the topic to be addressed in the guide.

Theoretical foundation or structuring: Contents or theoretical aspects of the topic to be addressed in the class.

Information appropriation or implementation workshop: application workshop on the contents or theoretical references addressed in the guide.

Evaluation: test type questions SABER preferably.

Auto-evaluation: this test is applied by the students considering their process in the development of activities.

Methodology of the collective teaching of languages

Generally, English teachers meet once weekly, but owing to the pandemic the institution has changed the number of meetings establishing one each two weeks in order to make known aspects related to the area. That kind of spaces allow the concatenation of the topics for facilitating the teaching and learning process of the subject. In the same way, it is based on the organization of activities to carry out in the institution or create events according to the chronogram.

Pedagogical resources

with the purpose of continuing the development of the classes throughout the pandemic, the institution adopted some resources in order to facilitate the teaching and learning process, some resources of the area are: printable guides from preschool to eleventh grade which have audios and videos; the linguistic portfolio to do the activities by hand, and the use of media to share information and to carry out the meetings for classes.

Ministry guide text

The institution Águeda Gallardo de Villamizar is focused for the MEN through the program “Colombia Bilingüe” that’s why the educative center has some texts for the students from 6th to 11th grade such as Way to go and a series called English, Please. Currently, the institution the institution carried out the purchase of printable guides to facilitate the work of children and adolescents that does not have access to internet.

Syllabus (Table 3) *Table 3. Syllabus Águeda Gallardo de Villamizar Highschool*

ESTÁNDARES	EJES TEMÁTICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
<p>Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria</p> <p>En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas complejas, cometo errores</p>	<p>PLANET EARTH</p> <ul style="list-style-type: none"> •Wh-question words, •Telling the time, •Adjectives and prepositions, <p>Past simple, My recent past events</p> <p>Connectors while and when</p> <p>Future will and Be going to</p> <p>Would like to</p> <p>Making suggestions, Giving reasons and opinion</p>	<p>ESCUCHA</p> <p>Sigo las instrucciones dadas en clase para realizar actividades académicas.</p> <p>LECTURA</p> <p>Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.</p> <p>ESCRITURA</p> <p>Escribo narraciones sobre experiencias personales y hechos a mi alrededor.</p> <p>MONÓLOGO</p> <p>Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.</p> <p>CONVERSACION</p> <p>Me arriesgo a participar en una conversación con mis compañeros y mi profesor</p>	<p>Contribuyo a que los conflictos entre personas y entre grupos se manejen de manera pacífica y constructiva mediante la aplicación de estrategias basadas en el diálogo y la negociación</p>	<p>Reconozco mis fortalezas y debilidades frente a mi proyecto de vida</p>	<p>Identifica la estructura de preguntas de información.</p> <p>Reconoce las estructuras básicas de los tiempos pasado simple, futuro con will y going to.</p> <p>Expresa opiniones o da información de manera oral, espontánea y con un vocabulario sencillo.</p> <p>Muestra respeto por el medio ambiente a través de la promoción de prácticas responsables.</p>

Methodology

Firstly, teachers send a workshop biweekly in PDF format with audios, the topic of the class, and some exercises to practice. Then, there is a revision of the evidences to add to a linguistic portfolio, in which the students organize the formats in a better way. Additionally, on Wednesday students can share and ask questions related to the topic, as well they can explain by clarifying the exercises during the hour of the synchronic meeting on Zoom. Another, communication media to answer questions or sharing academic information is WhatsApp, a useful tool for students who do not have the facilities to internet access.

The evaluation is formative, based on the following percentages: 50% development of workshops, 30% bimonthly evaluation, 10 % text Saber 11° and 10% auto evaluation.

Accompanying arrangements

The most common platform is WhatsApp because students can ask and receive tutoring faster. Other resources are e-mail, telephone calls, forum of doubts and concerns through the platform Webcolegios, teachers answer to the students from Monday to Friday at 7:00 a.m. to 1:00 p.m.

MEN guidelines

Currently, the MEN is focused on the improvement of the communicative competences in the English area. For this reason, the methodological strategies proposed by the institution are related to teaching, thinking, speaking, writing, reading and listening the foreign language. These aspects improve the imagination, reflection, critical thinking, emotional contact, technological and ideological in another culture contributing to the academic projection.

Courses

The development of the proposal will be developed in 11th graders, however in order to complete the hours weekly, the classes will be implemented in 8th graders.

Schedule (Table 4)

	LUNES		MARTES		MIERCOLES		JUEVES		VIERNES	
7:00am-8:00am	Matemáticas 11	Tecnología 11	Español 11	Ética 11	Inglés 11	Artística 10	C. Naturales 11	Edu. Física 10	C. Sociales 11	ERE 10
8:00am-9:00am	Matemáticas 10	Tecnología 10	Español 10	Ética 10	Inglés 10	Artística 11	C. Naturales 10	Edu. Física 11	C. Sociales 10	ERE 11
9:00am-10:00am	Matemáticas 9	Tecnología 9	Español 9	Ética 9	Inglés 9	Artística 8	C. Naturales 9	Edu. Física 8	C. Sociales 9	ERE 8
10:00am-11:00am	Matemáticas 8	Tecnología 8	Español 8	Ética 8	Inglés 8	Artística 9	C. Naturales 8	Edu. Física 9	C. Sociales 8	ERE 9
11:00am-12:00am	Matemáticas 7	Tecnología 7	Español 7	Ética 7	Inglés 7	Artística 6	C. Naturales 7	Edu. Física 6	C. Sociales 7	ERE 6
12:00am-1:00am	Matemáticas 6	Tecnología 6	Español 6	Ética 6	Inglés 6	Artística 7	C. Naturales 6	Edu. Física 7	C. Sociales 6	ERE 7

Table 4. Teacher's Schedule

Schedule Pre-service Teacher (Table 5)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 8:00			11 A-B		
8:00 – 9:00				5A Jardín Nacional	
9:00 – 10:00					
10:00 – 11:00			8 A-B		5A El Escorial

11:00 -12:00					
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Table 5. Pre-service Teacher Schedule

Technological level

Connectivity

The synchronic meetings are developed through Zoom; some students connect their cellphones or the computers. The connectivity is regular because in the middle of the class there are interruptions because of the signal or the time is short just 45 minutes.

Access and use of platforms

It should be notice that all the students do not connect because of the lack of internet, approximately the number of students in 11th grade who can stablish connection on the platform are 28 from a total of 75 students.

Web colegios is used by some students, this is employed to download the works of the children. Additionally, this academic platform allows the institutions to administrate the quality of the institutions, and it facilitates the process in the education of the students.

Type of meeting

The development of the classes comprises synchronous and asynchronous meetings during the week. Each Wednesday there is a meeting of 50 minutes through Zoom to explain the topics, to answer questions of the students, to interact, share ideas and to do feedback. Moreover, each 15 days students receive a workshop of 10 pages approximately with the topics and exercises.

Development and duration of interactions

The interaction during the synchronic is developed as follows:

1. The teacher's greeting to the students, one minute.
2. Prayer, two minutes.
3. The explanation of the topic by using slides, thirty minutes.
4. Solving question of the students, four minutes
5. Practicing exercises with the participation of students, ten minutes.
6. Finally, the teacher explains the workshop with the activities to do.

Description of digital resources used

The pandemic has caused some changes for the development of the classes, forcing the use of digital resources. For that reason, the institution Águeda Gallardo de Villamizar implemented the use of the platform WEBCOLEGIOS which was facilitated by the government to the institutions with the purpose of getting a better organization with the activities and workshops developed in the classes.

Population

The students act with Christian values, they are honest, creatives, solidary, free, with honor; getting the intellectual physical and moral capabilities. Not all the students have the resources to the meetings because most of them are from the peripheral areas, Venezuelan with economic difficulties, scholars from Tame and San Carlos.

Number of students

11 A : 37

11 B : 38

Genre

In 11th A grade there are 22 girls and 15 boys

in 11th B grade there are 22 girls and 16 boys

Level of language

the level of language of the students is in a range among A-A1 and A2.

Teachers

Nataly Marfel Guarin Torres 8th and 11th

Marlen Yolima Parra Peñalosa 9th and 10th

Anderson Fabian Colmenares Caceres 6th and 7th

CHAPTER III

Pedagogical and research component

The use of urban poetry as a mean to enhance reading comprehension and develop writing production on eleventh graders at Águeda Gallardo de Villamizar High School. An action research

Introduction

Currently, the learning process of English as a foreign language has become a relevant element in the educational context of Colombia, considering that this globalized world requires communication strategies for allowing new opportunities for people as well as the progress of countries. Furthermore, the government reestablishes purposes to improve the education quality in the institutions preparing students to confront the social challenges through new contexts.

On account that the MEN (Ministry of National Education) emphasized the schools to work on communicative competences through standards for facilitating meaningful learning on the scholars, it has been necessary to carry out interesting strategies allowing the acquisition of skills that can help the students to use English as an instrument of communication to share ideas, knowledge, cultures, and experiences. However, in certain cases, teachers focus classes only on teaching vocabulary, and grammar, leaving aside the importance of putting into practice and improving the abilities of the foreign language; consequently, students are not able to comprehend a text and reflect through reading and writing activities.

Statement of problem

Firstly, writing production allows to reflect and put into practice prior knowledge of a language. Consequently, Nunan (2003) considers that writing is a way to express knowledge in a paragraph. However, this process results a complex composition since students need to organize and think about the information to structure and accomplish the objective of the reading. On the other hand, to take into account that to reflect student's skills is necessary implement writing production since students present difficulties to create short texts, additionally, this aspect concerns the implication of reading and interpretation in order to demonstrate the abilities by writing short ideas.

The process of reading goes further than to know vocabulary or translate a sentence in English; according to Mikulecky (2011:5) reading consists of a "mental process" throughout the reader links his/her knowledge with the new information, obtaining a significative meaning. Therefore, this practice has a positive significance in the learning process of students since they interpret and at the same time, they can reflect developing critical thinking. However, during the learning process of English language, students delimit this skill owing to they prefer to translate from English to Spanish without interpreting the text in a general way.

Justification

The quality of education in each one of the educational centers has been considered as one of the most important aspects that identifies the schools. In this context, the Colombian Institute for the Evaluation of Education (ICFES) measures the schools with the objective of analyzing results and identifying factors that cause low achievement in educational centers.

Considering the results obtained by the Águeda Gallardo de Villamizar High School the last year on the ICFES, the English area obtained unfavorable results, which need to be improved by reinforcing the knowledge of the students. Taking into account that the main competence evaluated in the Educational Ministry is the reading comprehension has been necessary the implementation of a strategy to allow the students to enhance reading and writing skills, in this case the use of urban poetry can result an interesting way to learn for students taking into consideration that it involves a process in which scholars explore a text through imagination, as well as to develop other abilities due to it helps the students to reflect, learn and write by transmitting ideas or perceptions.

This project is based on the execution of urban poetry owing to this strategy can result interesting for 11th graders considering that this kind of literary texts comprehend a deeper process of reflection an analysis allowing the students to explore an imaginative world where they are the main characters. Similarly, poetry involves the creation of feelings that could be represented in accordance with personal life or experiences through writing texts.

Objectives

General objective

- To enhance reading and writing skills by using urban poetry in 11th grade students in Águeda Gallardo de Villamizar High School.

Specific Objectives

- To motivate 11th graders students to read through the use of urban poetry.
- To develop critical and reflective skills through reading and writing urban poetry.

Research questions

General question

- How the use of urban poetry enhance reading comprehension and develop writing production in 11th graders?

Sub-questions

- How does the urban poetry motivate the students to learn English as a second language?
- What skills do the students develop through the use of urban poetry?

Theoretical framework

Taking into account that this project is based on the use of urban poetry as a main to enhance reading comprehension and develop writing production, some concepts have been adopted in order to guide this project, which are presented by considering their importance in the development of this component. They are the following: authentic material, literature, poetry, urban poetry, reading comprehension and writing production.

Authentic material

According to Sanderson (1999) authentic materials can be implemented as a strategy in the classroom for ESL because it helps the students to develop communicative skills. However, in this case is important to keep the material without changes or modifications since it can avoid a better comprehension in authentic texts. On the other hand, Berardo (2006) states that during the learning process of English as a second language is necessary the use of material created by native people,

because the artificial texts can contain information or structures that the learner could not find in the real world. Therefore, the learning process could be affected by the alterations caused in a real text.

Sanderson (1999) considers the association between language and culture through the use of authentic material since it contributes to the acquisition of information about other cultures as well as to the improvement of aspects related to the language. Therefore, it becomes into an important tool in teaching/learning that allows the students to improve linguistic and communicative competences, but also to reflect about an authentic text.

Literature

Wellek and Warren (1956) cited by Universitas Muhammadiyah consider that literature comprises factors of real life which share personal experiences or events, in which people are involved since it allows to lead the reader into experiences. Hence, the texts help people to reflect through the imagination showing new universes as well as it contributes to understand cultural values. According to Hmllyn (1998) cited by Universitas Muhammadiyah, literature is generally “written language” focusing on written composition as a strategy to establish communication. Therefore, the use of texts allows to learn and to be informed about the reality in society.

On the other hand, Hancock (2006) states that literature made part of a composition of excellence composed by the art of fiction or not fiction. In this way, this aspect becomes an important tool in the imagination since it improves the creative skills on the readers, involving the thinking process. Similarly, Davids (1983) affirms that literature is related to the creative writing based on transmit new ideas. Therefore, this practice comprehends the implication of several skills which can be reinforced and developed by the use of literature.

Poetry

Poetry has been one of the oldest literary compositions carried out by authors who had marked the history of this kind of texts. In that context, it should be pointed out that Aristotle defined poetry as a representation of ideas in which the human being can imitate the language. Considering the concept of Ollila and Jantas (2006) poetry is based specifically on telling a story through a written or an oral composition, which transmit feelings and points of view allowing people to reflect in such a way that the authors consider it is a type of language. Consequently, these texts not only describe the beauty, besides are a tool through which readers can acquire information of any kind.

On the other hand, Lorde (1985) states that poetry is not only a luxury or a fantasy, this goes further because it represents the construction of the reader's life, allowing to overcome fears and progress in the future. Therefore, the use of poetry can be an important tool to make dreams come true by the acquisition of ideas or representations of experiences.

Poetry has benefits in the learning process since it contributes to the acquisition of skills, therefore this form of literature can be implemented in the academic context. According to Kolk (2015) poetry involves students in reading and writing stablishing opportunities to engage English learners contributing to the language acquisition. It allows the students to know vocabulary as well as to improve their reading skills.

Urban poetry

By taking into consideration the definition of Trout (2021) urban poetry allows to show to the community a reality of the society, expressing feelings and sharing experiences. It comprises several topics such as injustices, love, violence, the problems around people, which informs and help to reflect about a specific situation. In accordance with Meitner (2010) urban poetry is a way through which people can escape from the frustrations specially on those who live experiences of social problems. This form of language expresses the thought of a community, increasing the reflection as well as taking account a solution for the aspects which do not allow the progression in community.

Writing production

The process of writing not only implies to put into practice vocabulary and grammatical structures, it means to work with critical thinking, according to Srinivas (2019) “writing has many advantages for both individual and group ELLs. Writing develops the learners’ critical thinking and they will be able to stockpile their ideas”. Therefore, it makes part of a deep activity since students improve comprehension and analysis of a specific topic. In addition, Urquhart and McIver (2005) state that during the writing makes part of a recursive process which allows the students to do revisions in order to explore and create strategies to produce; therefore, in this stage the teachers have to help the students to carry out a significative writing in which the scholar could generate content by following a purpose. In the same way, Nunan (1989) considers that the process carried out in writing comprises a planification in which is important to take into account the structure of the topic; the draft to organize the ideas and finally, the re-writing part, in which the students had to correct mistakes from the text.

Taking into consideration the writing process, according to the author Harmer (2004) there exists four main parts such as:

1. Planning: it is focused on the purpose of the text to think about the content.
2. Drafting: Considering that this is the first version of the writing.
3. Editing: this stage is based on checking the text and found mistakes.
4. Final version: the final product of the writing process.

Reading comprehension

As Stallfter (1969) cited by Southampton states, reading is a complex process since to read is important to be able to understand symbols and pronounce them, only thus readers can get the information provided by the writer. As a consequence, this practice requires concentration in order to link the ideas to get information from the text. According to Chitravelu et. al (1995) cited by Southampton, reading is a mental process in which are involved different skills; it means that to support the reading practice is important to integrate speaking, listening and writing improving the communicative skills simultaneously. In the same way, Tarigan (2008) considers that reading comprises a process to get a message by recognizing symbols and linking ideas in order to understand what the writer wants to transmit. This process results significative for the acquisition of information and to know different perspectives about topics or problematics in the society.

Given that reading is a process, it has been important to adopt the steps established by Nicholson (1998) in which there are aspects to take into consideration when reading; each one of them were organized in the following figure:

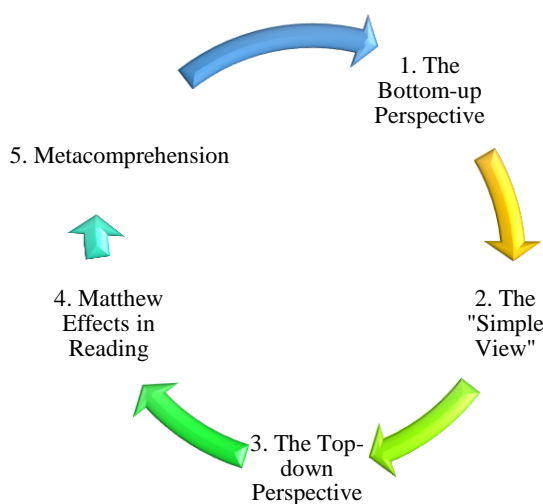


Figure 2. Reading process according to Nicholson (1998)

Literature review

In this section of the second chapter, some prior articles will be mentioned, considering their results which will support the final result of this project. Therefore, the categories that comprehend this study are: The use of authentic material when learning EFL, poetry in reading and writing competences, and the effects of poetry in critical thinking.

The use of authentic material when learning EFL

Every day the need to implement new strategies that allow learning in a more creative and less traditional way increases in the educational centers, in such a manner that students acquire meaningful learning. Therefore, during the process of teaching English as a foreign language are implemented innovative tools through the use of authentic material. According to Akabari and Razavi (2016) in their study “Using authentic materials in the foreign language classrooms: Teachers’ perspectives in EFL classes” demonstrate the positive effects of authentic material during the language classes since it improves students’ skills considering this tool as an important

input that allows to expose the scholar in real language. Another relevant result from that study is that teachers acquire positive attitudes by using that kind of material in the classes since it allows to implement different technological resources. Likewise, the author Albiladi (2018) in his study “Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges” states that the use of authentic material has social and academic benefits such as the increase of motivation and improves the comprehension and cultural awareness. Furthermore, another benefit is related to academic and social advantages since students explore cultural aspects through the use of authentic material because it allows the students to improve the teaching and learning process of a second language as well as to comprehend another cultural factors.

The effect of urban poetry in reading comprehension

Poetry can be implemented as a tool through which students develop reading comprehension through creativity since they can recognize words. This aspect can be reflected in some articles such as that of Norris (2010) entitled “Using poetry to teach reading comprehension strategies to English language learners” which is focused on the use of poetry for real purposes, therefore one of the results obtained was the recognition of the impact of reading through different forms of poetry as a vehicle to improve narrative comprehension, this strategy was carried out through solving questions. In the same way Newsome (2008) in his article “Using Poetry to Improve Fluency and Comprehension in Third-Grade Students” in which the author affirms that the students improve the oral reading acquiring more fluency, also they control punctuation and the reading results more comprehensive. Moreover, this process has contributions in the interventions of students taking into account that these activities promote the participation of the members of the group in which students share ideas and learn from the classmates.

The effect of urban poetry in writing production

According to Mahmud (2017) in his study “Teaching students to develop paragraphs by poetry writing” demonstrate how students develop writing skills by working on a topic in which they create paragraphs well organized. This process contributes to the learning language of students because they put into practice vocabulary and structures by composing short texts. Similarly, the author Nirmani (2015) in his study “Use of poetry in second language teaching and learning” establishes the inter relation between language and poetry given that it is composed of structures, grammatical analysis and explanation strengthening writing production and reading skills, in addition this article shows that although there are negative and positive aspects, the implementation of poetry as an strategy to teach English is effective owing to it allows the students to analyze the and express their ideas about the texts, as well as it improves the interactions among the students, therefore they consider literature an important material in the learning of a second language.

The effects of poetry in critical thinking

Furthermore, poetry is not just a tool to improve writing production and reading comprehension, this strategy involves the improvement of other skills. According to Amporn (2017) in his study intitled “Using poetry to enhance learner’s communication skills” aims to prove how students acquires grammar and lexical when communicating the ideas, writing by producing short texts about the feelings, listening through the pronunciation when reading and writing. Therefore, this process highlights that poetry involves the improvement of communicative skills. Other abilities developed by implementing poetry is critical and reflexive thinking, this is what the author Coryell (2010) presents in the article “Exploring the Power of Poetry for Fostering Critical Reflection: Adult Poetry Readers and Self-Reflexivity Adult Poetry Readers and Self-Ref” stating

that poetry helps to create reflections about the experiences being a way to escape from the reality, likewise it increases self-confidence.

Another factor is the motivation owing to this a new strategy that can result interesting for students involving them in a new experience. According to Hilmi (2019) affirms in his thesis named “The effectiveness of using poetry in developing English vocabulary, language proficiency and motivation of EFL Palestinian students” that students develop excellent attitudes thanks to the motivation by integrating poetry as a tool to encourage them to participate and enjoy the classes. On the other hand “Using authentic materials in the foreign language

classrooms: Teachers’ perspectives in EFL classes “

Pedagogical methodology

Generally, this section shows the method to develop the class, considering each one of the parts in which it could be divided in order to get the main objective in each section.

The theory adopted by this project in order to carry out the implementation of the proposal is based on schema theory to L2 reading according to Tierney and Pearson (1994) cited by Pardede (2008). The class will be divided into:

Pre-reading activities: teachers involve the students to create predictions or to discuss about the students already know. It is based on a reconciled reading. Therefore, the activities carried out this stage was pictures in order to contextualize the topic and therefore, students did some predictions about the topic of the urban poetry as well as the use of predictions through pictures and videos, some guiding questions in order to discover the thematic to work.

During reading activities: teacher guides the interaction considering the students and the text, while scholars can compile vocabulary. This is way the process is developed through the use of skimming, scanning, predictions, discovery learning, visualizing activities, using prior knowledge and the main idea.

Post-reading activities: it evaluates the students from the interpretation, it can be carried out by doing questions facilitating the interpretation.

Following these activities and considering the development of urban poetry as a strategy to enhance reading comprehension, the classes will be developed as follows:

Firstly, in pre-reading activities students will share ideas about the title of the poetry, also they can read and write by using what they already know. Then, in reading activities, students will read the poem loudly, this space will be open to answer questions of the students as well as they will interpret and understand concepts and vocabulary. Finally, in post-reading activities, the teacher will ask students about the poetry allowing to reflect and doing interesting activities on line.

Considering the writing process to develop this study, it will be adopted the theory of Harmer (2004) considering the four main aspects for the development of writing through the use of urban poetry. Firstly, students will develop a planning in which they will take into account the purpose of the topic form the urban poetry through the implementation of a brainstorming; then, they will draft the first version of the paragraph, and in this way, they will edit the text with the respective corrections to get the final version.

Principles of the planning

The principles to carry out the development of the classes are established by Piñeiro (2009) who considered in his article “Principles of lesson planning: a guide for student teachers” some concepts by authors and his experience of more than fifteen years in the educational field, therefore he compiled three different factors which are associated, those are:

Before planning: this stage is based on establishing objectives for each task of the lesson, for example if students are going to read book teacher has to decide which kind of exercises are going to be worked. According to Woodward (200:1) cited by Piñeiro (2009) “teachers need to be able to show evidence of following pre-plans through into clear thinking about exactly what teachers intent students to do (based on perception of student needs)”. In this way some ideas will be presented in the class by a kind of scrip to show important factors of the class.

For this section is necessary to take into account the following aspects:

- a. To consider the curriculum followed by the students.
- b. Gather ideas and material
- c. Write a general objective related to the purpose of the lesson.
- d. Take into account students’ needs.
- e. Decide the activities or exercises to work.
- f. Write a script of the lesson plan to be more specific in planning.

Diversity, succession and timing: visualize whether the plan is interesting for students and build progressively the moments of the class, and when the time is not enough to finish the class, it can be resumed at the next session.

Individual differences: use techniques to involve all the students, one of them can be to form small groups, to work in pairs or to pay more attention to the indiscipline and very quiet students.

Students talk and teacher talk: students can express their ideas; therefore, it is important that all the student have a chance to talk.

Adapting to an established curriculum: adapt the curriculum by taking into account students' needs and goals.

While planning: consider the following aspects:

- a. Heading: institution name, course name, teacher's name.
- b. General objective: purpose of the lesson
- c. Specific objectives: according to Brown (2001:150) cited by Piñeiro (2009) "they are outlined in terms of what students will accomplish by taking into account students' needs and personalities as individual and as a group". In addition, it includes objectives about the competences such as reading, writing, speaking and listening.
- d. Language example: vocabulary, topics and structures.
- e. Culture and attitudes
- f. Mediation activities: such as routine activities, warm up or motivation, presentation, practice, consolidation, closing activities, extra-class work, extra activities, timing, evaluation of learning outcome, materials and curricular adaptation.

After planning: for Harmer (2005:414) cited by Piñeiro (2009) this is "*an action research*" because teachers want to solve a problem and therefore, they decide what to do.

Proposal Development

The proposal that conducted this study was implemented in four opportunities in the course of seven weeks of having started the classes in the institution Agueda Gallardo de Villamizar. This project was carried out with students from 11th grade.

The classes were developed by considering the planning established by the institution (**Appendix 1**) which is divided into six parts: exploration, theoretical foundation, application, evaluation and auto evaluation. The implementation of the proposal is developed in the section of the evaluation of the workshop, this part is developed by all the students. However, it is important to take into account that during online classes this is the first activity the students do under my accompanying. By contrast, the students without resources to be connected to the meeting sent the workshop with all the activities developed, including the section of the evaluation. This section of evaluation was developed by taking into account the rubric created by the pre-service teacher in order to recognize the main aspects of the implementation such as: the use of the language, motivations, participation, coherence and cohesion, instructions, development of critical thinking and the ability to understand the urban poetry (**Appendix 2**).

First implementation

The first urban poetry worked in the virtual class was a short text entitled “I can breathe” by Pamela Sneed in which is reflected a current situation about COVID-19 (**Appendix 3**). To start with the development of pre-reading activities students looked at the pictures and answered some questions in order to interact and predict the topic of the poetry. Then, as part of during reading activities I showed to the students the urban poetry through slides, they shared the unknown and known vocabulary; moreover, they did a first reading in order to get a first impression with the topic from the text. To complement this part, I shared a chart with vocabulary from the poetry

considering the meaning of each word, then, one of the students read the text aloud. In addition, I asked questions about vocabulary and also connections between the words and sentences in order to get the general idea, however they could not recognize the whole meaning of some sentences, this situation caused the necessity of translating what they could not comprehend. In post-reading activities, I asked some questions in order to know whether the students had interpreted the text, also I used some questions with the purpose of knowing their ideas and opinions about the topic.

In the second part of the implementation of the proposal and considering the writing production students had to plan through a brainstorming on their notebooks by taking into account the thematic of the urban poetry. In this case, the poetry was about COVID-19 and the pain it has caused around the world. For the draft, they had to implement their prior ideas and words to do a reflection about the poem and the current health emergency in which they had to consider their own opinions. At the end, it was important to review the text and recognize some grammatical or spelling mistakes, and other aspects to correct and get a final product.

Second implementation

During the second implementation was worked the urban poetry entitled “orange” (**Appendix 4**); as an activity of pre-reading students saw some pictures in order to recognize the topic of the urban poetry, they did predictions and shared their ideas. For the stage of during the reading activities students read the poetry and recognized some unknown words and read the sentences they understood from the text. For the post-reading activities students answered some questions in order to know whether the students interpret the text. Those questions were answered collectively by motivating the students with personal questions about the current life.

For the writing part, students created a planning with a brainstorming in which they wrote ideas and words about their lives in order to create a text about the perfect life. In this case they had to think about what they consider an excellent way of living. Then they started to create the text with, and correct the mistakes, finally they did a drawn related to what they wrote.

Third implementation

This activity was developed during the strike by considering the authorization given by the supervisor to work with the sample selected for this project. However, it was developed by two students from eleventh grade.

It consisted on completing an interactive and flashy poster which was divided on five points (**Appendix 5**): the first one was based on the realization of a brainstorming from the visualization of some pictures, they had to write words related to what the pictures transmitted for them. The second point was based on the first reading about the urban poetry just considering the prior knowledge in order to know whether they were able to understand some sentences from the text. The third part consisted on the second reading by using the chart of vocabulary, however they had to look for other unknown words and write the meaning. For the post-reading activities, students had to answer some questions about the urban poetry, in one of them they should entitle the urban poetry, the other questions were about multiple choice and reflection of some statements.

For the writing part the students had to write about a situation in which they considered that society misjudges, for this section they should follow some steps: the first one was to do a brainstorming in order gather ideas and useful words. The second step was based on writing the draft about the situation, it must contain 35 words. At the end, the students had to review the text production in order to correct mistakes.

Fourth implementation

This development was carried out in the last meeting with students from eleventh grade, in which was developed the reading comprehension. First of all, the students saw some different words about the topic on the screen (**Appendix 6**) then the students watch a video about the topic related with the urban poetry (**Appendix 7**) in order to share the ideas that the students could get from both activities. The second part was based on the first reading of the urban poetry, in this case the students observed a chart with vocabulary, some of them asked for other words on the text, then I translated some sentences in order to understand in a better way the text. At the end students answered some questions about the urban poetry allowing to reflect and express their own points of view.

In the writing part, the students created a poetry (**Appendix 8**) by following some steps such as: doing a brainstorming related to aspects related to the life of the students, then they did a draft by considering what they wrote in the first step, then they read their urban poetry in order to look for some mistakes and correct them, finally they got their own poetry in a creative way.

Chronograms

The proposal that conducts this study was implemented four times during the six weeks since it was necessary to respect the activities established in the institutional chronogram. The first class was used to explain to the students the purpose of the project, the title and the objectives that conducts this study. Similarly, during this meeting I take advantage to develop the first urban poetry entitled "I can't breathe" in which the students asked some questions, it allowed them to reflect by expressing their ideas and opinions.

Week	Grade	Hours	Name of the Urban poetry	Platform and resources
March 23th – 26th	11 th	1 h	I can't breathe	On line games, web colegios, Zoom, WhatsApp
April 5th – 9 th	11 th	1h	Review of the topics	On line games, web colegios, Zoom, WhatsApp
April 12th -16th	11 th	1h	Preparation for ICFES exam	On line games, web colegios, Zoom, WhatsApp
April 19th - 23th	11 th	1h	Orange	On line games, web colegios, Zoom, WhatsApp
April 28th –June 12	11 th	1h	Strike (Implementation #3 of the proposal to the 5 participants)	
June 14th - June 18th	11 th	1h	poetry	On line games, web colegios, Zoom, WhatsApp

Table 6. Chronogram pedagogical activities

Research methodology

Considering the research context of this project some aspects will be addressed to carry out this proposal such as approach, design, population, techniques and instrument to collect data, analysis and interpretation of data as well as the chronograms. Therefore, it is established the aspects to get the objectives of this project.

Approach

This research project has developed a mixed approach which is defined as “the research in which the researcher collects and analyzes the data, incorporates the findings and draws conclusions using both quantitative and qualitative approaches in a single study with the objective of understanding a research problem” Cresswel (2002). However, this project is focused mainly on qualitative data taking into account that the proposal is to recognize aspects about enhancement of reading comprehension and development in writing production.

Design

This proposal has adopted an Action Research design considering that it can be used in qualitative methods. According to Cresswell (2002) it allows teachers to explore a problem and to put into practice a solution to overcome the issues. This process allows to reflect, analyze and describe a pedagogical practice in order to enhance quality, therefore it involves action, evaluation and reflection.

In that context, Kemmis and McTaggart (2000: 595) describe this process in the following spiral by taking into account a cycle:

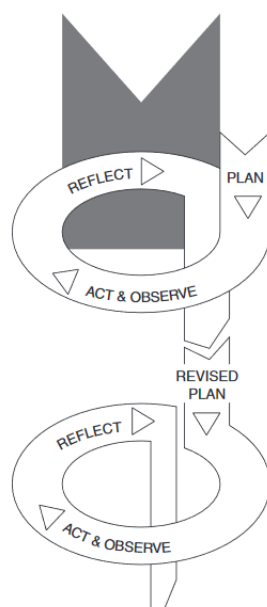


Figure 3. Action research process according to Kemmis and Mc Taggart (2000)

Population

The population of this research will be 11th graders in the Águeda Gallardo de Villamizar High School, which is divided into grade A, composed by 37 students and grade B composed by 38. Therefore, this project will have 75 participants between 15 and 17 years old.

Sample

In this project the sample is composed by 5 students from eleventh grade, three from 11 A and two from 11 B, students of the Agueda Gallardo de Villamizar Highschool.

Techniques and instruments to collect data

With the purpose of collect the information this project will implement the following instruments:

Ethical considerations

In order to carry out the collection of the information for this project, it was necessary to take into account the consent through an informal and verbal endorsement. In a first part, the pre-service teacher had to consider the support of the supervisor and then, the consent of the sample implicated as source of information. Considering this approval, it was necessary to respect each one of the opinions from the participants as well as their integrity as well as before implementing an instrument I had to consider the approval of the supervisor. **(Appendix 9)**.

Reflective diary

According to Trif and Popescu (2013) “The reflective diary represents an organizer of guided analysis activity of practical experiences which, according to the objective pursued can have different degrees of structure”. It allows to explore the pedagogical context and to solve problems by knowing interests, perspectives, criteria, the development, the motivations, perceptions, judgements as well as it helps to identify characteristics about the organization. Hence, this instrument aimed to recognize the way how the use of urban poetry enhances reading comprehension and develops writing production. considering the main purpose with different questions and with a sequence that allows the collection of the necessary information.

In order collect information through this instrument, the pre-service teacher created a rubric which was divided into three parts in order write the description of the activity, the reflection obtained through the process and the key comments allowing to write key aspects about the attitudes of the students. In that way, this instrument was implemented in four occasions by considering the four applications of the proposal with the students (**Appendix 10**).

Participant observation

This instrument will be focused on recognizing how urban poetry motivates the students as well as it will help to know which are the abilities the students improve. According to Marshall and Rossman (1989) cited by Kenpro (2012) states that observation is "The systematic description of events, behaviors, and artifacts in the social setting chosen for study". Considering descriptions and actions that are involve in the teaching and learning process during the development of the classes.

The rubric implemented in order to collect data was focused on four aspects: in which was divided the implementation of the proposal, the description of the stages considering the development, the findings about the motivations and attitudes of the students and general aspects. The development of this instrument was developed just in one opportunity because of the national strike (**Appendix 11**)

Class recording

Recordings are a tool that allows to recognize different factors during the development of the class, il implicates how students are involved in classes, the reactions and their ideas. Therefore, this instrument contributed to know how urban poetry is a strategy to motivate the students to develop reading and writing skills in English, therefore students demonstrate their knowledge.

In order to analyze the recording, it was fundamental to transcribe the information through a format created by the preservice teacher. Due to the lack of time, it was possible record just one class (**Appendix 12**).

Questionnaire

According to Roopa (2017) “*questionnaire is the main means of collecting quantitative primary data. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally*”. Therefore, this instrument was implemented by 22 students from 11th in order to know whether they had prior knowledge about poetry also if the implementation of urban poetry could be an interesting tool to improve reading and writing in English class. It is important to highlight that this questionnaire was provided to all the students through WhatsApp.

Through this first diagnostic questionnaire the following information emerged:

The pre-service teacher applied the first questionnaire proposed in this project (**Appendix 13**) which was carried out by students from 11th grade in order to know their prior knowledge about poetry and to recognize the benefits of implementing the urban poetry as a strategy to learn English. Therefore, this instrument was created in a google forms considering the facility of access as well as taking into account ethical considerations such as the confidentiality of information provided by participants. In this way, the instrument was sent to the students through WhatsApp.

This questionnaire was developed by 23 students since not all the participants had the opportunity to access because the lack of internet or problems of connection. In that context, one of the main questions the students answered was if they liked poetry (Figure 1); to this question I can affirm that most of the students that developed the questionnaire like the poetry considering more

of the 50% of acceptance. Therefore, it helped to choose the use of the poetry as a possible tool that motivates the students to develop activities.

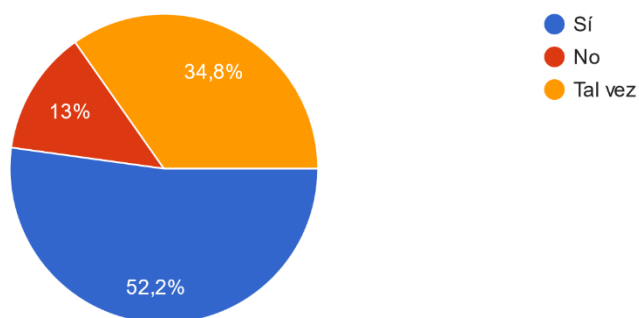


Figure 4. Questionnaire. Do you like poetry?

Although the results showed a low preference for the urban poetry with a 17,4% (Figure 2); I decided to implement this type of strategy in order to demonstrate to the students that there exist motivating strategies that contributes to the improvement of the teaching/learning process of a second language. Therefore, it allows the students to understand how a different strategy result interesting and significative to learn a second language.

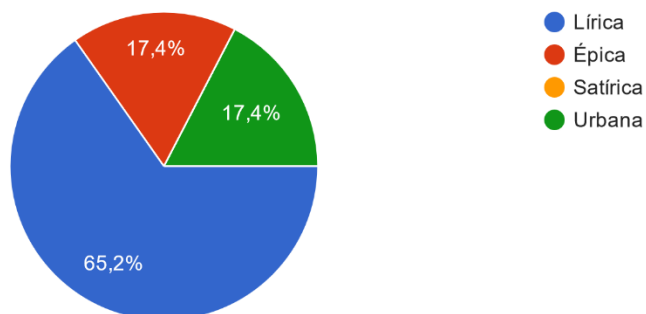


Figure 5. Questionnaire #1. Which of the following kinds of poetry do you prefer?

In addition, a student states that “urban poetry can be freely expressed” (student, questionnaire 1) it means that they understand the main purpose of the use of the urban poetry and the significance it has in our lives. Moreover, they see this strategy as an opportunity to understand the real life. In that context another participant affirms “it expresses an intense feeling, pure and deep reflection” (student, questionnaire 1) through this statement, I can notice that urban poetry motivates the students to express feeling and the most important part, it allows reflection on students since those texts are related to social problems, feeling, love and other remarkable aspects that are interesting for the students.

Through the implementation of this first questionnaire some new ideas arose in order to put into practice this innovative strategy since the students demonstrate that a text can contribute to enhance the reading process because it allows to think and compare a subjective thinking with their experiences in the routine, they live every day.

On the other hand, a second questionnaire was implemented at the end of the implementation of this proposal with the purpose of knowing the perspectives of the students about the process developed during English class. It helped to recognize the benefits of the urban poetry in the reading comprehension and writing production (**Appendix 14**).

Type of analysis

This project will analyze the data through the inductive analysis in order to recognize particular evidences to construct a general meaning. According to Hatch (2002) this type of analysis provides facilities to systematize large information. Therefore, it will contribute to the know the factors implicated in the development of urban poetry in the virtual meeting.

Additionally, through reading it contributes to the comprehension of the situation in the process of observation and data collection.

Data analysis and codification

The procedure carried out with the purpose of analyzing the data obtained by the instruments proposed by this project comprised certain stages in order to try to answer the questions that led this proposal as well as to achieve the objectives established initially. In this way, the process developed was the following:

First of all, it was necessary to contemplate that for the analysis of data this project had selected the technique called “Inductive analysis” in which Hatch (2002) states that “the categories emerge through the analysis of data set as a whole”. It means that the process to create domains from different “frames of analysis” contributed to the obtention of useful categories in order to get the prior objectives proposed. Secondly, this process considered the 9 stages proposed by the author Hatch (2002) which were considered when obtaining the domains to accomplish the development of this project. In this phase, it was fundamental to systematize the information, however for some instruments it had been preestablished in the rubric implemented to gather data as well as it counted with the use of an outline in order to recognize the information (**Appendix 15**).

On the other hand, this technique has contributed to the obtention of useful information that allows to understand the positive influence of the use of urban poetry as a strategy to enhance reading comprehension and develop writing production on students from 11th grade.

Week	Date	Activity	Comments
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March 23th – 26th	March 23th	Day to start with the implementation of the proposal in 11 th graders (First questionnaire)	During the first meeting the students knew aspects about the project and the use of urban poetry. In the same way was implemented the first questionnaire in order to know if the students had knowledge about urban poetry.
April 19th - 23th	April 21th	Recording class (Reflective diary)	to analyze the attitudes and abilities in reading of the students and to take into account the development of the class.
April 26th – 30 th	April 28th	Reflective diary	The narrative was implemented in order to know the motivations of the students and their interests during the classes.
May 24th – May 28th	May 26th	Second questionnaire by the participants (Reflective journal)	In order to know their improvements in writing and reading
June 14th – June 18th	June 16th	Participant observation (Reflective Diary)	In order to know the attitudes of the students and the interpretation process.

Table 7. Chronogram Research component

Results

Taking into account the information gathered through the use of some instruments such as the participant observation, the reflective journal, the questionnaire and the class recorded in order to demonstrate important elements from the use of urban poetry in reading and writing, the following results emerged considering the domains obtained:

1. Enhancements in reading and in writing skills through the use of urban poetry

This first domain is focused on answering the general question contemplated by this project which is based on demonstrating how the use of urban poetry enhances reading and develops writing production. In that context, the pre-service teacher has considered what the author Nirmani (2015) states: “This is precisely a learner centered method, where, rather than appreciating the literary devices in poetry, the learner engages in grasping the meaning, language models, and enhancing the language knowledge (grammar, vocabulary) through the poem”. Therefore,

considering the prior statement I must mention that through the process three themes based on positive aspects has emerged as result of the implementation of urban poetry: firstly, the enhancement of linguistic competences, the improvement of interpretative skills in reading, and the development of critical thinking.

1.1 The improvement of linguistic competences

Through the implementation of this strategy the pre-service teacher noticed that the students could obtain a betterment in their linguistic competences since this transition was not only reflected during the development of the virtual meeting but on their writing productions, in which the students carried out activities focused on the thematic of the urban poetry. In this way and taking into consideration the linguistic competences that the students could improve, some of them stated: “porque me ha dado buen conocimiento de palabras nuevas y ahora puedo entender comprender y saber más vocabulario mediante la ayuda de las poesias que me han sido consignadas” (P2, questionnaire). Through this, the pre-service teacher could identify that one of the most significative aspects reflected in this the process is *vocabulary* since almost the five participants concur with the same answer, likewise, one of the participants stated: “Porque hay verbos y vocabulario que me ayudan en la comprensión”(P1, questionnaire). It allowed to understand un such a way the second staged developed in the reading section called “during reading activities” in which the students could share the vocabulary already known and the unknown words as well as drilling the prior knowledge through repetitions and examples given during the development of this stage. On the other hand, the participants demonstrated the acquisition of substantial words allowing them to open their minds to use knew vocabulary in the writing productions contributing to give a more interesting message.

Another enhancement that emerged of this implementation was related to *grammar* in which the students noticed some positive results, in this way one of the participants affirms: “Debido al orden y la estructura mejora mi gramática” (P1, questionnaire) since this process allowed them to produce writing texts in which they applied the grammar structures. By writing aspects linked to the thematic about the urban poetry students could take into account the tense of the writing productions, for instance, when writing how could be their perfect life in a future or to write an own poetry about an experience from the past. These instructions in an indirective way implied the grammatical practice of the tenses in past and future.

The next positive aspect was noticed on the *orthography* given that the students could recognize mistakes and correct them in the section of editing the text produced by themselves based on the search of mistakes that they could reinforce their knowledge and admit the possible common mistakes that they can do in other writing productions; concerning this relevant outcome P1 states “Si gracias a esto tengo mas claros la escritura de algunas palabras” (P1, Questionnaire). Nevertheless, in occasional cases the students didn’t identify orthographical mistakes from their own productions, those were organized in the following chart by considering the fourth texts produced (**Figure**):

ORTOGRAPHIC MISTAKES FROM PARTICIPANTS			
Writing production	Participant	As written	Correct way
First writing production	P1	pobably	Probably
	P3	despete	Despite
	P5	comoun	Common
Second writing production	P1	Jobe like	Job Likes
	P2	projets	Projects
	P3	achivements	achievements
Third writing production	P1	sepeak	Speak

Fourth writing production	P1	memorys	Memories
	P4	boried	Bored

Figure 6. Orthographic mistakes in the writing productions

The following strengthening was based on the use of *punctuation*; although students were not used to put into practice the punctuation rules because of the lack of activities in order to produce paragraphs or other writing texts, they demonstrated through the process of writing the correct use of the rules to take into account to separate the ideas. In that context, through the development of the reflective journal was reflected that “In this part I could identify a more significative use of punctuation because they wrote a longer text. The student P5 used commas to separate the ideas. It was useful because it allowed to understand what they wanted to show (1, reflective journal). As a result, it demonstrated that the students could develop a text by using the correct use of the most common symbols such as commas and dots given that during the stage of review in order to edit the text, they had the opportunity of re-reading their ideas and improve the quality of the text. Although, not all the students used big number of symbols in a same paragraph, the ideas were comprehensible thanks to the organization and the separation of ideas by the correct use of commas. This was noticed by taking into account the statement “the most usual punctuation was commas and dots. However, P2 need to used them more often in order to comprehend the text”(3, reflected diary).

Other aspects related to this domain and that emerged from the analysis were the *coherence* and *cohesion* that the students enhanced through the development of the proposal. One of the key frames about these elements is: “what the P1,P2,P3 write is comprehensible because they try to organize the ideas. Firstly, they have to write some words or sentences related to what they want

to write, and then they compile the information through the written production” (1, Reflective journal). Therefore, in this case it is fundamental to take as a main point the steps that the students developed during the writing, given that they followed a procedure in order to create a writing text. First of all, they needed to do a brainstorming to gather ideas, then they had to start the writing section which is based on the production about the thematic established from the urban poetry, and in this way, they had to do a review to get the final product. Therefore, this technique contributed to the organization of ideas under the purpose of transmit a message to the reader. In this context, a student stated “me ayudo a organizar más mis ideas haciendo de ellas con más coherencia y más claras a la hora de escribirlas” (P2, questionnaire).

1.2 Interpretative skills developed

The process of Reading comprehension implemented by the use of urban poetry was useful to develop interpretative skills on students. According to this, the author Norris (2010) states that “Poems might be a valuable tool in helping to increase not only students’ RIT (Rasch Unit) scores, but also their narrative comprehension scores”. Therefore, during the process of analysis some aspects emerged with regard to development and improvement of interpretative skills as follows:

First of all, it was reflected the *ability to make predictions* during the process carried out in the pre-reading activities, which was implemented by the use of some pictures or videos about the thematic from the urban poetry. As a result, the students could associate what the pictures reflected to what the urban poetry wanted to transmit; this is considered through the following frames “P1: started to read each one of the words and did predictions about the topic such as: Sad, life.”(1 participant observation). On the other hand, it emerged another one that mentions: “This section was developed thanks to the visualization of three pictures in the first point. In this part the P2

answered: "the first pictures transmits the presents, how people constantly live with technology"(3, reflective journal). This means that at the moment of showing to the students certain keys to develop predictions it allows them to increase their imagination, it refers to that at the beginning of the activities the students could mention just words and consequently, they create a bigger idea about the possible topic of the urban poetry with the help and opinions from the classmates.

In the second place emerged the theme *ability to identify the main idea and key details* in which the students were involved in the reading text. In this instance, the students had to read the urban poetry with the help of the pre-service teacher in order to create relation of the parts from the text aiming to the obtention of a better understanding; this situation was considered owing to in a certain way the poetries are characterized by their complexity both on vocabulary and structure. In relation with this theme, "P1,P2,P4 The students show enough capacity to understand the main idea from the text, in which some of them express their points of view without forgetting the real meaning of the poetry"(1, reflective journal). In addition, this phase was guided by answering some questions in which the students could take information from the urban poetry easily, in case of misunderstanding they asked and the question was posed again by mentioning specific keys in order to conduct the to the answer. On the other hand, and taking into account the perspectives of the students, one of the participants declared: "más facilidad para poder entender mas facil cualquier tipo de texto"(P2, questionnaire). Hence, the technique executed contributed to the development of the ability to understand a text by doing specific questions and linking the ideas in order to get a whole interpretation.

Thirdly, it was noticed another aspect based on the *ability to determining the author's purpose* in which the student was involved in the urban poetry aiming to discover what wanted the author's demonstrate. This part was developed at the end of the reading in which before solving

specific questions, the students had to analyze what was the message. In this regard, the frame establishes: “One of the questions contemplated in post-reading activities is "What is the message the author wants to transmit through the Urban Poetry" P1 answered "show the reality" P2 "the Covid" also some students answered in Spanish P4 La problemática que se vive con la enfermedad del COVID" "La tristeza de las familias con esa enfermedad"(1, reflective journal).

1.3 Development of critical thinking

The implementation of urban poetry has been useful for students since it promotes the critical skills through the analysis of a poetry, in this case the thematic worked through the text allowed to think by analyzing the poetry, expressing ideas or different points of view and developing creativity. Considering the perspective of the author Hilmi (2019) “Reading literary texts is different from reading other forms of language since literature promotes critical thinking”. This aspect is reflected throughout the stage based on the *post-reading activities* which is based on the recognition of information obtained from the interpretation. In that context, one of the participants stated: “ya que por parte de la poesía he desarrollado más el pensamiento crítico y poder así comprender y analizar mejor cualquier tipo de texto debido a los ejercicios planteados sobre la poesía”(P2, questionnaire). From another perspective; “Si ya que nos da la libertad, diferentes opciones para mejorar nos da la libertad de oportunidades y nos pone a pensar en ellas y lo mejor para nosotros” (P1, questionnaire). This implementation not just allowed to promote on students the opportunity to express their ideas but the importance of develop creativity through the urban poetry, this is reflected through “Me permite abrir más mis pensamientos e ideas”(P3, questionnaire).

2. Student’s motivations through the use of urban poetry as authentic material

The urban poetry has been implemented not only on enhancing and developing linguistic competences on the students from 11th grade but to motivate them to continue with the learning process of English. In this way the technique implemented has shown how the use of authentic material can encourage the students during the classes. In this instance, according to Albidali (2018) “there is an increasing awareness of the importance of using authentic texts in classrooms to maintain and increase students’ motivations”. Therefore, during the procedure carried out with this proposal were noticed two such as:

2.1 Encouragement to participate

During the execution of the project the students got motivation along each class considering that at the beginning the attitudes they demonstrated were not positive; occasionally, they did not participate during each one of the stages. However, this aspect was improved considering the information gathered “The pre-service teacher noticed that the students tried to participate, however, they feel unable because maybe they don’t know how to pronounce, for instance: P4 showed interest since at the end of the reproduction she mentioned a general idea from the video and P2 wanted to read the urban poetry, although she can’t understand the whole vocabulary she tries of reading” (1, participant observation). In this way, the students develop interest to participate even if they had not the enough vocabulary to express their ideas without feeling limitations because of the lack of vocabulary.

2.2 Development of creativity

The use of the urban poetry has influenced in the development of creativity of students since this strategy has resulted a motive of encouragement during the learning process of English. In this way, a participant affirmed “Me volví más creativo por medio de la lectura y el

aprendizaje”(P5, questionnaire). In that context, the urban poetry has helped the students to increase their skills since the procedure allowed them to think in order to create ideas and points of view through the questions and the different activities developed both in reading and writing. “mediante la autonomía para escribir ya que se lleva a cabo mediante la creatividad” (P1, questionnaire)

3. Development of reflective learning from the use of urban poetry

The development of the urban poetry in reading and writing has presented a particular aspect that have an important relation about the developing the reflective skills. Therefore, for this domain is supported by the author Coryell (2010) who states that “These strategies enable them to invoke embodied responses through reflective, meaning-making processes. Our participants intentionally engage in the process of connecting their own experiences with the poems they read”. Along these lines, the theme developed was:

3.1 Reflection through experiences

The process of reflection has been one of the most common during the development of this proposal because the students could share experiences through the use of urban poetry in reading and in writing production. It consisted on get the topic and compare it with the context in the reality with the result the students remain open to questions and shared the ideas. “La mayoría se las poesías hablaban sobre temas de la actualidad que te hacen reflexionar” (P2, questionnaire). This is why the pre-service teacher implemented interesting thematic about the society and other topics that allows the students to get a vision from their experiences. “Si entendiendo más las problemáticas que existen en nuestro país y en el mundo” (P4, questionnaire) .

Conclusions

The use of urban poetry contributes not only to the enhancement of reading comprehension but to the development of writing skills. Some of the benefits obtained through this implementation were the improvements the students got in the linguistic competences such as the acquisition of new vocabulary, the enhancements in grammar, the facilities to interpret a text and the development of critical thinking.

This process carried out in with the students from 11th grade had an interesting significance for the participants because it engaged them to the reading, and importance of doing contrast with the message from a text and the own experiences which allows the development of critical thinking and reflective skills.

Although it was not easy to motivate the students in the first virtual meeting, the students got involved through the innovation of activities, it means that in certain moments, a teacher can experiment this situation, however it is important to innovate and change activities until get the objective proposed.

Recommendations

It is suggested to reinforce on students from last graders the importance of the communicative competences since some of them have the necessary vocabulary to create a basic text and conversations in English. The use of urban poetry allows them to understand in a better way the English language considering that this kind of activities allows them to reflect and think about the society and getting a new perspective of the world.

To share with them interesting topics about the urban poetry, in this case it is possible to ask them what kind of thematic is interesting for them, and also to innovate with the activities; it is important to change activity because they get bored with activities that become routine.

CHAPTER IV

The outreach component

The use of short stories for teaching and learning English vocabulary in 5th graders

Introduction

The government in Colombia motivates the educational centers to teach foreign languages in order to participate in intercultural exchanges as well as it benefits the personal development. Therefore, one of the main objectives is to implement standards of quality contributing to the training of students to develop communicative competences in English from primary to high school. In this way, it is important to integrate children and motivate them from an early age to learn English as a second language considering the advantages and contributions this process provides to the professional field. In that context, this project established a strategy based on the use of short stories in order to teach vocabulary on students from 5th grade in the Escorial and the Jardín Nacional which are headquarters of Agueda Gallardo Villamizar Highschool.

This strategy was considered since the richness of vocabulary becomes one of the most important elements during the learning process of a second language when establishing communication. Moreover, the use of short stories brings with it some other advantages such as: The implementation of this process of interaction with narrative and moral texts can motivate

scholars to learn English in an interactive way taking into account that children learn through interesting materials. On the other hand, during the development children can improve their linguistic and communicative skill through reading of texts which are associated with pictures and activities.

Justification

Short stories allow the students to explore the imagination founding new experiences and traveling to new adventures, therefore, they can learn in an interactive way. This strategy is focused on the implementation of narrative texts which present different contexts to involve the students in the English learning process as well as it enhances other skills such as reading, critical thinking, listening, writing and speaking. Additionally, short stories are complemented with illustrations it helps to introduce the story facilitating the comprehension of vocabulary and its acquisition. Therefore, it will be fundamental for students because they need to improve their interpretations skills as well as it helps the reflect and create new ideas strengthening the memory.

The development of this strategy will be a useful tool to learn English for children since they do not have a specialized teacher to work effectively on the development of all the linguistic and communicative competences. Therefore, this tool based on shorts stories not only is useful for the improvement of vocabulary, this strategy will develop communicative competences such as reading, writing speaking and listening through the different virtual platforms that allows the creation of dynamic activities online. Taking into consideration the benefiting sectors, this proposal will provide experience to the pre-service teacher since to interact with children allows to learn and create perspectives about how children acquire a second language and which strategies facilitates them the learning process.

Objectives

General objective

- To teach vocabulary by using short stories in students from 5th grade.

Specific objectives

- To motivate students to learn English through the use of short stories.
- To enhance the reflective thinking through the use of short stories.

Methodology

For the development of short stories as a strategy for teaching English in students from 5th grade has been necessary to take as a first part the objective of this literary text. According to Eren (2004) “The aim of using short-story in teaching English is to encourage the students to use what they have previously learnt, and therefore, it is a student-centered teaching”. Therefore, the stories help the students to learn significantly, improving their skills and to promoting interest in the class. Hence, students can read and express their feelings through the story, as well as it will allow them to practice pronunciation and develop reading and critical thinking.

Considering development of this proposal about shorts stories, the students experimented three sections based on different activities in order to recognize not just their prior knowledge about vocabulary, but their abilities to read, write, listen and speak in English. In addition, to know the perceptions during the process taking into account the reflection about the moral stories.

The first part was based on discovering the story through a picture and a video, thus the students started to imagine the narration allowing them to share their ideas (**Appendix 16**). This part was interesting because all the students had different ideas, in some cases they complemented the opinions of their classmates. Although they couldn't understand what the video was narrating, the students associated the title of the story with the context and the pictures transmitted through the video.

The second part was related to the main objective of this proposal which consisted on the recognition of prior knowledge about vocabulary. At the beginning of this stage, it was important to show to the students the story in English, then they started to mention the unknown and known vocabulary taking into account words and its translation in Spanish. Consequently, I shared a chart with vocabulary (**Appendix 17**) in order to understand some words from the text and practice pronunciation. Considering a prior idea of the story the students started with the reading of the story, the first reading was in English in which each student read a short part, the second reading was in Spanish and I did a third reading in order to have a better comprehension. This stage was important to consider the attitudes of the students because most of the students wanted to participate in order to read the story and share vocabulary.

The third part was based on answering questions about the short story in which the students had the opportunity of sharing their ideas. In this case, I showed them the story in English and some questions in which I asked them about specific aspects of the narration (**Appendix 18**). This space was useful for the students since it allowed to demonstrate that they understood the stories and opened their imagination as well as it allowed to develop their reflective sense and their ability to think by expressing their ideas.

The total of stories seen in class were seven throughout the nine virtual meetings reached with the students from 5th grade. For some stories worked they had to create a product, such as: For the first story called “ The ugly duckling” the students had to draw the ugly duckling and write some adjectives that describe the main character(**Appendix 19**) ; The next activity was associated with the narrative “ The elephant and her friends” in which they did a creative drawn by using materials they had at home (**Appendix 20**) ; the following activity was based on record a video in which the students had to do a personal presentation in English (**Appendix 21**); related to last activity proposed through the story “The proud rose” the students had to solve a word search by considering the numbers in English (**Appendix 22**).

Furthermore, it is meaningful to highlight that for the development of this proposal were created workshops in order to work on the virtual class and to provide material to the students who could not stablish connection because of different issues (**Appendix 23**) other material is the creation of on-line activities. Therefore, the students developed exercises about the short story and about the thematic worked on class as well as one the facilities that contributed to the process was the recording of the explanation and the tutoring about the topics in order to get the information and understand in a better way the thematic (**Appendix 24**).

Achievements of the objectives

Taking into account the objectives proposed in this project it is necessary to mention that the process carried out through the strategy focused on the use of short stories for students from 5th grade, were achieved by considering the following aspects:

Firstly, students showed improvement in the acquisition of vocabulary because some texts had words in common, therefore the students could remember some of the them and the meaning, in addition, the pre-service teacher tried to remind them through some keys such as examples about the short story already worked or ideas from the story worked with similar vocabulary. Considering the participation, the students had in the section of sharing known and unknown words, they repeated by following the pronunciation of the preservice teacher allowing the drilling of new vocabulary and reinforcing what they had learned.

Secondly, the use of short stories got to motivate the students during the sequence followed taking into account the stages to develop the narrative. In this context, the student's participation was the main aspect reflected through the process since the students wanted to give their opinions or express their ideas without fear of making mistakes; the pre-service teacher allowed the participations of all the students in order to recognize that they were paying attention and that they were getting the necessary information. Another aspect was focused on the interest the students had for the reading part; in this stage they took advantage to pronounce words which was an innovative activity for them seeing that they don't usually read in English.

Lastly, the short stories enhanced on the students the reflective thinking due to each narrative had a moral, which the students tried to discover at the end of the implementation. It allowed them to give examples in front of each situation established in the text such as how people had to act when a person was passing by a difficult situation or aspects related to attitudes and behaviors in specific moment including personal experiences and points of view.

Chronogram

Week	Grade (Escorial & Jardín Nacional)	Hours	Topic	Platform/ virtual resources
March 23-26	5	4	The ugly duckling	Zoom, WhatsApp, online games, workshop
April 5 - 9	5	4	The fox and the stork	Zoom, online Games, WhatsApp, workshop
April 12-16	5	4	The elephant and her friends	Zoom, online Games, WhatsApp, workshop
April 19-23	5	4	Review of topics	Zoom, online Games, WhatsApp
April 26 - 30	5	4	The camel and the baby	Zoom, online Games, WhatsApp
May 3-27	5	4	The proud rose	Zoom, online Games, WhatsApp, work shop
May 10 – 14	5	x	Teacher's day	
May 17 -21	5	4	The tortoise and the bird	Zoom, online Games, WhatsApp
May 24- 28	5	4	The young crab and his mother	Zoom, online Games, WhatsApp
May 31- June 4	5	4	Exam	Zoom, online Games, WhatsApp

Table 8. Chronogram in 5th grade students

Conclusions

The development of the strategy about the shorts stories as a tool focused on the improvement to the acquisition of new vocabulary has contributed to different aspects involved in a direct way such as the experience provided to the pre-service teacher given that this process has allowed to share with children in order to distinguish how the students get to motivate during classes and also which activities can reach the objectives a teacher proposes before a class; through this process was fundamental to propose and modify in accordance with student's needs since eventually the exercises set did not produce the expected result, therefore they must be improved.

On the other hand, this proposal got to obtain a positive impact in the students giving that they were not used to experiment an English class with the type of method implemented

throughout this project. Generally, it was motivating as much for the pre-service teacher as for the students due to opportunity of sharing with them this procedure and provide them classes in English with innovative activities. Moreover, the development of activities with the students of fifth grade was significative since they learn English through the use of short stories allowing them to enjoy and create new worlds by thinking about the possible stories that their imagination can create.

CHAPTER V

Administrative component

The teacher's role during the development of extra-curricular activities

Introduction

The institutions stablish some extra-curricular activities to create interactions with the administrative body, students, teachers and parents. Clearly, this type of occupations is developed directly in educational centers to allow the connection between scholars and school. However, the pandemic caused some modifications in the development of those events since the problematic did not make possible to carry out the institutional activities in a presential way. In that context, the high school Águeda Gallardo de Villamizar carries out virtual meetings that allow the educative community to know more about their institution, therefore, the pre-service teacher must to participate in those activities as an active member of the institution in order to comprehend the teacher's role in administrative, cultural and artistic activities that contribute to the integral formation.

Justification

During the process developed by the pre-service teacher is fundamental recognize activities which involve students as member of an institution, these activities prepare future teachers for the professional field. Additionally, the events anticipate the knowledge about the management of situations in contrast with the current modifications related to the health emergency. Although, some activities were adapted in order to continue with the personal growth of students and administrative body, it is relevant to take into consideration that some cultural activities were suspended owing to the virtuality does not allow the integration of the whole school since many students do not have internet access.

This space is essential for the pre-service teacher because it was established in order to integrate the students who develops the integral practice

Objectives

General Objective

- To participate in extra-curricular activities as an active member of the institution Águeda Gallardo de Villamizar.

Specific objectives

- To collaborate in the extra-curricular activities in the school when necessary
- To know the role of the administrative and teaching body in the institution

Methodology

The process to carry out this project must be considered according to the guidelines adopted by institution in order to comply with the protocols established by the government about the health emergency, as well as taking into consideration the resources to which students have access. At Águeda Gallardo de Villamizar these activities are conducted through virtual meetings and WhatsApp where in each grade students and pre-service teachers are invited to participate as well as they receive information and instructions. However, in the case of the pre-service teacher, it should be noted that is not be able to participate in all the activities programed by the institution due to some of them require the attendance particularly of directors and teachers.

Activities developed

The first activity (**Appendix 25**) as a teacher I developed was a meeting in which a had the opportunity of sharing with the English teachers an introduction about myself and the appreciations for accepting this important opportunity that contributes to the preparation for the professional field. Therefore, the teachers started to present the institutional aspects about the possibilities and situation to work, in the same way, it allowed me to know important aspects related to the institution such as the importance of applying ICFES texts to familiarize the students from 11th grade. Also, during this first interaction the English teacher mentioned the most relevant factors that involved the educational center.

The second activity developed was a meeting (**Appendix 26**) with the purpose of stablishing the activities for children's day and the language day. During this meeting the teachers allowed me to present the project developed in 11th grade and 5th grade, therefore I presented all

the activities and the purpose of working with 5th students since in primary they do not have English teacher specialized. Similarly, among the activities programed were proposed the creation of an acrostic with the participation of the pre-service teachers as a performance in order to commemorate the children's day. On the other hand, another assignment to accomplish was the development of an interactive activity in English for students from eight grade to eleventh grade.

Related to the acrostic (**Appendix 27**) was created in order to show to the students some relevant characteristics about them not just as the future of the country but as the power they have with their minds. This activity was complemented with a recording from eleventh grade students in which was assigned a letter and the sentence.

Taking into account the development of the activity in English (**Appendix 28**) for the students, it was necessary to apply a cultural topic in order to show new perspectives about the anglophone countries during an hour. for students from eighth and ninth grade was worked a subject related to touristic places by doing a comparison of Colombia and the anglophone countries. In tenth and eleventh grade I developed an activity about the habits of Colombian people and anglophone people in which the students share experiences, ideas and perspectives.

Nevertheless, the tutoring has been one of the most important and constant activities for students because they present constantly about the topics and the activities to do in class. In the same way has been necessary to stablish conversation with the parents in order to clarify doubts and excuses.

Chronogram

EVENT	DATE	MY ROLE
Possession of the scholar members	March 2 nd	Participant in which I had to do my introduction
Meeting to organize children's day and language day	March 26 th	Assistant
Language day and children's day	April 23	Leader of the English activity

Table 9. Chronogram of extra-curricular activities

Conclusion

The development of these activities has been useful for knowing the teacher's role in which they contribute with their participation to organize interinstitutional activities that are representative for the educational center. This is one of the purposes of the meeting the teacher does, because through these interactions they present not just a plan for the activities to develop but the inconvenient and solutions that benefits the students in order to teach and learn significantly.

CHAPTER VI

Reflective approach

The reflective stage was carried out by taking into account each one of the classes, the experience during its development and the particular situations presented during the virtual meetings as well as those with the parents of the students during the process conducted by the pre-service teacher. Therefore, it has demonstrated that being teacher is not easy at all because in each class can emerge both benefits and difficulties that indeed, can be solved by considering the appropriate procedure. In this context, I decided to implement a narrative based on two

fundamental parts: firstly, the description of the class with the activities developed by considering the execution of the stages with the correspondent activities. Secondly, the reflective experience focused on aspects or situations that emerged from the virtual class and the experiences obtained with some parents and students. Clearly, the descriptions comprehend key elements about the pre-service teacher impressions such as emotions, feelings, difficulties with students and parents taking into account my perspective in front of the issues, the great experience with children who all the time were motivated and contributions that the process had about my proposal (**Appendix 29**).

Generally, this experience has allowed to the pre-service teacher to recognize the factors related to the assumptions of the teacher's role. to motivations the students have during the implementation of each they because they show interest for activities related to poetry, social life, society, love and other aspects that are implicated day to day; therefore, it achieves to stablish a comparison and think about themselves about life. In this way students improve their abilities of critical thinking, some of them with their affirmations and expressions demonstrate talents and useful ideas that caught the attention of other students. It means that the process conners an effective impact for the students, which can explore and open their minds to be more independents when taking decisions.

On the other hand, this process of reflection was necessary in order to analyze the situations presented such as how the class was developed, the behaviors of the students and how the pre-service teacher can motivate the students to learn English as a second language. This process of thinking about the experiences help to think and stablish a change or a strategy to improve in the professional field.

Conclusions

The experience acquired during this process concerned some aspects by taking into account each one of the components of this integral practice and its development. As a result, during the pedagogical and research component it was noticed that the students are not engaged with the learning process of English at all, however to improve their skills and motivate them it is important the implementation of useful strategies to get the attention of the students and facilitate the learning process. On the other hand, during the interaction with children through the outreach component, it was relevant the aspect related to the necessity of an English teacher to interact with children because they showed interest about the subject; it means that an English teacher can encourage the students to continue with a significant learning of this second language, taking advantage of the skill the students can develop in an early age. In respect to the admirative component, the teacher's role goes beyond of teaching a class because they need to integrate the students in cultural and academic activities, which must be developed by the own teachers.

CHAPTER VII

Material design

In the following chart is organized the material developed in order to accomplish with the responsibilities as teacher during the national strike, which was focused on the creation of worksheets for the students from 11th grade and 8th grade.

Kind of material	Topics	Brief description	Objectives
1. Workshop 11 ^o	Vocabulary about touristic	The first part of this workshop is about look for the pictures and	To understand the use of the first

(Appendix 30)	places and the use of first conditional by using WILL	recognize the touristic places of Colombia. Then the thematic taking into account the rules, continuing with the appropriation of the topic through some exercises.	conditional and learn about some touristic places in Colombia
2. Workshop 8° (Appendix 31)	The date and celebrations	In the first part students have to draw their preferred celebration. Secondly, the part related to the topic with the explanation, then some exercises of association, word search, selecting the correct answer and complete.	To learn how to say the date in English and to know popular celebrations.
3. Workshop 11° (Appendix 32)	Vocabulary about touristic places and extreme exports, as well as the first conditional by using will and modal verbs	In this section the students had to look at some pictures and select the correspondent extreme sport. The second part shows the theoretical aspects and the use of modal verbs. Finally, the students have to do exercises such as completing the sentences, select the correct answer, write the correct activity according to the pictures, read some texts and answer the questions.	To understand the use of the first conditional and learn some places
4. Workshop 8° (Appendix 33)	Date of celebrations abroad and the use of AND - BUT	This workshop starts with the exercise of a word search, then the explanation and finally exercises of listening, completing the sentences, reading about celebrations, association, complete the chart and write personal points of view about the celebrations.	To learn about dates in other countries as a cultural aspect and to recognize the use of BUT- AND
5. Workshop 11° (Appendix 34)	Environmental problems and solutions and future simple	To explore the topics students, have to look at the picture and write what it wants to transmit, then the explanation of the topic taking into account the rules of the future simple. In order to develop activities, the students have to read some texts, completing the sentences, listening practice, translating some sentences, association of	To know vocabulary about environmental problems and solutions as well as to know the uses and rules of the future simple.

		pictures and expressions and write about how they can save the planet.	
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Appendices

Appendix 1. Planning format established by the school

Área		Docente		Contacto	
Guía de trabajo en casa No	1	Grado		Periodo	1
Eje temático	✓				
Objetivo	1.				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP email
1. EXPLORACIÓN					
Pre saberes, diagnóstico y actividades relacionadas con la familiarización con el tema a abordar en la guía					
2. FUNDAMENTACIÓN TEÓRICA O ESTRUCTURACIÓN					
Contenidos o referentes teóricos del tema a abordar en la guía					
3. APROPIACIÓN DE LA INFORMACIÓN O TALLER DE APLICACIÓN					
Taller de aplicación sobre los contenidos o referentes teóricos abordados en la guía					
4. EVALUACIÓN					
Preguntas tipo prueba SABER preferiblemente					
5. AUTOEVALUACION					
Califique cada uno de los siguientes criterios de 1 a 5, si alguno de ellos merece alguna justificación por favor indíquela.					
CRITERIOS			AUTOEVALUACION		
			NOTA	JUSTIFICACION	
ASISTENCIA Y PUNTUALIDAD					
1. Entrega puntualmente los trabajos asignados					
2. Se comunica permanentemente por la red WhatsApp con sus docentes, está atento a las instrucciones dadas por ese medio, o en los encuentros sincrónicos					
ACTITUD					
3. Demuestra respeto hacia su profesor y compañeros en todos los espacios de telecomunicación					
4. Participa activamente en las actividades de la asignatura y en las clases virtuales					
CONOCIMIENTO					
5. Las calificaciones obtenidas en sus actividades académicas demuestran que la adquisición de los conocimientos fue por lo menos básica					
6. Demuestra la aplicación de los conocimientos adquiridos en la cotidianidad con su familia					
RESPONSABILIDAD					

7. Presenta los trabajos, las consultas, y las demás evidencias de su aprendizaje requeridas por el docente, puntualmente y según los criterios previamente establecidos		
8. Prepara las evaluaciones y actividades de superación de las dificultades dedicando tiempo suficiente a cada asignatura		
TRABAJO EN EQUIPO		
9. Aporta pre saberes y opiniones en los trabajos en grupo (entendiendo este trabajo como los foros, encuentros virtuales y otros)		
10. Demuestra disposición en el intercambio de ideas y en el ajuste de sus trabajos		
PUNTAJE TOTAL		

6. Referencias
Referencias bibliográficas o infografías sobre la temática abordada

Appendix 2. Rubric of evaluation of the proposal

Evaluation rubric for the Project - Word										
Herramientas de tabla										
Evaluación										
<p style="text-align: center;">Evaluation rubric for the Project</p> <p style="text-align: center;">"The use of urban poetry as a mean to enhance reading comprehension and develop writing production on eleventh graders at <u>Agueda</u> Gallardo de Villamizar High School: An action research"</p> <p>Student: <u>Alejandra Chapeta</u> Name of the implementation: <u>I can't breathe</u></p>										
Reading comprehension										
Interpretation of the urban poetry										
	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
1. The student makes connections and predictions in reading passages from the urban poetry.								4.0		
2. The reader understands the important information from the text.									4.5	5.0
3. The students can answer WH-questions correctly, considering an appropriate answer									4.5	
Motivation / participation										
4. The student demonstrates a positive attitude while reading the urban poetry.					2.5	3.0	3.5			
5. The student participates actively during the reading activities.				2.0	2.5					
Writing production										
Use of language										
1. use of the language The student is able to include into practice vocabulary from the text									4.5	5.0
2. Reflects about the reading giving the own point of view or idea about the urban poetry.									4.5	
3. The student is able to execute correct grammar structures based on the class.							3.5	4.0		
4. The student develops a good punctuation and use the symbols correctly.						3.0	3.5			
Respecting instructions										
5. The student is able to produce a text according to the instructions giving									4.5	5.0
6. The students develop their critical thinking									4.5	
Coherence and cohesion										
7. The student organizes the text in a comprehensible					2.5	3.0				

Link: https://drive.google.com/file/d/1RoMqzUmj89FZh0PdxyluzqSLrGfs_- /view?usp=sharing

Appendix 3. First implementation of the proposal

4. EVALUACION

Task 17. Read the following urban poetry and answer the questions. (Lee la siguiente poesia urbana y responde las preguntas).

ICAN'T BREATHE
By Pamela Sneed

I suppose I should place them under separate files
Both died from different circumstances kind of, one from HIV/AIDS and possibly not having taken his medicines
the other from COVID-19 coupled with complications from an underlying HIV status

1. What does the title mean to you?
a. Pain
 b. Happiness
c. Death

1. What feeling does the poem hide?
a. Happiness
b. Sadness
 c. Disappointment

2. Which are the two separated files?
a. Emotion and sadness
 b. Happiness and HIV/AIDS
c. HIV/AIDS and COVID-


Task 18. Write your own reflection about the poem. (Escribe tu propia reflexión sobre el poema)

mi reflexión es: que tenemos mucha fe para que todo esto de la pandemia se vaya y podamos todos volver a nosotros y sin ningún problema

Carrera 9 # 8-103 Barrio La Feria
salesianaapmplona@gmail.com
5689400

Appendix 4. Second implementation of the proposal

MI CASO



yo

Padres

my Perfect life would be to have a good career to have my own things like my house, my car, my business have a partner who loves me a lot have my children be able to give them a good study help my parents give them everything give them a house and help my siblings in what you need my perfect life is to be with my family and that we are very close

Appendix 5. Third implementation of the proposal

2. By using the vocabulary, read the following urban poetry.
3. Write unknown words to you and look for the meaning.

Roses aren't always red
& violets aren't exactly blue,
the society that we live in
never seems to speak the truth.

Smiles aren't always happy
& frowns aren't always upset,
people judge too quickly
& our feelings are what they
forget.

-(a.v)

VOCABULARY
Seem: parecer (verbo)
Truth: hecho real / verdad
Smile: sonrisa / sonreir (verbo)
Frown: fruncir el ceño

feelings sentimientos
upset disgustada
judge juez

Appendix 6. Pre-reading activity-fourth implementation

Guess the theme of the urban poet today...

THINKING alive! GALAXIES YOU!
NOTHING Artist TONGUE YOURSELF

Pantalla de nancy yolima hernandez gonzalez

Appendix 7. Video from the pre-reading activity on the fourth implementation

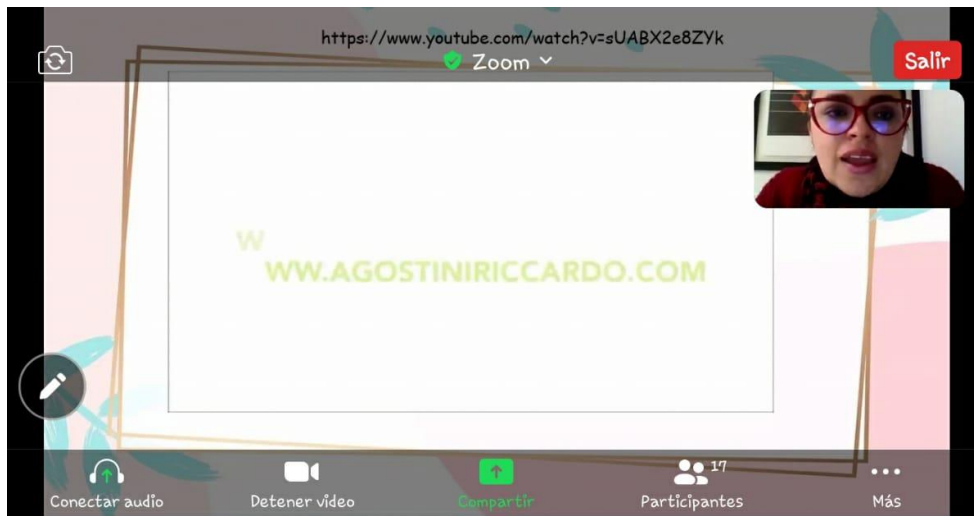
Videos de superacion personal y autoestima "¿Cuál son tus certezas?"

www.agostinirico

Activar Windows
Ve a configuración para activar Windows (RDPV11)

0:24 / 1:11

Link video: <https://www.youtube.com/watch?v=sUABX2e8ZYk>



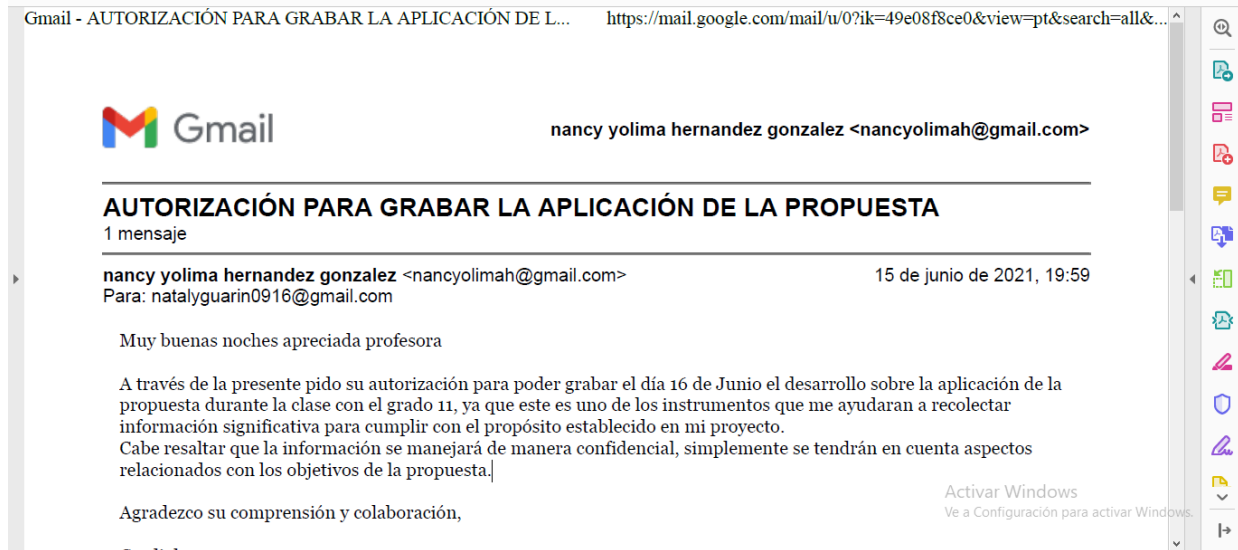
Follow the next link for more evidences about the implementation of the proposal:

https://drive.google.com/drive/folders/1y_0ShDJuX8uo0vBtxGkTZXz0cHOIv13o?usp=sharing

Appendix 8. Final product in writing, fourth implementation



Appendix 9. Ethical considerations



Link:

<https://drive.google.com/file/d/1sy0RtSxKWN6UzQrKhvoolTzjGGda4zUI/view?usp=sharing>

Appendix 10. Data collected from the reflective Journal

The screenshot shows an Excel spreadsheet with the following data:

ANALISIS de datos (REFLECTIVE DIARY)						
Categoria General	Subcategorias	Descripción teorica	First Reflective Diary	Second reflective Diary	Third Reflective Diary	Fourth Ref
	Ability to identify the main idea and key details	Students need to be able to recognize the big picture in a passage. Considering a superficial comprehension about the topic.	P1,P2,P4 The students show enough capacity to understand the main idea from the text, in which some of them express their points of view without forgetting the real meaning of the poetry.	P1 is able to understand the main idea at the moment of sharing different points of view, also taking into account that the pictures used to open the activity was about some pictures related to feelings and situations related to a perfect life. Some sentences used for the P2 were: "perfection, life style" P3 "happiness"		P3 got the main socializati and ideas.
	Ability to make predictions	So this is where we start to get into higher-level reading comprehension strategies. This is where things really start to get interesting because we need to step outside of what the passage has specifically told us. and start using background knowledge or life experiences to bring our understanding to a new level.	This aspect is reflected at the moment of caring out the pre-reading activities, because the students look some pictures or watch videos to be contextualized. For example in the first activity about the urban poetry "I can't breathe" the students looked some pictures in order to guess the topic. P3 did companions with their experiences, saying when "I feel very bad" or "This is death".	It tried to improve the way of implementing the proposal in order to motivate the students and facilitate their participation in the class. Therefore, were implemented some questions about the meaning of "orange" not just as a color and fruit but its subjective meaning. In this way they felt more comfortable and I could recognize that for students the activities with interesting topics are attractive for the learning and teaching process because they can link the real life with a short text providing a better understanding.	This section was developed thanks to the visualization of three pictures in the first point. In this part the participant #2 answered: "the first pictures transmits the presents, how people constantly live with technology".	P3 gave a pers in which he cot example
	Give students a framework for recognizing unknown		Students asked about some words they didn't understand from the urban poetry such as: PS	P4 could identify some words and sentences from the text with the first reading. Considering the second	Some unknown words were: upset, quickly, smile, brown	P4 asked for so as "stems" and

Link:

https://drive.google.com/file/d/1tVNPUK_tB7Tr8hv87R5xZNNP8CRAUx/view?usp=sharing

Appendix 11. Participant observation rubric

#1 PARTICIPANT OBSERVATION RUBRIC

Institution: Agueda Gallardo de Villamizar **Teacher:** Nataly Guarín
Date of observation: June 18, 2021 **Number of students:** 15 students
Grade: 11th **Students evaluated:** 5 students

Objectives:

- To recognize the way how the students get motivated through the use of urban poetry in reading comprehension.
- To understand the attitudes the students, have by following the stages.

Participants:

- P1→11a
- P2→11b
- P3→11a
- P4→11a
- P5→11b

Stages	Development	Findings according to the participants and motivations	General Aspects
PRE-READING ACTIVITIES	Considering the <i>pre-reading activities</i> , I shared a presentation on Power Point in which they saw some different words and gifts in a word cloud about the topic related to the urban poetry. This part was complemented with the visualization of a video the urban poetry in order to share the ideas that the students could get from both activities.	In this part P1 started to read each one of the words and did predictions about the topic such as: Sad, life. P5 described the gifts mentioning that they were related to emotions. About the video P4 showed interest since at the end of the reproduction she mentioned a general idea from the video.	At the beginning of the class, they demonstrated a low engagement it can be caused because of the hour in which is developed the class. Some of them are not kind with their attitude.
DURING READING ACTIVITIES	The second part was based on the development of <i>during reading activities</i> in which the students did a first reading of the urban poetry by taking advantage of their prior knowledge, however in this	P2 wanted to read the urban poetry, although she can't understand the whole <i>text</i> <i>because</i> <i>she</i> <i>doesn't</i> <i>know</i> <i>how</i> <i>to</i> <i>read</i> <i>it</i> . P4 asked for the translation of	The pre-service teacher noticed that the students tried to participate, however, they feel unable because maybe they don't know how

Link :

https://drive.google.com/file/d/1quMwWX37xOOE9_8NDWtnXQS56p995vi/view?usp=sharing

Appendix 12. Class recording analysis

#1 VIDEO OF THE CLASS

Institution: Agueda Gallardo de Villamizar **Teacher:** Nataly Guarín
Date of observation: June 18, 2021 **Number of students:** 15 students
Grade: 11th **Students evaluated:** 5 students

Objective: Recognize the motivations on students at the moment of implementing the urban poetry

Participants:

- P1→11a
- P2→11b
- P3→11a
- P4→11a
- P5→11b

Stages	Development	Findings according to the participants and motivations
PRE-READING ACTIVITIES	[Considering the <i>pre-reading activities</i> , I shared a presentation on Power Point] PRE-SERVICE T: we are going to start In this first part we are going to look some pictures, and we are going to answer what could be the topic for the urban poetry today [translation to Spanish] [interruption] P: dreams [interruption]	
DURING READING ACTIVITIES	The second part was based on the development of <i>during reading activities</i> in which the students did a first reading of the urban poetry. PRE-SERVICE T: first I'm going to read <i>reading of the urban poetry</i> , can you recognize some words from the text? <i>What words do you know?</i> [interruption] P1: <i>profe la parte que dice andar mi bicicleta, montar, bicicleta</i> PRE-SERVICE T: someone else please! P3: more orange P2: while listening to music PRE-SERVICE T: in this part we have vocabulary, first we have giant, what is its meaning? This is something very big. Hill, a <i>colina</i> . Middle, what is the meaning of middle?	The pre-service teacher considers the students shows more participation at the moment of sharing vocabulary unknown, because it allows them to gather information.



Link first part of the video: <https://youtu.be/K9Lj9mZjH4g>

Link second part of the video: <https://youtu.be/9oSrldw62qw>

Link rubric and Analysis: https://drive.google.com/file/d/1dqu_golnrDHc1_qq7VZLN84TD-uhpM/view?usp=sharing

Appendix 13. First questionnaire

CUESTIONARIO DIAGNOSTICO - Word

Inicio ses. [Iconos de ventana]

Archivo Inicio Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer? Compartir

CUESTIONARIO DIAGNOSTICO

El presente cuestionario diagnostico se compone de nueve preguntas abiertas y cerradas, el cual tiene como fin determinar si los estudiantes de 11 grado de la institución educativa Águeda Gallardo de Villamizar tienen en cuenta los conocimientos previos de los estudiantes en cuanto a la poesía en general, así como también de la poesía urbana. De este modo, llevarla a cabo para la realización del proyecto pedagógico "The use of urban poetry as a mean to enhance reading comprehension and develop writing production on eleventh graders at Águeda Gallardo de Villamizar High School: An action research" el cual será llevado a cabo por la estudiante practicante Nancy Yolima Hernández González.

Cabe destacar que la información recolectada será manipulada de manera confidencial solamente por la estudiante- practicante. De igual manera se pide a los estudiantes responder con honestidad y respeto para alcanzar el objetivo del cuestionario.

- ¿Sabe usted que es la poesía?
 - Si
 - No
- Según sus palabras escriba un corto concepto de poesía
- ¿Le gusta la poesía?
 - Si
 - No
- ¿Cuál de los siguientes tipos de poesía son de su preferencia?
 - Lírica
 - Épica
 - Satírica
 - Urbana
- ¿Por qué le gusta ese o esos tipos de poesía?
- ¿Considera usted que mediante el uso de la poesía se puede mejorar la habilidad de lecturas en el área de lecturas?

Página 1 de 2 301 palabras Espaflol (Colombia)

Activar Windows
Ve a Configuración para activar Windows.

24°C 11:43 a.m. 1/07/2021

Link: <https://drive.google.com/file/d/1n2jcKEB-eC-pV1ScBmYqAhdEDx3STN11/view?usp=sharing>

Appendix 14. Second questionnaire analysis

	A	B	C	D	E	F	G	H	I
			1. ¿De qué manera el uso de la poesía urbana lo/la motivó en el aprendizaje del Inglés?	2. ¿Cómo el uso de la poesía urbana lo/la ayudó a mejorar su producción escrita en	3. Justifique su anterior respuesta	4. ¿Cuáles de las siguientes habilidades desarrolló mediante las actividades de	5. Justifique su anterior respuesta	6. ¿Cuáles de las siguientes habilidades de producción escrita logró desarrollar mediante las	7. Justifique su anterior respuesta
1	Marca temporal	Dirección de correo electrónico							
3	6/17/2021 16:31:03	gebrero282006@gmail.com		mediante la autonomía para escribir		El pensamiento crítico		Organizar mejor las ideas	
4	6/17/2021 16:41:49	juniorsuarez2802	Los significados de palabras desconocidas Por medio de canciones	mediante la creatividad.	Por que mediante la poes Es más fácil y práctico de aprender	Nuevo vocabulario	Encontré y reforse vocabu divertido y fácil de	Mejorar la ortografía	En la poesía podemos en Fue muy fácil aprender con esa ayuda
5	6/17/2021 17:45:56	ramianeyira@gm	Depende desde que punto se vea,pero	La libertad para expresar ideas y emociones	Se debe tener claro que se quiere llevar a cabo y Me ayuda a ser más creativo con medio a la poesía	La creatividad	Me permite abrir más mis pensamientos e	Organizar mejor las ideas	Tengo más claro que quiero expresar
6	6/18/2021 14:14:19	P3		mediante la creatividad,			Me volví más creativo por medio de la lectura y el aprendizaje		
7	6/18/2021 14:20:39	P5	Al saber cómo sonaban las palabras en inglés Aprendiendo nuevo vocabulario	mediante la adquisición de vocabulario	Conozco un poco mas de vocabulario que no buen conocimiento de palabras nuevas y ahora	La creatividad	Me concentro mas	Adquisición de vocabulari	Mejore mi vocabulario No me equivoque tanto a la hora de escribir
8	6/18/2021 14:21:47	P4	vocabulario y tener mas conocimiento sobre este	mediante la adquisición de vocabulario	Porque hay verbos y vocabulario que me urbana fue un método muy apreciado ya que	La atención en clase		Mejorar la ortografía	mas mis ideas haciendo Debo al orden y la estructura mejora mi mas claros la escritura de algunas palabras
9	6/18/2021 14:27:39	P2	Por su expresión y manera de relato.	mediante la adquisición de vocabulario		El pensamiento crítico	ya que por parte de la poesía he desarrollado	Organizar mejor las ideas	de ellas con mas
10	6/18/2021 19:00:06	P1	Sii aprendí mucho de ella	para escribir ya que se lleva a cabo mediante la		La reflexión sobre si mism	La mayoría se las poesías hablaban sobre	Mejorar la gramática	mas claros la escritura de algunas palabras
11							Aprendemos nuevas términos	Aprendí a escribir mucho	
12									

Link: https://drive.google.com/file/d/1NCfMB_RFCBx8zZeHNIVASnc0-OgPENIg/view?usp=sharing

Appendix 15. Outline or matrix of analysis

1	A	B	C	D	E	F
2	Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo 1,2,3,4,5	Frases literales de cuestionario #2	p1,p2,p3,p4,p5
3	Enhancements in reading and writing skills through the use of urban poetry	linguistic competentes	Improvements in vocabulary, language conventions, grammar and punctuation.	"In this part I could identify a more significant use of punctuation because they wrote a longer text. The student P3 used commas to separate the ideas. It was useful because it allowed to understand what they wanted to show (1, reflective journal) "the most usual punctuation was commas and dots. However, P2 need to used them more often in order to comprehend the text"(3, reflected diary). "what the P1,P2,P3 write is comprehensible because they try to organize the ideas. Firstly, they have to write some words or sentences related to what they want to write, and then they compile the information through the written production" (1, Reflective journal).	"Porque hay verbos y vocabulario que me ayudan en la comprensión"(P1, questionnaire). "porque me ha dado buen conocimiento de palabras nuevas y ahora puedo entender comprender y saber más vocabulano mediante la ayuda de las poesias que me han sido consignadas" (P2, questionnaire) "Debido al orden y la estructura mejora mi gramática" (P1, questionnaire) "Si gracias a esto tengo mas claras la escritura de algunas palabras" (P1, Questionnaire). "me ayudo a organizar más mis ideas haciendo de ellas con más coherencia y más claras a la hora de escribirlas" (P2, questionnaire).	
4		Interpretative skills developed	the student ca identify the authors purpose, the main idea from the text	"This section was developed thanks to the visualization of three pictures in the first point. In this part the P2 answered: "the first pictures transmits the presents, how people constantly live with technology"(3, reflective journal). "P1,P2,P4 The students show enough capacity to understand the main idea from the text, in which some of them express their points of view without forgetting the real meaning of the poetry"(1, reflective journal).	P2: me ayudo a organizar mas mis ideas haciendo de ellas con mas coherencia y mas claras a la hora de escribirlas. P4: No me equivoco tanto a la hora de escribir P1Si gracias a esto tengo mas claras la escritura de algunas palabras "más facilidad para poder entender mas facil cualquier tipo de texto"(P2, questionnaire).	"P1: started to read each o did predictions about the t life."(1 participant observa
5		critical thinking	The student has the ability to think clearly understanding the logical connection	What is the message the author wants to transmit through the Urban Poetry:P1 answered "show the reality" P2 "the Covid" also some students answered in Spanish P4 "La problematica que se vive con la enfermedad del COVID" "La tristeza de las familias con esa enfermedad"(1, reflective journal).	"ya que por parte de la poesia he desarrollado más el pensamiento critico y poder así comprender y analizar mejor cualquier tipo de texto debido a los ejercicios planteados sobre la poesia"(P2, questionnaire) "Me permite abrir más mis pensamientos e ideas"(P3, questionnaire).	

Link: https://drive.google.com/file/d/1tVNPUK_tB7Tr8hv87R5x-ZNnP8CRAUx/view?usp=sharing

Outreach component

Appendix 16. Activity to discover the story



Appendix 16: Chart of vocabulary for children

Appendix 17. Chart of vocabulary for children

The Ugly Duckling

A little duckling was very sad because he thought he was the ugliest amongst all his brothers and sisters. They would not play with him and teased the poor ugly duckling. One day, he saw his reflection in the water and cried, "Nobody likes me. I am so ugly." He decided to leave home and went far away into the woods. Deep in the forest, he saw a cottage in which there lived an old woman, her hen, and her cat. The duckling stayed with them for some time but he was unhappy there and soon left. When winter set in the poor duckling almost froze to death. A peasant took him home to his wife and children.

The poor duckling was terrified of the children and escaped. The ugly duckling spent the winter in a marshy pond. Finally, spring arrived. One day, the duckling saw a beautiful swan swimming in the pond and fell in love with her. But then he remembered how everyone made fun of him and he bent his head down in shame. When he saw his own reflection in the water he was astonished. He was not an ugly duckling anymore, but a handsome and young swan! Now, he knew why he had looked so different from his brothers and sisters. "They were ducklings but I was a baby swan!" he said to himself.

He married the beautiful swan and lived happily ever after.

Vocabulario

Duckling: patito
Duck: pato
Water: agua
Wood: bosque/ madera
Forest: bosque
Sad: triste
Unhappy: infeliz/triste
Ugly: feo
Handsome: guapo
Beautiful: hermoso

Appendix 18. Part of answering questions

The fox and the stork

One day, a selfish fox invited a stork for dinner. Stork was very happy with the invitation - she reached the fox's home on time and knocked at the door with her long beak. The fox took her to the dinner table and served some soup in shallow bowls for both of them. As the bowl was too shallow for the stork, she couldn't have soup at all. But, the fox licked up his soup quickly.

The stork was angry and upset, but she didn't show her anger and behaved politely. To teach a lesson to the fox, she then invited him for dinner the next day. She too served soup, but this time the soup was served in two tall narrow vases. The stork devoured the soup from her vase, but the fox couldn't drink any of it because of his narrow neck. The fox realized his mistake and went home famished.

1. Was the fox solidary?
2. What was the stork's attitude when receiving the invitation?
3. How did the stork knock on the door?
4. What were the characteristics of the serving the fox soup?
5. How did the stork feel at the fox's home?
6. What were the characteristics of the serving the stork soup?
7. What happened at the end of the story?

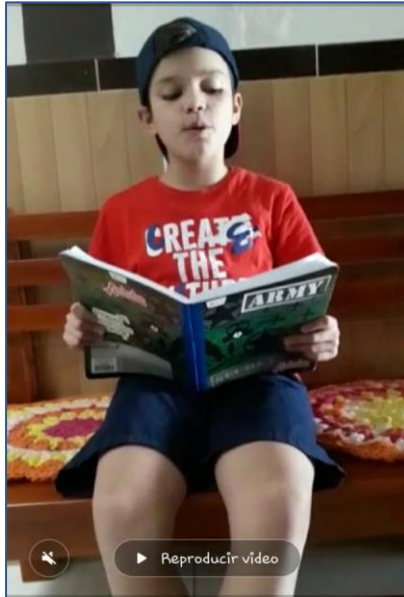
Appendix 19. drawing of the short story “the ugly duckling”



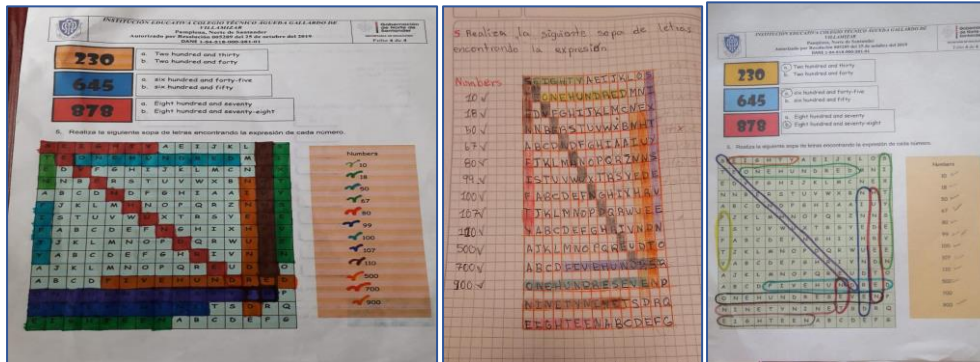
Appendix 20. creative drawing of the story “the elephant and her friends”



Appendix 21. Screenshots from the students' videos about the personal presentation in English



Appendix 22. Word search activity



Appendix 23. The workshops implemented in 5th grade

PRIMERA GUÍA 5°.pdf - Adobe Acrobat Reader DC (32-bit)

Archivo Edición Ver Firmar Ventana Ayuda

Inicio Herramientas Guía resumen del ... TRABAJO.pdf PARTICIPANT OBSE... PRIMERA GUÍA 5°... x

1 / 7 75%

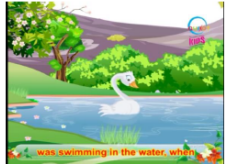
ACREDITACIÓN INSTITUCIONAL
Asociación de Escuelas de la zona

DOCENTE-PRACTICANTE: Nancy Yolima Hernández González	GRADO: 5 A	TEMA: Adjetivos, sinónimo y antónimos
SEDE: El Esconal	PERIODO: 1	AREA: Inglés

OBJETIVO: Enriquecer el vocabulario de nuevos adjetivos, sus sinónimos y antónimos a través de la historia del patito feo (The ugly Duckling).

EXPLORACIÓN O PRESABERES

1. Observo atentamente el siguiente video:
<https://www.youtube.com/watch?v=ckkbNtETmJU>



2. A partir del video responde las siguientes preguntas:
 - a. ¿De cuál historia se trata el video?
 - b. ¿Qué recuerdas de la historia?

2. Lee la siguiente historia y responde las preguntas:

The Ugly Duckling

A little duckling was very sad because he thought he was the ugliest amongst all his brothers and sisters. They would not play with him and teased the poor ugly duckling. One day, he saw his reflection in the water and cried, "Nobody likes me. I am so ugly." He decided to leave home and went far away into the woods. Deep in the forest, he saw a cottage in which there lived an old woman, her hen, and her cat. The duckling stayed with them for some time but he was unhappy there and soon left. When winter set in the poor duckling almost froze

Activar Windows
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Escribe aquí para buscar

12:14 p.m.
1/07/2021

First workshop:

<https://drive.google.com/file/d/1WEICtNHR7duqqVezrFubTq6pITf153OE/view?usp=sharing>

Second workshop:

<https://drive.google.com/file/d/1CGqCb6cWfBUJ9TQVsPXviZ4SbiC1V5Om/view?usp=sharing>

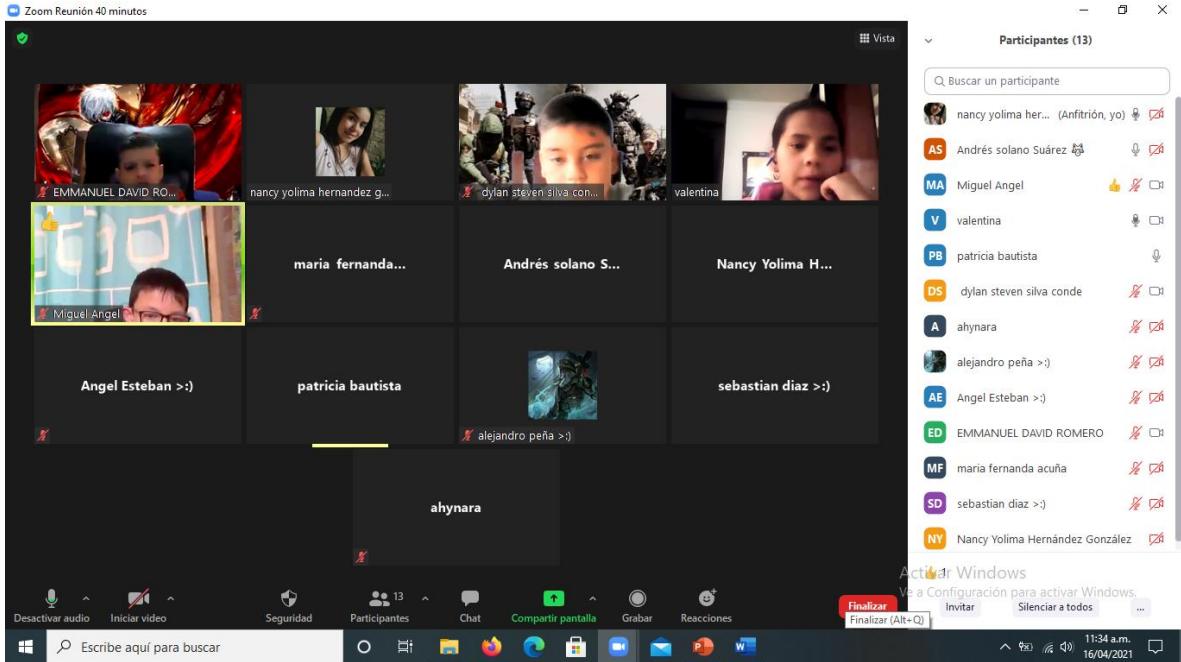
Third workshop:

<https://drive.google.com/file/d/1CGqCb6cWfBUJ9TQVsPXviZ4SbiC1V5Om/view?usp=sharing>

Fourth workshop:

<https://drive.google.com/file/d/1iuKmn3Thckzbdscx2kRYCuMvzWbQY7YU/view?usp=sharing>

Appendix 24. Some activities developed in the virtual meeting



Está compartiendo la pantalla

Deja de

Archivo Editar Ver Historial Marcadores Herramientas Ayuda

(26) WhatsApp

Elephant and Friends Story for

Ejercicio de Describing People (Dra

Ejercicio online gratuito de Appearance

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/PhysicalAppearance

1. MATCH THE WORDS TO THE PICTURES

curly hair

straight hair

dark hair

blond hair

glasses

long hair

Activar Windows

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Desactivar audio

9:29 a.m.

22/04/2021

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Deja de

CREATED BY
SONI INFO

HEMANT SHRSATH
(CO-PRODUCER)

PRERNA DESH MUKH
(TUNEIN RECORDING STUDIO)

Graphic Team
1] Akash Patil
2] Aniket Niphade
3] Manoj bacchav
4] Nitin Kadam

nancy yolima hernandez...

EMMANUEL DAVID

Solicitar para reactivar el audio

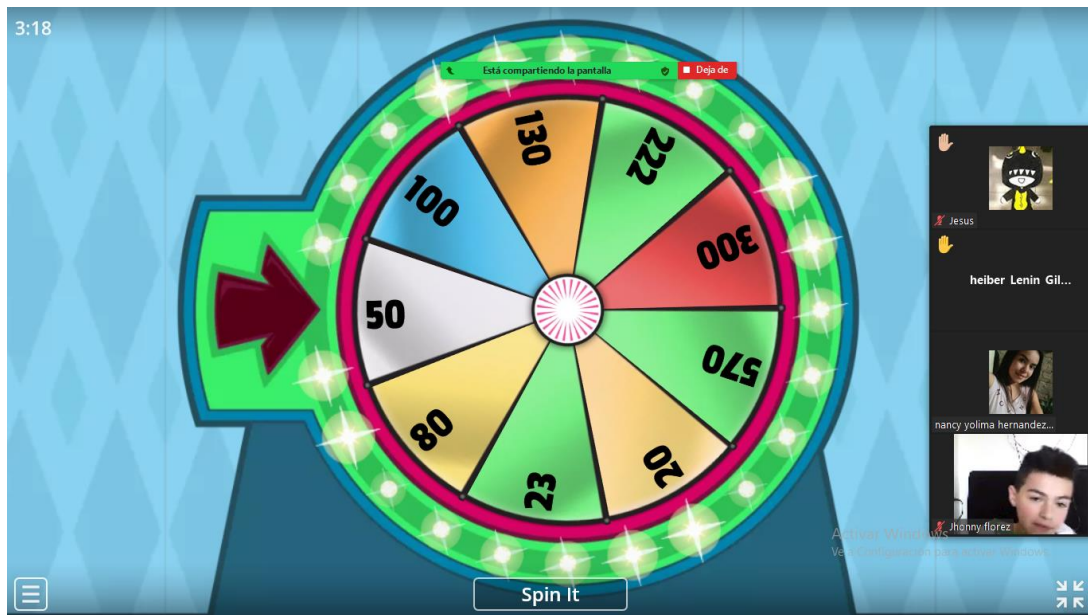
maria fernanda acuña

FREE F. DR

dylan steven

Activar Windows

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Appendix 25. First meeting with English teachers

DIRECTIVOS :

MG. SOR SOL CRISTINA REDONDO ÁVILA
Rectora


MG. JESUS DAVID GELVEZ
Coordinador



MG. MARLEN YOLIMA PARRA 9°- 10°
MG. NATALY MARFEL GUARIN TORRES 8°-11°
Docentes de área

EVALUACIÓN

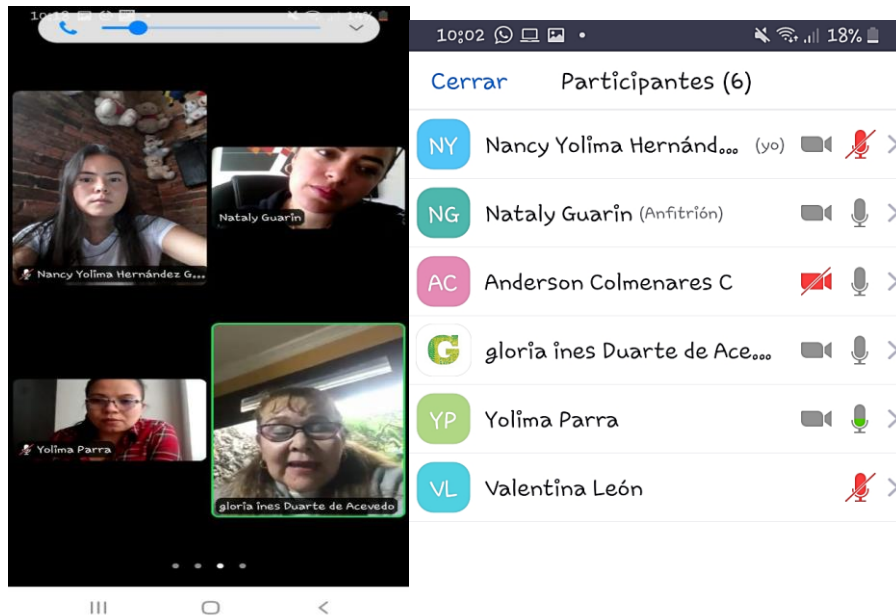
- En este aspecto se conservan los mismos desempeños establecidos en el SIEE debido a que son valores establecidos en la plataforma institucional web colegios.
- DESEMPEÑO SUPERIOR: 4.8 -5.0
- DESEMPEÑO ALTO: 4.0 -4.7
- DESEMPEÑO BASICO: 3.0 -3.9
- DESEMPEÑO BAJO: 1.0 -2.9

- Desde el área se tienen en cuenta las 3 dimensiones con los siguientes porcentajes sobre la nota final de la asignatura:
- SABER:20%
- HACER:40%
- SER:10%
- PRUEBA DECALIDAD:30%



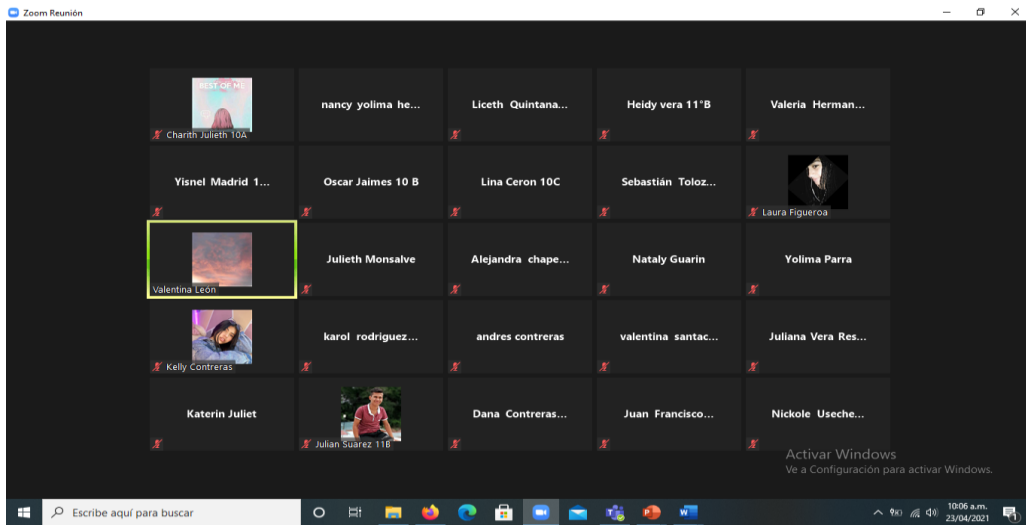
Appendix 26. Meeting to organize children's day and language day

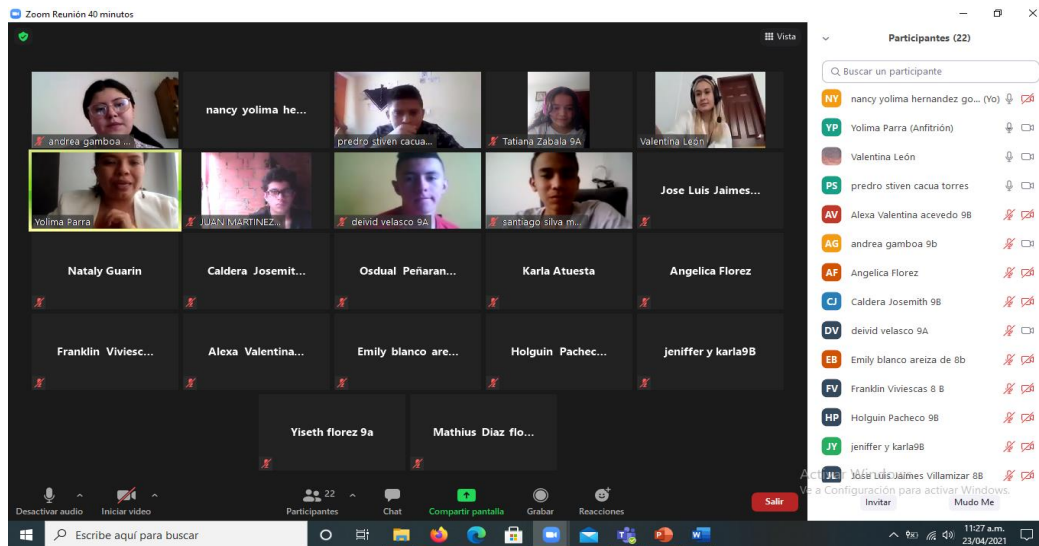


Appendix 27. Acrostic to implement



Appendix 28. Development of the cultural activity





Appendix 29. Example of narrative

NARRATIVE 8 - Word

Archivo Inicio Insertar Diseño Disposición Referencias Correspondencia Revisar Vista Ayuda ¿Qué desea hacer?

DATE: 24th May, 2021
 PRE-SERVICE STUDENT: Nancy Y. Hernández G. SCHOOL: Agueda Gallardo de Villamizar

DESCRIPTION OF THE ACTIVITY	REFLECTION
<ol style="list-style-type: none"> The class was developed just with fifth grade students. First during the class, I developed an activity to break the ice, then they watched a video that corresponded to the short story, entitled "the cows and the tiger". In order to work on this story, the students mentioned the vocabulary unknown, I started with the reading part, in which they read in English and Spanish, therefore I read in Spanish in order to get a better comprehension. At the end of this part, I showed them a vocabulary, they wrote it, and then they answered some questions about the story. 	<p>I really love the classes with students from fifth grade because they are very active in class, all the time they speak, they participate and it is very important for a class. This has been an interesting experience because I never imagine to work with children because they are restless all the time and I consider that I don't get patience most the time. However, it is incredible this experience because I compare these students with eleventh grade students, and this is completely different because in eleventh grade they don't participate, sometimes I try of changing the questions and do the class more interesting but it seems impossible.</p> <p>In addition, the students all the time ask about the topic or about the questions, it demonstrates that they are attentive to the explanations. This process has been meaningful for them and for me because they have learnt as much as me.</p> <p>During the class I can recognize the students that loves to participate, but also, I can recognize those who don't usually participate. For this reason, I try to ask to everyone, sometimes they do not answer and other because the students have problems with the audio. An annoying situation is when the students write on the screen, sometimes I remark most of the time they have to respect the class because it distorts the picture avoiding the visualization of the screen.</p> <p>One important aspect is that they like the stories and I enjoy to share points of view with them because their ideas are interesting, therefore they can learn from the other students. The interpretation of the stories is evinced because they repeat what the classmates say.</p>

Página 1 de 1 424 palabras Inglés (Estados Unidos)

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Link:

https://drive.google.com/file/d/1s9ZWyg1yQuCo29kh0AIokWB6MY_1S7XD/view?usp=sharing

Appendix 30. workshop 11° #1

GUÍA 11° RISK YOUR NECK .pdf - Adobe Acrobat Reader DC (32-bit)

Archivo Edición Ver Firmar Ventana Ayuda

Inicio Herramientas Guía resumen del ... TRABAJO.pdf PARTICIPANT OBSE... GUÍA 11° RISK YO... x Iniciar sesión

1 / 9 75%


INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO AGUEDA GALLARDO DE VILLAMIZAR
Pamplona, Norte de Santander
Autorizado por Resolución 005289 del 25 de octubre del 2019
DANE 1-54-518-000-281-01

Gobernación de Norte de Santander
SECRETARÍA DE EDUCACIÓN
Folio 1 de 9

Área	Inglés	Docente	Docente: Nataly Guarín Prácticante: Nancy Hernández	Contacto	Docente: 3114628817 Prácticante: 3219872582
Guía de trabajo en casa No	1	Grado	Once A-B	Periodo	2
Eje temático	<input checked="" type="checkbox"/> Vocabulary: Tourist places <input checked="" type="checkbox"/> First conditional by using "Will"				
Objetivo	1. To understand the use of the first conditional and learn some places.				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP Email WhatsApp

1. EXPLORACIÓN

Task 1. Look at the photos; are these places familiar to you? Circle the one that you like the most.
(Mira las fotos; ¿Estas fotos te son familiares? Cierra en un círculo la que más te guste.)



Windows Taskbar: Escribe aquí para buscar, 24°C, 12:39 p.m., 1/07/2021

Link:

<https://drive.google.com/file/d/1NBymF0mHizBTcsSxkjhsACTEmX8hNEu/view?usp=sharing>

Appendix 31. Workshop 8° #1

Guía 8° fireworks .pdf - Adobe Acrobat Reader DC (32-bit)

Archivo Edición Ver Firmar Ventana Ayuda

Inicio Herramientas Guía resumen del ... TRABAJO.pdf PARTICIPANT OBSE... GUÍA 11° RISK YO... Guía 8° fireworks .p... x Iniciar sesión

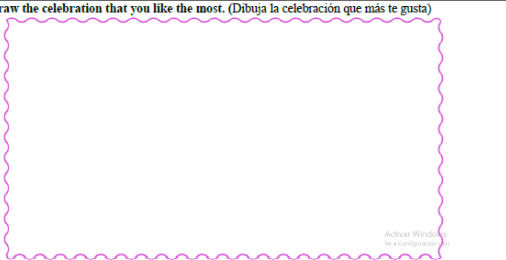
1 / 10 75%

DANE 1-54-518-000-281-01 Folio 1 de 10

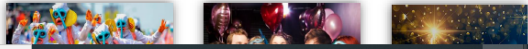
Área	Inglés	Docente	Docente: Nataly Guarín Prácticante: Nancy Hernández	Contacto	Docente: 3114628817 Prácticante: 3219872582
Guía de trabajo en casa No	1	Grado	Octavo A-B	Periodo	2
Eje temático	<input checked="" type="checkbox"/> The date <input checked="" type="checkbox"/> Celebrations				
Objetivo	1. To learn how to say the date in English and to know celebrations in Colombia.				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP Email WhatsApp

1. EXPLORACIÓN

Task 1. Draw the celebration that you like the most. (Dibuja la celebración que más te gusta)



Task 2. Look at the pictures and write the name of the celebration. (Mira las imágenes y escribe el nombre de la celebración.)



Windows Taskbar: Escribe aquí para buscar, 24°C, 12:41 p.m., 1/07/2021

Link:

<https://drive.google.com/file/d/16ZCe4fGkONNkRf6qLVt10XoF321478f/view?usp=sharing>

Appendix 32. Workshop 11° #2

GUÍA 11° RISK YOUR NECK 2.pdf - Adobe Acrobat Reader DC (32-bit)

Archivo Edición Ver Firmar Ventana Ayuda

Inicio Herramientas Guía resumen ... TRABAJO.pdf PARTICIPANT ... GUÍA 11° RISK... Guía 8° firewor... GUÍA 11° RISK... x Iniciar sesión

1 / 9 75%

INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO ÁGUEDA GALLARDO DE VILLAMIZAR
Pamplona, Norte de Santander
Autorizado por Resolución 005289 del 25 de octubre del 2019
DANE 1-54-518-000-281-01

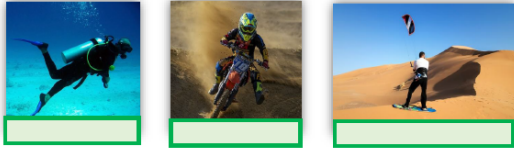
Gobernación de Norte de Santander
SECRETARÍA DE EDUCACIÓN
Folio 1 de 9

Área	Inglés	Docente	Docente: Nataly Guarín Prácticante: Nancy Hernández	Contacto	Docente: 3114626817 Prácticante: 3219872582
Guía de trabajo en casa No	1	Grado	Once A-B	Periodo	2
Eje temático	<input checked="" type="checkbox"/> Vocabulary: Tourist places and extreme sports <input checked="" type="checkbox"/> First conditional by using "will and modal verbs"				
Objetivo	1. To understand the use of the first conditional and learn some places.				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP Email WhatsApp

1. EXPLORACIÓN

Task 1. Look at the pictures and write the corresponding extreme sport. (Mira las imágenes y escribe el deporte extremo correspondiente)

Sand kiting - Scuba diving - Base jumping - skateboarding - motocross - mountain biking



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Link:

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Appendix 33. Workshop 8° #2

GUÍA 8° FIREWORKS #2.pdf - Adobe Acrobat Reader DC (32-bit)

Inicio Herramientas Guía resum... TRABAJO.p... PARTICIPA... GUÍA 11° R... GUÍA 8° fire... GUÍA 11° R... GUÍA 8° FI... x ? Iniciar sesión

1 / 9 75%

INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO AGUEDA GALLARDO DE VILLAMIZAR
Pamplona, Norte de Santander
Autorizado por Resolución 005289 del 25 de octubre del 2019
DANE 1-54-518-000-281-01

Gobernación de Norte de Santander
SECRETARÍA DE EDUCACIÓN
Folio 1 de 9

Área	Inglés	Docente	Docente: Nataly Guarín Prácticante: Nancy Hernández	Contacto	Docente: 3114826817 Prácticante: 3219872582
Guía de trabajo en casa No	1	Grado	Octavo A-B	Periodo	2
Eje temático	✓ Date of celebrations in other countries ✓ The use of AND - BUT				
Objetivo	1. To learn about dates in other countries as a cultural aspect. 2. To recognize the use of AND- BUT				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP Email WhatsApp

1. EXPLORACIÓN

Task 1. Find in the following word search the following words. (encuentra en la siguiente sopa de letras las siguientes palabras.)

H	A	L	L	O	W	E	E	N	G	H	I	F	P	E
A	C	O	S	T	U	M	E	S	J	K	L	M	A	D
B	C	E	L	E	B	R	A	T	I	O	N	Y	T	C
I	E	N	O	P	C	A	R	N	I	V	A	L	R	B
R	F	Q	R	S	T	U	L	K	V	D	W	X	I	A
T	G	A	B	C	D	A	C	D	S	F	G	C	Y	
H	H	I	J	V	O	K	E	L	A	M	P	K	A	
D	I	N	O	I	R	P	N	Q	R	S	E	S	D	
A	J	T	T	K	U	I	V	W	X	G	Y	R	D	S
Y	K	S	C	A	T	O	M	A	T	I	N	A	A	R

- Halloween
- Mothersday
- Birthday
- Costumes
- Valentinesday
- Carnival
- Christmas
- Patrick'sday
- Tomatina
- Blockrock
- Mardiagras

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24°C 12:46 p.m. 1/07/2021

Link:

<https://drive.google.com/file/d/1MVcyjB66V4LOOML6FrIQnSEoRuPI0mQG/view?usp=sharing>

Appendix 34. Workshop 11° #3

GUÍA 4 11°(A BETTER WORLD .pdf - Adobe Acrobat Reader DC (32-bit)

Inicio Herramientas Guía res... TRABAJO... PARTICI... GUÍA 11... GUÍA 8° f... GUÍA 11... GUÍA 8° ... GUÍA 4 ... x ? Iniciar sesión

1 / 8 75%


INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO AGUEDA GALLARDO DE VILLAMIZAR
Pamplona, Norte de Santander
Autorizado por Resolución 005289 del 25 de octubre del 2019
DANE 1-54-518-000-281-01

Gobernación de Norte de Santander
SECRETARÍA DE EDUCACIÓN
Folio 1 de 8

Área	Inglés	Docente	Docente: Nataly Guarín	Contacto	Docente: 3123340567
Guía de trabajo en casa No	1	Grado	Once A-B	Periodo	2
Eje temático	✓ Environmental problems and solutions ✓ Future simple				
Objetivo	1. To know vocabulary about environmental problems and solutions. 2. To know the uses and rules of the future simple				
Fecha de asignación		Fecha de entrega		Medio de entrega	Plataforma WP Email WhatsApp

1. EXPLORACIÓN

Task 1. Look at the picture. What do you see? How does it make you feel? (Mira la imagen. ¿Qué ves? ¿Cómo te hace sentir?



Task 2. Can you state four words that describe the picture? (¿Puedes mencionar cuatro palabras que describan la imagen?)

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24°C 12:47 p.m. 1/07/2021

Link:

<https://drive.google.com/file/d/18XHPyoFQU1eOX0z7ctyVTxH1Dk2xLim0/view?usp=sharing>