Poems as a Strategy to Improve Reading Comprehension and Enhance Writing Production in Ninth-Graders at Francisco José De Caldas School Cucuta-Norte De Santander.

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General Presentation

Presentation

To guide the lector through the reading, they can find three components like pedagogical component, community outreach, and intra-institutional component.

This research project is composed of three fundamental components for its realization, documentation, and analysis of the integral and pedagogical practice. Thus, the first component to be developed corresponds to the pedagogical component. This component is crucial for the development of this project because it addresses the part of pedagogy from a new perspective, where new methodological strategies will be implemented to promote the ninth-grade students' learning process and teaching process.

The second component corresponds to the community outreach component in which there will be an approach with the Francisco José de Caldas community, with primary schools where English language awareness in primary schools in Colombia will be put into practice. This will address the need to train students in English.

The third component is related to the intra-institutional component where participation in extracurricular and administrative activities proposed by students, parents' community, and the administrative population including sports activities and pedagogical events, etc. will take place. In which the educational population meets as an administrative,

student community, and parents, to promote integrity and a sense of belonging to the community.

1. CHAPTER I

1.1.Introduction

Communication is the human pilar and in many cases, foreign language causes some difficulties between the speakers. In this sense, human beings have been in constant evolution where their cultural and economic integration requires the mastery of different languages. In addition, learning a foreign language has its advantages in a cultural, personal, and professional environment where it is reflected in day-to-day life. According to the British Council (2020) the advantages of foreign language learning, in this case, English, is the most popular language to learn, because with this language have general communication skills where communication is achieved more fluently and mental agility is increased where there is a greater capacity for assimilation and learning.

English as a foreign language is fundamental in education, it is part of the formative process and students acquire it from their first years of studies. According to Fandiño (2013), the education and teaching of English in Colombian schools is fundamental for the acquisition of new knowledge from an early age where their knowledge is "malleable" and creates bilingual students throughout their academic years. According to the Ministry of Education (2018) Colombia has had a long tradition of including foreign languages in the school curriculum, so that high school students have a pluralistic vision of the world and come into contact with other ways of seeing. Es de tal

manera que el Ministerio ha desarrollado una visión distinta para que los estudiantes puedan entrar en contacto con otro idioma y así tener un conocimiento más amplio hacia la realdad de las cosas.

The teaching of a language is directly related to academic performance due to technological, scientific, and cultural demands. Beltrán (2017) explains that the English learning process as a foreign language occurs within the school environment, that is, from the classroom where different activities are carried out where the student has the opportunity to develop the learning of English. The English first basics are developed in primary school, where the student first comes into contact with this language through different activities implemented by the teacher.

On the other hand, the student develops this learning in the classroom, and the learning is reduced to school and not to everyday life. On the other hand, Sharifian (2009) explains that English as a foreign language is a paradigm of thoughts, research, and practice where a conjunction of critical thinking and research required for its good development in the classroom is made, this makes English an intercultural language and an international communication language. According to the mentioned before, English is based on a set of situations or paradigms where its good development makes its acquisition and knowledge more effective and easier to understand in the classroom. Therefore, English is a language

that is developed in an international way where its teaching is for development and the bases are created for the student for his future.

Finally, taking into account the observations made previously, the common situation of ninth grade students is the lack of practice in reading and writing, because they say if I do not know how to pronounce a word or do not know how to write it, I do not try to pronounce it or write it. For this reason, the poems implementation helps students to acquire interest in reading and also intensity and motivation to read can increase like their writing, seeing that they are short texts and a narrative different from the others.

1.2 Justification

Considering that English as a foreign language is important in Colombian schools, there is a high degree of difficulty in some cases, students do not have teachers who teach this language. For this, the Colombian government has set the goal of achieving bilingualism in schools by the year 2025. In primary, secondary, and university students the minimum level of communication is level B1 where the MEN has implemented strategies for the training of English teachers in which they are shown new teaching strategies and pedagogy that can be implemented in the classroom.

On the other hand, it is worth noting that the disinterest of students to learn this language is very noticeable in public schools because there is no motivation on their part, this is reflected in the ICFES test where the results are shown. Gomez (2016) explains that most students show disinterest in learning English because of the methodology used by the teacher at the time of giving their classes, and the environment in which the student at the time of receiving their classes.

Therefore, the negative factor, that may arise from this is the students do not show interest in reading and its comprehension, since, as explained above, there is no motivation on their part to learn this foreign language. According to Manoharan (2023) reading is bipolar communication where reading and its comprehension led to an acquisition of knowledge in which the student will be in contact with a real or imaginary world, therefore,

the acquisition of reading in a foreign language is important because he learns and knows an unknown world and experiences new things.

Thus, reading is the fundamental basis of learning, it is where the student can acquire new knowledge, and it is so that reading and writing go hand in hand, intertwined in a single area, since the student reading and knowing unknown words can begin to create their compositions. In agreement with O'Brien (2005) the relationship between reading and writing is evident since students who read learn more knowledge and will be more prepared for better writing students with these two approaches will better understand the materials and will have better comprehension and better writing.

For this reason, that one of the strategies to bring writing and reading hand in hand is poems, since it is a way in which students can be interested in the English language because they are short stories full of feelings, which they can use their imagination and their feelings, and thus begin to master reading and writing in a good way. Ninth grade students will benefit from this project because they will acquire new knowledge in a different way than the traditional way through reading, where they will learn a little more about the English-speaking culture through poems and their writers.

1.3 Objectives

1.3.1 General objective

To implement the practice stages, taking into account the pedagogical research component, community outreach, and intra-institutional activities and carry out the poems as reading and writing strategies inside Francisco José de Caldas School in Cucuta- Norte de Santander

1.3.2 *Specific Objectives*

To implement poems as a strategy for reading and writing improvement in English in ninth-grade students.

To strengthen fifth-grade students' vocabulary knowledge at Francisco José de Caldas school.

To participate in each of the intra-institutional activities to be carried out at Francisco José de Caldas School.

To provide Implement short diversity poems that allow students to develop reading and writing skill

To contextualize cultural student's interests by using familiar topics for them.

To encourage student's interest in the English language by implementing short diversity poems.

General conclusion

In this part, it can conclude in general way, students have reading and writing problems in both their native language and English because of their lack of interest in reading texts. On the other hand, there is an effort of 901-grade students to learn a foreign language such as English, likewise, their effort to be able to understand it.

Besides, in elementary school, one of the strategies to encourage students to participate and learn is through games and activities that attract their attention because they can have learning fun while having fun.

Finally, interinstitutional component recreational activities are essential for them and as a way to share with their peers and other students outside the classroom, with the intention that there is social interaction

CHAPTER II

2. Institutional Observation

2.1 Topographical location of the institution

The School Francisco José de Caldas in its headquarters began to operate on January 20, 1961, on 19th Street and 14th Avenue in the neighborhood of La Libertad donated the land by the Salesian community at the beginning of its creation was considered the Urban School No. 5 for boys Francisco José de Caldas which by decree of the Departmental Secretary of Education No. 1065 was created on December 31, 1959.

Currently, the school serves the following levels of education: preschool, elementary (1st, 2nd, 3rd, 4th, 5th) high school (6th,7th,8th,9th), and middle school (10th and 11th grades).

2.1.2 P.E. I of the institution

The Institutional Educational Project of the Francisco José de Caldas School is based on an integral conception of the human person, his dignity, rights, and duties, forming each student to act as an honest, productive citizen, aware of his personal and social reality, leading processes that allow him to live and coexist with good quality of life, contributing to the local, regional, national and Latin American process.

Based on the provisions of the Political Constitution of 1991 and especially what is ordered by it in Article 67, Education in Colombia is established as a Social, Economic, and Cultural right that must be standardized, implemented and complied with. From here as from the Ministerial Directive Number 016/ 1996 and in the New General Law of Education N° 115, Article 73 and 87 in its Regulatory Decree 1860/94 Article 17, the Institutional Educational Project PEI, appears as a tool first-hand, to redefine the north that must have the education in a particular community.

2.1.3 Institutional Symbols

Figure 1.

Institutional Shield.



The triangular shape is an icon of the Trinity. First God, one and triune. De Lucho one of the three headquarters has as its corporate name "Holy Trinity". In the upper part, the sun is the source of life, energy, light, and heat. It means the importance of life; it is the reason for their struggles, to improve its quality for all and for every one of the Caldistas, it is fundamental to guide and build a worthy life project is an institutional mega goal at the same time of science in the heat of teamwork with positive energy.

The mountains: evoke overcoming difficulties, climbing to reach the summit; looking to the north, always forward, and overcoming difficulties to reach the goal. On the other hand, green invites us to be constant in our commitments to nature. Yellow is light and knowledge. The computer is an icon of science and technology; the institution will always walk hand in hand with science. In the white background, the image of the wise man "Francisco José de Caldas" is a worthy example to follow. The red and black flag on the shield reminds us of our race and commitment to work for regional identity and the improvement of our locality and border community.

Figure 2

Institutional flag.



In its three colors of white, yellow, and green, it is an allegory of the three sites that make up the institution.

White: peace, honesty, purity, transparency, clarity. It occupies a good part of the flag's extension. It is essential to create favorable conditions, and a good climate to achieve good results in the educational process of children and young people.

Green: the color of ecology and hope. It invites us to commit ourselves to this duty of caring for nature, of being citizens of the universe in the construction of a better world.

Yellow: life, light, wisdom, wealth, energy, sun. To love and preserve life is an institutional principle as it seeks knowledge, the light that guides the way to follow with good energy to obtain good results.

2.1.4 Mission of the institution

The Francisco José de Caldas School educates autonomous and critical children and adolescents, with a life project based on respect, honesty, self-esteem, and solidarity, with a vision of entrepreneurship and inclusion in the productive sector for family and social improvement.

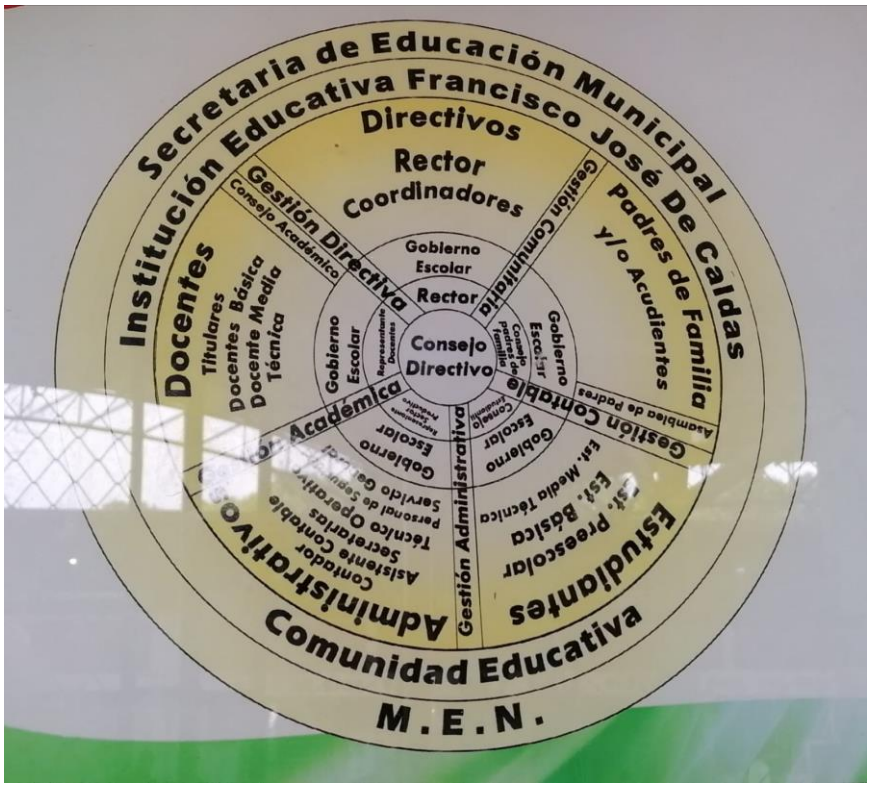
2.1.5 Vision of the institution

- In 2015, The Francisco José de Caldas school has been recognized by the municipality and the Ciudadela de la Libertad because:
- It trains for autonomy, criticism, and strengthening of institutional values and principles.
- It supports community involvement in institutional projects.
- Develops an enterprising spirit.
- Strengthens its technical media through inter-institutional agreements.

2.1.6 Organigram

Figure 3

Francisco José de Caldas Organigram



2.1.7 Rulebook of the institution

The coexistence manual responds to the national public policy of citizen coexistence, as an instrument and dynamic mechanism of prevention, mediation, conciliation, and monitoring that facilitates the continuous improvement of each of the members of the educational community. The Francisco José de Caldas school is characterized by its spirit of leadership, simplicity, and willingness to solve problems, where failure does not exist, and every obstacle becomes a collective step to success.

The coexistence manual is produced as a product of a collective construction that retakes the strengths of an existing product in which a collective review was propitiated with the participation of students, teachers, and parents based on Law 1620 and Decree 1955 of September 11, 2013, consolidated through sessions of the Academic Council in 2014 and approved by the Board of Directors.

The coexistence manual is divided into six titles. Everyone has some chapters giving a context to each proposed situation. The titles are as follows:

Title I: **general Aspects**, in which four chapters talk about and emphasize general aspects of the educational institution.

Title II: **classification of coexistence situations**, this title is composed of two chapters that emphasize the coexistence situations that occur in the institution, as well as

the type of severity, as it is divided into type I, II, and III situations and their different protocols and care routes.

Title III: **promotion and prevention strategies**, is composed of three chapters showing improvement strategies, coexistence pacts in the classroom, and resources that should be taken into account to strengthen prevention.

Title IV: **school Government**, in this title two chapters are showing how the school government is composed and its forms of participation for the educational community.

Title V: **integral Student Evaluation System**: this title is made up of five chapters, each one of which shows the evaluation and promotion criteria, as well as the mechanisms for the recovery and leveling of students, the evaluation and promotion commissions that must be taken into account when evaluating students.

Title VI: **final Provisions**, this title covers general considerations about the rules, which are taken into account in the school and the Caldista community in general.

2.1.8 MEN's Health emergency guidelines.

In the last few months at The Francisco José de Caldas school, we have gathered valuable lessons and experiences that have guided us on how to continue accompanying the families of our community and maintaining quality standards in the educational service.

The priority of Francisco José de Caldas school is to protect the health and well-being of its educational community. That is why the following preventive measures and biosecurity guidelines have been defined to be implemented to mitigate the risks of contagion of COVID-19 and ensure compliance with the sanitary measures required to resume academic, administrative, and operational activities. The above is under the stipulations of the National Government and the competent territorial authorities. Currently, the educational institution does not have any biosecurity guidelines since it has returned to normality.

2.1.9 Scholar Shift

Concerning the academic day at the educational institution, the school has a continuous school day which is divided into two days, in the morning (6 am - 12 pm) is high school, in which they manage 6 hours of class; in the afternoon is elementary school (12:30 pm - 5:30 pm) in which they manage 5 hours. Likewise, 10th and 11th-grade students have a counter day for their technical media in the afternoon (12 pm to 6 pm) two days a week.

2.1.10 Institutional Chronogram

Table 1.

Institutional Chronogram (ColFraJoC)

DATE	PERI	ACTIVITY	RESPONSIBLE
2023-03-01	1	Physical Education Teachers Meeting	Karine Cárdenas Teacher
2023-03-02	1	Simulacro Icfes 11th grade	Rectory - Educational Group Helmer Pardo
2023-03-03	1	Viacrucis	Religious Education
2023-03-07	1	Mathematics Teachers Meeting	Mathematics Area Manager
2023-03-08	1	Teachers' Meeting Spanish Language Area	Area Manager
2023-03-09	1	Migrant Care Toolbox Talk. 6:00 - 8:00 am and 12:00 - 2:00 pm. 2:00 pm, Main Headquarters. Teachers from all sites attend in their day.	UNICEF
2023-03-10	1	Viacrucis	Religious Education
2023-03-13	1	Delivery of Academic Pre-Reports First Period	Coordinators and Teachers
2023-03-14	1	Academic Council. 3:00 pm Virtual	Rectory - Coord. Alexánder Arias
2023-03-14	1	PRAE Meeting	Olga Banguero Teacher
2023-03-14	1	Pi Day "Mathematics Day".	Mathematics Area Manager
2023-03-15	1	Flag Ceremony - Women's Day and St. Joseph's Day	Titulars, Co-Titulars and Courses organizers
2023-03-15	1	Jean Day	Student Representation

2023-03-16	1	Webcolegios Photo Shooting	Webcolegios
2023-03-16	1	INFRAJOC Research Project	INFRAJOC Research
2023-03-17	1	Webcolegios Photo Shooting	Webcolegios
2023-03-17	1	Viacrucis	Religious Education
2023-03-21	1	Bimonthly First Period	Area Teachers
2023-03-24	1	Viacrucis	Religious Education
2023-03-24	1	End Bimonthly First Period	Docentes de Area
2023-03-24	1	Literary Gathering	Teachers from San Pedro Claver: Olga Meneses, Ruth Liliana Sánchez y Maria Ruth Pineda
2023-03-28	1	Natural Sciences Meeting	Teacher Yohan Bermúdez
2023-03-30	1	Deadline for the infographic's creation and unpublished narratives for institutional contests.	Teachers
2023-03-31	1	Eucharist	Pastoral Education of the Diocese
2023-03-31	1	End of First Period	Rectory - Coordinators
2023-03-31	1	Viacrucis	Religious Education
2023-04-	2	Institutional Week	Rectory
2023-04-07	2	End of Institutional Week	Rectory
2023-04-10	2	Second Academic Period begins	Rectory - Coordinators

2023-04-11	2	Coexistence Courses 1101 and 1102.	Rectory - Coordinators
2023-04-12	2	Delivery of First Period Academic Reports	Coordination - Teachers
2023-04-13	2	Final review of infographics and unpublished narratives of institutional contests.	Teachers
2023-04-17	2	(Workers' Day) campaign begins	Religious Education
2023-04-18	2	Coexistence Courses 1103 and 1104	Rectory, Coordination, School Orientation
2023-04-21	2	Delivery of the general list of participants and winners	Creative Communicators
2023-04-25	2	Flag ceremony - Language Day	Teachers
2023-04-25	2	Mariano Month (General Formation)	Religious Education
2023-04-25	2	Awarding of Institutional Competitions.	Creative Communicators - Rectory
2023-04-25	2	Coexistence Courses 1105 and 1106	Rectory, Coordination, School Orientation
2023-04-27	2	ERE Teachers' Meeting	Religious Education
2023-05-02	2	Inauguration Marian Month (General Formation)	Religious Education
2023-05-05	2	Eucharist	Religious Education
2023-05-10	2	Training, accompaniment and follow-up to the Student Council, Ombudsman and Comptroller.	Democracy Committee .
2023-05-12	2	Teacher's Day Celebration, Diocese of Cúcuta	Diócesis de Cúcuta
2023-05-16	2	Flag Ceremony - Teacher's Day	Teachers, Co-teachers and Organizing Courses
2023-05-18	2	Delivery of Pre-Reports Second Period	Coordinators - Teachers
2023-05-30	1	Natural Sciences Meeting	Yohan Bermúdez teacher

2023-06-05	2	Bimonthly Evaluations Second Period	Area Teachers
2023-06-09	2	End of Bimonthly Evaluations Second Period	Area Teachers
2023-06-15	3	Literary Gathering	Teachers from the Santísima Trinidad and Caldas: Joaquín Rincón, Marisol Lozada, María Isabel García, Eliana Venegas Venegas
2023-06-16	2	Flag ceremony - Founding of the city of Cúcuta	Titulars, Co-Titulars and Courses organizers
2023-06-16	2	End of Second Academic Period	Rectory - Coordinators

2.2 Pedagogical level

2.2.1 English Area Planning

The area plan is framed as the proposal to teach English as a universal language, carrying out guidelines set by the MEN Ministry of National Education, which has established in its policies to improve the quality of English language teaching, allowing better levels of performance in this language. The area plans are based on the search for communicative competencies in one or more foreign languages. Likewise, we start from the standards in the context of the National Bilingualism Program, which aims to achieve

citizens capable of communicating in English, so that they can insert the country in the processes of universal communication and cultural openness, with internationally comparable standards, making traceability between what is established by the Ministry of National Education, the Common European Framework and the English area of our educational institution.

2.2.2 Educational resources knowledge

The school has pedagogical resources such as dictionaries which can be found in the library where students can find different grammar books and English texts to broaden their knowledge of this foreign language.

2.2.3 Syllabus
Table 2

Ninth-grade Syllabus

PERIODO GRADO	HABILIDADES COMUNICATIVAS	I	II	III	IV
NOVENO	**Speaking:** Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase utilizando estrategias para monitorea r mi pronunciación. **Writing:** Escribo narraciones sobre experiencias personales y hechos a mi alrededor .Contesto, en forma escrita, preguntas relacionadas contextos que he leído. **Reading:** Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. Comprendo la información implícita en textos relacionados con temas de mi interés. **Listening:**Sigo las instrucciones dadas en clase para realizar actividades académicas. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	**YOUR WORLD** **Unit 1: This is me!** **Unit 2: My family** **Unit 3: School life and people.** **Vocabulary:** The greetings The alphabet Numbers Countries and nationalities. Colors Family members Personality adjectives Jobs Sports, subjects, and classroom objects Days of the week Adjectives describing physical appearance. **Grammar:** Questions and answers Full and contracted forms of to-be: negative Possessive adjectives Possessive 's To be: questions a and an, this / these and that / those Wh – questions with to be.	**AROUND THE WORLD** **Unit 1: From day to day** **Unit 2: Local color** **Unit 3: Special days.** **Vocabulary:** Daily routines Time Free time activities Daily activities Time expressions Sports Adjectives Weather and seasons Clothes Likes and dislikes -ing adjectives Celebrations and festivals Ordinal numbers Holiday activities **Grammar:** Present simple Adverbs of frequency Verbs + -ing Yes / no questions Prepositions: at, on, in Wh – questions with the present simple	**HOW WE LIVE** **Unit 1: What we eat** **Unit 2: Take good care** **Unit 3: Time for fun** **Vocabulary:** Food and drink Food groups Food Food and containers The environment Healthy habits Free time activities How to be polite **Grammar:** Countable and uncountable nouns There is / there are How many / how much Quantifiers: a little, a lot, a few Some / any Should / shouldn't Intensifiers Extreme adjectives Play + game; Go + verb + -ing Do + activity	**PROTECT THE EARTH** **Unit 1: The world we live in** **Unit 2: Problems and solutions** **Unit 3: Changes to make** **Vocabulary:** Natural landscapes Using wáter Housework Animals Environmental problems Natural disasters Helping the environment Predictions for the world in 2050 Opposite adjectives **Grammar:** Comparatives and superlatives The imperative Has/have to for an obligation Present continuous Time expressions for present actions Negative contractions Present continuous: affirmative and questions Affirmative and negative predictions using will and won't Past simple

2.2.4 Teacher's methodology in the classroom

The methodology used by the teacher is based on the programmatic contents that are developed at the beginning of the school year, which is based on the MEN (2018). Likewise, strategies are presented so that students can present a level in which they develop Know, Do, and Be where each competency is evaluated independently, and at the end, they are added and a single grade is obtained. Therefore, the school adopts the bilingualism plan and the contents suggested within the DBA proposed by the MEN (Ministry of National Education) which establishes the following:

- ✓ Explains why plans and actions are related to their personal, school, and community environment.
- ✓ Recognizes cause and effect relationships in short readings on academic topics.
- ✓ Summarizes information they have read or heard on topics related to their school and the academic environment through structured writing.
- ✓ Makes short presentations on an academic topic of interest.
- ✓ Expresses his/her opinion on a topic discussed in class and related to his/her academic environment.
- ✓ Exchanges information on topics of the school environment and general interest in a conversation.

✓ Identifies the purpose, parts, and type of texts in a short reading or audio and shares them with peers.

✓Writes texts of medium length in which he/she makes recommendations or suggestions about situations of personal, school, or social interest.

Figure 4

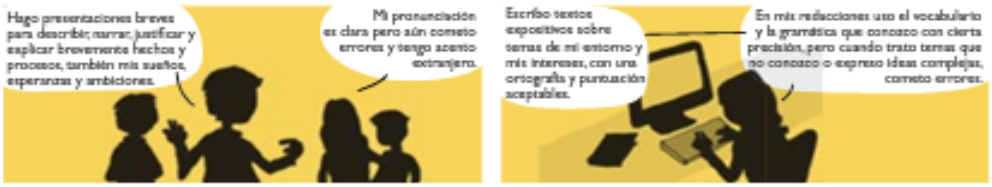
DBA (Derechos Básicos de Aprendizaje)



Escucha		Lectura	
• Sigo las instrucciones dadas en clase para realizar actividades académicas.	2	• Identifico iniciación, nudo y desenlace en una narración.	2
• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	2, 3	• Reconozco el propósito de una descripción en textos narrativos de mediana extensión.	2
• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	1, 2	• Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado.	1, 2
• Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	2	• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.	1, 2
• Muestro una actitud respetuosa y tolerante al escuchar a otros.	3	• Identifico la recurrencia de ideas en un mismo texto.	1, 2
• Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses.	2, 3	• Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.	1, 2
• Utilizo mi conocimiento general del mundo para comprender lo que escucho.		• Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.	1, 2
• Infiero información específica a partir de un texto oral.	3	• Valoro la lectura como una actividad importante para todas las áreas de mi vida.	
• Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	2, 3	• Comprendo la información implícita en textos relacionados con temas de mi interés.	2
• Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.	2	• Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos.	2
		• Identifico elementos culturales presentes en textos sencillos.	3

Figure 5

DBA(Derechos Básicos de Aprendizaje)



Escritura	Monólogos	Conversación
• Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2 • Escribo mensajes en diferentes formatos sobre temas de mi interés. 1, 2 • Diligencio efectivamente formatos con información personal. 2, 3 • Contesto, en forma escrita, preguntas relacionadas con textos que he leído. 1, 2 • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. 1, 2 • Parafraseo información que leo como parte de mis actividades académicas. 1, 2 • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 1, 2 • Uso planes representados en mapas o diagramas para desarrollar mis escritos. 2 • Ejemplifico mis puntos de vista sobre los temas que escribo. 1, 2 • Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. 1, 2, 3	• Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. 1, 2 • Narro historias cortas enlazando mis ideas de manera apropiada. 2 • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 1, 2, 3 • Explico y justifico brevemente mis planes y acciones. 1, 2 • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. 1, 2 • Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2 • Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. 1, 2, 3 • Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. 2	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. 1, 2 • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. 1, 2 • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3 • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 2, 3 • Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad. 1, 2, 3 • Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. 3

2.2.5 Learning Support Modalities

The teacher in charge of the subject accompanies them in and out of class hours, in which through the Web Colegios platform students can contact him if they have any questions, by WhatsApp the teacher sends different reinforcement videos, and counseling during free hours within the Educational Institution.

2.2.6 Design of guidelines and materials

The design of the guides used by teachers for their classes follows the modules proposed by the Ministry of National Education (MEN) based on the DBA.

2.2.7 Courses

The teacher has two courses:

- 9th grade (9-1,9-2,9-3,9-4)
- 10th grade (10-1,10-2 and 10-3)

Everyone has an hourly intensity of three hours per week.

2.2.8 Schedule

Table 3

teacher's Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1 6:00- 6:55	English 1003	English 904	Technology 1002	English 903	English 1001
2 6:55-7:50	English 1003	English 903	Technology 1002	Technology 1003	English 1001
3 7:50- 8:45	English 902	English 903	Technology 1001	Technology 1003	English 901
Break 8:45- 9:15	B	R	E	A	K
4 9:15- 10:10	English 904	English 902	Technology 1001		English 1002
5 10:10- 11:05	English 904	English 902		English 901	English 1002
6 11:05-12:00				English 901	

Table 4

Pre-service teacher schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1 6:00- 6:55		English 904		English 903	
2 6:55-7:50		English 903			
3 7:50- 8:45	English 902	English 903			English 901
Break 8:45- 9:15	**B**	R	E	A	K
4 9:15- 10:10	English 904	English 902			
5 10:10- 11:05	English 904	English 902		English 901	
6 11:05-12:00				English 901	

2.2.9 Technological level

The school has a bilingual room that students and English teachers use once a week every month. This room has an internet connection, television, and home theater for audio, moreover has a camera and microphone for video conferences. In addition to this, the school has three computer rooms where students receive technology classes, however, students of tenth and eleventh grade receive their technical media classes in the afternoon.

2.2.10 Target population

In secondary school, exactly in the ninth grade, which has four classes, there are a total of 160 students, and each class has between 40 to 42 students. The students' ages are between 14 and 16 years old. The population is mixed, and the classrooms are made up of boys and girls. The English level in these grades' ranges from A- (56 students), A1 (80 students), A2 (21 students), and B1 (3 students).

Academic personnel in the school consists of 1 psychologist, 5 coordinators, 42 teachers in the morning and 24 teachers in the afternoon, as well as 8 administrative staff and more than 2540 families distributed among the three schools: Francisco José de Caldas school has 1658 families, San Pedro Clavel has 744 families and Santísima Trinidad has 138 families.

Chapter III:

Poems as a Strategy to Improve Reading Comprehension and Enhance Writing Production in Ninth-Graders at Francisco José De Caldas School Cucuta-Norte De Santander.

3.1 Introduction

Through the years, the English language has a growth in our society today being considered the universal language. Nowadays Colombia has been implementing English as its second language, but it has faced different difficulties during its implement public licks schools. According to Martínez and Acevedo (2018) one of the problems encountered when teaching and learning a foreign language in Colombia, in the public sector is the methodology that is implemented in the classrooms, as well as the motivation of the student to achieve such learning, due to the resources that can provide spaces that are usually ideal for a good process of teaching a second language. Besides, the teacher's methodology and the student's motivation are important for their school environment and for better foreign language learning. Currently, there is a difficulty in the activities and evaluations that are carried out in schools, which is due to the lack of reading in students, and this makes they will have a decrease in their level when they realize the activities, apart from that, the proposal of new strategies by teachers to encourage reading and in turn writing is a fundamental factor. In agreement with Johnson (2008) reading and writing are one of the

most important competencies for English language learning where there must be constant practice for its development or evolution, where reading turns them into good readers and writing into good writers.

For this reason, this pedagogical and research project focused on the implementation of poems as an implementation strategy for the improvement of reading and writing in ninth-grade students of the Francisco José de Caldas School, where through this new strategy students can become interested and improve their reading and writing in the English language.

3.2 Statement of the problem

Throughout the week of observations, the most remarkable aspects to take into account were the lack of interest in reading the texts and their lack of expression to develop the activities proposed by the teacher at the time of writing or reading in English, because the students had different excuses for do not do the different activities proposed by the teacher, for this reason, the teacher had to change the methodological class for better results in the students' participations.

English teaching as a foreign language is one of the biggest challenges that we have today because of the high number of students who do not like to participate and learn English. One of the clearest examples that can be seen is the ninth-grade students that in the observations' weeks showed that when reading or writing longer texts than texts, they

prefer not to do the activities because it produces less interest to perform them, the poems are a new strategy for improving reading and writing in English because this is the way how to students think and believe that the English have texts in different literary genres. Because in English there are four communication skills structured as follows: writing (considered an active skill) Reading (viewed as Receptive skills). That is why strategies have been implemented in these ninth-grade classes for better improvement through reading and writing, but their motivation and interest are the same. According to Pinto and Gomez (2016) today's challenge teacher is that the student manages to have the motivation to learn English as the moment they find that motivation, they can develop each of the competencies offered for their improvement.

3.3 Grand-tour question:

- How do ninth-Grades enhance their reading skill and writing skill through English poems?

3.3.1 Sub questions

- How does the use short diversity poems enhance students reading and writing skills?
- In which ways does the use of poems get immersed in the English class?
- How do students become interested in English through the use of the poems?

3.4 Justification

Reading is a fundamental basis for the comprehension of a foreign language because good reading helps students to increase their level of English. According to Jurado (2009) with reading, readers display a series of abilities such as the fluency with which they recognize words, their objectives in reading, their motivations, and their purposes before the proposed reading activities.

In reading, there are always three components that are always accompanied which are: the reader, the text, and the task, these three components are important for good development and understanding. On the other hand, Crespo & Pinto's (2016) writing involves the creation and recreation of ideas where constant discipline is required and in turn presents the vocabulary so they can create and experiment, where they can concentrate on their creation. It is for this reason that reading and writing go hand in hand, because for there to be good writing there must be a previous reading where the topic is understood and thus this product can be mad.

3.5 General Objective

- To implement poems as a strategy for reading and writing improvement in English in ninth-grade students.

3.5.1 Specific Objectives

- To provide short diversity poems that allow students to develop reading and writing skill
- To contextualize cultural student's interests by using familiar topics for them.
- To encourage student's interest in the English language by implementing short diversity poems
- To increase student's vocabulary

3.6 Theoretical Framework

This chapter introduces the key elements of the existing problem where the researcher was the object of study and was briefly discuss the relevant theories for the realization of this project. Each of the factors that contributed to this research was addressed for this reason that this theoretical framework is broken down into reading, the use of poems as a reading strategy, and writing.

3.6.1 Authentic materials

Berardo (2008) defines authentic materials as "texts from real life, not texts written for pedagogical purposes", that means, this type of material is a social purpose because texts with pedagogical purposes are only designed for the learning language and their language is not very varied and artificial. Thus, the author wants to imply that for a material to be authentic it must be made with a social purpose and not only for pedagogical purposes, this learning is based on something that cannot be varied and is created artificially and unnaturally.

On the other hand, Kilickaya (2004) explains that authentic materials are important for learners, because they increase their motivation to learn it is more closely related to the learners' needs and they feel that they are learning a real language. This means that the use of authentic materials helps students by motivating them to have a more playful learning experience.

3.6.2 Poems definitions

Given the above, Marulafau (2020) states that poetry is like a song where students are reading or reciting and learning new vocabulary, also, they are creating a clean intonation where it predominates, that one of the ways to learn English is through literature, where you can see improvements in writing and reading. That is why reading and compression are important for their development in written or oral form. It is a strategy to implement different readings; apart from this, you have to take into account that the best way to start with the implementation and learning of a new language is through short and concise stories, in order for the person to become familiar with the new content and the new words that this implies. That is, the poems are like songs, which means they are not sung and are recited the reader gives a deeper meaning and intonation at the end of each stanza.

On the other way, Flanagan (2019) explains that poems are the overflow of powerful feelings that can be found between joy and sadness. This, means the poems are not only words; the poems are feelings and emotions represented in letters and intonations as a way to express everything that you feel.

3.6.3 Reading

Based on Phantharakphong & Pothitha (2014) nowadays English is the universal language where reading is important because it is a skill that enriches thoughts and improves knowledge where it goes hand in hand with reading comprehension where it expands their ability to understand the information. In such a way, Yeganeh & Malekzadeh (2015) explain that reading plays an important role in learning a foreign language since the student does not have contact with native speakers, that is why the use of authentic materials is important and their comprehension would be given more partly. On the other hand, Bojovic (2010) explains that in reading one can find the part of the meaning, where one can find and see unknown words and know what they mean to be interpreted correctly.

3.6.4 Writing

Based on what Kellogg & Raulerson (2007) explain, writing is fundamental for learning a new foreign language since this process helps people to improve and try to connect with this language effectively and productively, therefore writing is fundamental in the process, development, and result. On the other hand, Durukan (2011) states that writing is the most concrete and systematized of linguistic skills, but it should be noted that the more reading and writing are linked, the better the performance.

3.7 Literature Review

This segment contains a documentary analysis related to two main topics: poems for learning English and vocabulary for understanding poems.

3.7.1 The use of poems when learning English as a foreign language

The poem is a marked strategy for learning English and reading improvement. According to Zamzami & Cheryal et (2023) in the project entitled "The use of poetry in English Learning for Islamic Junior High School Students" where they intend to demonstrate that the use of poems improves reading in a foreign language such as English, in such a way, in this study, they found in the results three benefits of using poems as a reading strategy and they were: (1) the power to develop language skills (2) increases the creativity of students (3) increases the acquisition of vocabulary of students (4) makes students feel more motivated when learning.

On the other hand, Fithriani (2021) in his project entitled "Poetry Writing in EFL Classroom: Learning from Indonesian Students' Strategies" where it is shown in the study conducted those students considered interesting, writing and learning about poetry, in the study there were 171 students, most of them considered interesting this strategy to learn English while 13 students considered that it was not interesting this teaching methodology and four did not respond to this survey. These findings conclude that it is difficult for the

students to write poems in English and it makes them have a negative perception of this literary genre.

3.7.2 The methods for enhancing reading ability

There are strategies to improve reading comprehension.

According to Anwar (2020) in the results of his project "The effect of Collaborative Strategic Reading toward Students Reading Skill" found students have a very low reading ability where they do not see movement or are not interested in reading English texts, because, they do not feel comfortable. On the other hand, there is a minority of students who use different strategies to improve their reading through literary books, magazines, etc. The use of books and magazines, among other types of texts to read, helps students to improve and become interested in reading in English so that students learn to develop the habit of reading where they can learn vocabulary, pronunciation, and grammar, so they improve their oral production and written production, among other skills. Currently, students have a very low reading ability where they do not read short or long texts. Because they have lost interest in reading, the rest of the skills are affected, and their level of production in English is low, as is their level of communication, which is why it is essential for students to read and connect with it, starting with short and interesting texts that are of interest to them, so reading becomes more enjoyable, more understandable, and more to their liking, which is reflected in their results by competence.

3.7.3 The strategies used to improve writing skills

According to Kazemian, Irawan (2021) in the result of their project titled "Developing Metacognitive Writing Strategy to Enhance Writing Skills Viewed from Prospective Teachers' Critical Thinking Skills". The result of this study showed that the use of the metacognitive writing strategy was able to enhance prospective teachers' writing skills. The important aspect influencing the prospective teachers' writing achievement is the level of critical thinking skills. This means that the development of writing and critical thinking go hand in hand and work together, where you can learn and stimulate writing and develop different types of thinking, where people come to achieve exceptional writing performance and thus learn more and make your cognition and your brain more stimulated to learning and teaching where they can express ideas, for it should take into account stages that are essential as the pre-writing and focus their learning.

Based on Yulitiani, Nuraeni (2019) in the result of their project called "Improving students' writing skill using brains writing strategy" From the data collected by the writers, it can be concluded that the mastery of vocabulary and grammar in the skills of writing high school students increases. This can be seen from their increased liveliness, fun, curiosity and knowledge. ne excellent method to improve grammar and vocabulary development is writing skill discussed using Brainwriting that have been provided by writers. It is highly recommended for teachers to teach writing skills. Instead of using monotonic methods, this strategy can be used as a refresher for students so boredom during the lessons can be

reduced. Likewise, as explained previously, teachers must teach different methodologies for students to learn new vocabulary, and even that classes are not monotonous where their learning grows as well as their way and inspiration to write a text in English so that students understand and understand how to do it. On the other hand, students must start brainstorming before writing a text and thus give meaning and form to the end to create a nice text, and that students feel comfortable with what they did to encourage their motivation and their writing in a foreign language such as English.

3.8 Pedagogical methodology

Bin-Hady (2018) says that a lesson plan helps in the approach of the classes and thus step smoothly and keeps the students encouraged by taking into account each of the stages to be followed. With the above, the author proposes some criteria to consider in conducting the class: 1) warm-up activity 2) techniques and process 3) evaluation.

3.8.1 warm-up activity

According to Velandia (2008), warm-up activities are essential to identify the student's previous knowledge and what they know about the topic, and thus give them a brief introduction to what developed in class, for that reason they have a previous preparation and can understand and get a little closer to the topic.

On the other hand, Oxford (2021), says, the warm-up activities also make students get to know each other for activities are developed where they must have contact with their partners to understand the topic, and for that reason, they create collectively.

3.8.2 Techniques and process

In a class, there was always be different techniques and methods which it will develop good ways for the students

Indeed (2023) explains that there are some techniques to follow for the classes to develop in a dynamic way, where it must be accompanied by the teacher and the student. The teacher is the facilitator who includes the different methods and instructions where different strategies are implemented and the different perspectives.

For this reason, different techniques are used, like visual, listening, or reading techniques, where the students related the activities to the topics they saw.

3.8.3 Evaluation

Nun (2015) explains that evaluation in education is a tool and a process where the student's learning can be identified, this process could be qualitatively or quantitatively. However, he explains that teachers fail to meet all the objectives proposed for the class because there are difficulties or impediments in the school environment for the activities to develop.

3.9 Research methodology

This part of the project describes the methodology that adopted throughout this research to discover and provide established results that can contribute to the academic field.

3.9.1 Methodological design

This project is an exploratory case study where the was done qualitatively. According to Creswell (2007), qualitative research has an inquiry approach where the researcher poses questions to the participants in a broad and general way in which detailed opinions of the participants are collected in the form of words or images.

In addition, this phenomenon has been little implemented as a project in which the student population of the Francisco José de Caldas school and students of basic secondary school, such as ninth-grade students, are benefited; therefore, the implementation of this exploratory method allowed the researcher to advance in his study. According to Sabino (1992), this type of research is carried out especially when the chosen topic has been little explored and recognized and when it is still difficult to formulate precise or general hypotheses about it.

3.9.2 Settings

This project was carried out in the Francisco José de Caldas School located in the Libertad sector in the city of Cúcuta- Norte de Santander. This school is a public school that serves the low-income population of the neighborhood and its surroundings, providing a quality educational service to the community.

3.9.3 Population

The target population in this project consists of four different grades corresponding to ninth grade, structured as follows: 9-01, 9-02, 9-03, and 9-04. the total number of students in these grades are 172 students, distributed in each grade from 40 to 43 students. And their ages are between 13 and 16 years old.

3.9.4 Ethical Consideration

According to Bhandari (2022), Ethical considerations are a set of principles of guidelines that researchers must follow when collecting data from a person. This is why ethical considerations often include real-life phenomena and behavioral research. This is why there are several ethical considerations that should be taken into account when conducting a project, which are:

- Voluntary Participation, where participants decide whether they want to participate or not.
- Informed Consent, where participants know the purpose of the project.

- Anonymity, where the identity of the participant is not known.
- Confidentiality is when the true identity of the participants is not known.

In addition, ethical considerations were taken into account in this project. In the first step, the project will be informed, and a brief explanation will be given, which will be detailed in the consent letter. Secondly, the information provided anonymous in order to protect their integrity and identity.

3.9.4.1 Permission letter

These instruments were created to formally request and ask the students for their participation in the project. These letters contained relevant information about the project, such as the title and why their participation is important. On the other hand, it explained the importance of their participation and how the information collected will be used, i.e., it also informed them of the ethical considerations established in the project.

The cards were given personally to the students who decided to take part in the research. Finally, all participants confirmed their participation with their parents' signatures. **(Annex 1)**

3.9.5 Sampling

Sampling was the tool used in scientific research to determine what part of a population to examine in order to make inferences about that population. Furthermore, according to Creswell (2012), the use of sampling in qualitative research is very important for the selection of a sample from a population.

Concerning the selection of the participants of this study and taking into account that this research was a qualitative study, voluntary sampling was carried out with five individuals.

3.9.6 Sampling Method

Sampling was the tool used in scientific research to determine what part of a population to examine in order to make inferences about that population. Furthermore, according to Creswell (2012), the use of sampling in qualitative research is very important for the selection of a sample from a population. In the same way, Creswell (2002) defines that there are two qualitative sampling strategies, which are probability sampling and non-probability sampling in which eight more features are deployed from them.

3.9.7 Instruments

For the exploratory and identification phases of the problematic situation of this qualitative research, two instruments and data collection techniques were used: observation, and survey.

3.9.7.1 Survey

According to Fink (2003) recommends qualitative survey analysis for the exploration of meanings and experiences, because qualitative surveys focus on getting to know the opinions, views and impressions of the participants rather than on obtaining numerical data, since they are less structured, allowing the researcher to obtain more extensive information about the thoughts, feelings and motivations of the topic to be investigated by the respondents.

Therefore, in this research study face-to-face surveys were used, since they were characterized by the fact that the researcher meets personally with the respondent to conduct the interview, obtaining as advantage the observation of facial expressions and behaviors in real time. Likewise, this type of survey allowed the researcher to ask open questions about the topic of the study.

For this implementation the surveys were divided into two phases; the first survey was implemented in the fourth week of March; the second survey was implemented in the second week of May and the third survey was implemented in the second week of June.

3.9.7.2 Observation

According to Baker (2006) observation is defined as a covert or overt activity in which the observer participates in the natural environment of the people who are subject to the study and the researcher is in charge of observing the things that happen, questioning people, and researchers can even adopt a series of roles for the situation they are presented with.

As specified by observation, it can be concluded that the project was developed through direct observation because the researcher was in direct contact with the phenomenon to be investigated. The researcher adopted a low profile where no suggestions or comments are made to the participants so that their performance were as desired.

The observations were made alternately: the first observation was made in the third week of April, the second was made in the second week of May, and the third was made in the first week of June.

3.10 Implementation of the pedagogical methodology

To develop the poems' activities, the students must have a series of steps for doing exercises in reading and writing in each poem.

In reading, students followed the next steps for an excellent exercise. First, they needed to preview the text, where they take the time to preview the title and start to socialize about what they read; furthermore, they needed to know what the text was about.

Therefore, they should notice the title or try to understand it to know what they are reading about. After that, they read the text without a sense; this was a quick reading where students only read to start to understand the text and familiarize themselves with the main text when they did the deep reading. The third step was reading and thinking, where students spend most of the time reading and thinking, asking questions, and analyzing text clues, where they improve their vocabulary and understand the text. The fourth step was to connect with the text, start to have excellent reading and comprehension skills for understanding the text, and try to improve your English reading.

In writing, students had some steps to follow to do a good exercise where they improve their writing skills; in this case, they followed some steps to do their best. The first step was to have free writing. This step encourages students to follow their minds, allowing thoughts and inspiration and feeling comfortable with themselves at the moment to write their own ideas. The second step Finding a topic for this topic required brainstorming, where students decided what or whom they would like to write about because they needed inspiration. They should think about a situation, moment, person, or thing as a possible topic, and they started to have an idea, and they began to write something about that as a poem. The third step was to pick a specific theme or idea. Here, it was important to define the idea they would like to express in their poems, and for that reason, it was essential to have a clear goal or objective. The fourth step was to choose a poetic form. This step was important to get the creative juices flowing. By picking a form for the poem, they could use

diverse forms, such as free verse, or follow a style of verse. This helped to create and write the sonnet to a rhyming couplet; either type helps for better writing

3.10.1 First poem activity

In this first poem's activities, students listened and read about the poem "my shadow". This poem was easy to understand and comprehend because it was a poem written for an A1 level, with the aim that they were relating and having an adaptation of how were the poems in English. On the other hand, with this example of the poem they explained how each of the stanzas is composed and how a poem is made in English at the end, students tried to read the poem and say in debate style what it meant and what it was related to. In the end, each one understands and has a different perspective of what the poems are about and the different situations that can be related and can be expressed in a short text. **(Annex 2)**

3.10.2 Second poem activity

In the second poem activity, the students worked on Edgar Alan Poe's poem "The Raven," where they began with a warm-up, where they read to themselves without any introduction about the poem to know what they understood in the reading and thus begin to explain how to read the poem. Then they began to read the poem with its respective rhymes and intonations, where students should try to follow the rhythm after those students were chosen at random to read it aloud and find out if the pronunciation was clear. Then, the

students identified the unknown words for their vocabulary, and a brainstorming session was created where they socialized on the story and gave the necessary points of view for its comprehension. **(Annex 3)**

3.10.3 Third poem activity

In the third activity, they worked on "Sonnet 18" by William Shakespeare; this time, the reading was done first reading aloud, where students had to try to do the pronunciation without having seen it before because it was difficult reading for an old poem. Students performed the respective readings without prior knowledge. The students took their time to analyze it and begin to understand each of the words, and then started with the joint reading where the difficulties were explained and each word was different. After this, the students began to try to write some phrases or ideas that they had to create in the poem with the vocabulary words seen so far. **(Annex 4)**

3.10.4 Fourth poem activity

In this activity, "She Walks in Beauty" by Lord Byron was read. In this poem, the students began the reading by making a mental reading where they were underlining unknown words and trying to know what the poem was about. Brainstorming was done related to the theme of the poem to introduce the joint reading, where students already identified the pronunciation of certain words in which they had been repeated previously. In this common reading activity, the students' reading has improved significantly. On the other

hand, in writing, the students defined what their final poem is going to be about; in this part, they synthesize the phrases they have and give meaning to the poem, guided by the poems that have been seen previously, to deliver the final product at the end. **(Annex 5)**

3.10.5 Fifth poem activity

In this activity, as a final poem, the students read each poem they created individually and explained the meaning of their poem and why they decided to write it. Apart from that, the creativity with which they wrote each one and the inspiration with which they built it and gave it meaning was taken into account. This was done as the final product of this project to know how the students wrote in English. **(Annex 6)**

3.11 Implementation of Research Methodology

3.11.1 First survey

The first survey was a diagnostic survey, to know the literary students' tastes and thus be able to start with the pedagogical project of the poems. This survey has six open questions with justification for them to know a little more about the participants. In these questions, there are scales from 1 to 10 where the participants will have to mark and justify their answers. These questions are related to the theme of the poems. **(Annex 7)**

3.11.2 Second survey

In the second survey, the students answered six open-ended questions in which they had to give their opinion about how they prepared themselves to write and read a text, in this case, poems, either in English or Spanish, to know a little about their previous preparation and their knowledge about this literary genre. In other words, the participants had to justify each of the questions they were asked because they were open-ended and qualitative, and they answered six questions, including questions about writing and reading poems. **(Annex 8)**

3.11.3 Third survey

In the third survey, a scale from one to ten was made in which they had to give a point to the reading and writing activities done, and this point had to be justified by the fact that it could be done in a qualitative form. On the other hand, the participants had to answer seven open questions with their justification about the whole process done for the improvement of their reading and writing in English through poems. In the end, they had to give a conclusion on how the poems helped them improve these essential aspects of English. **(Annex 9)**

3.11.4 First participant observation

In this first observation, it can be seen that the participants who were chosen voluntarily, have different ways to practice reading and they use different methodologies or strategies to read in English. 4 participants of 901 it can be observed that they try to practice reading in English with the texts that are given in the classes and thus begin to improve their speaking.

Table 5.

First Observation

Participants	First-time students read poems
Participant 1	Al estudiante se le facilita leer los poemas por primera vez, utiliza el mecanismo de repetir internamente o para él mismo y así cuando lee en voz alta, la pronunciación le sale bien, él primero lee el poema para él mismo y repite varias veces las palabras para sí mismo con el fin de hacer una interpretación limpia delante de sus demás compañeros.
Participant 2	El estudiante es una persona tímida que cuando lee el poema, se le dificulta entender las palabras y las lee como se escribe, así, intenta repetirlas de forma correcta, pero falla en su intento, debido a que no entiende la pronunciación y los nervios le ganan al leer delante de sus compañeros
Participant 3	El estudiante está seguro de sí mismo al leer el poema en voz alta, aunque su pronunciación no es la correcta con algunas palabras y se le dificulta, el estudiante muestra buena disposición respecto a la actividad y pregunta varias veces sobre la

	correcta pronunciación de las palabras y la repite en voz alta, hasta que siente que la dice bien para así poder continuar con lo la lectura
Participant 4	El estudiante trata de leer el poema con una buena pronunciación y repite la lectura del poema dos veces ya que siente que la primera vez la hizo mal y era para corregir la pronunciación de las palabras que no entendía como se pronunciaba, así mismo, en la segunda lectura lo realizó mejor, con más calma y más entendible, ya que al principio leía el poema como se escribía.

3.11.5 Second participant observation

In this second observation, carried out with the same four participants, it was observed how they wrote their poems, what strategies they used to write them using dictionaries and pedagogical applications, among others, and how they did it. This was done to know how they could write their poems in English and if they used vocabulary seen before or if they were guided by a poem already seen in class.

Table 6.

Second observation

Participants	Students write their poems
Participante 1	El estudiante tiene dificultad para escribir su poema, en este punto, el estudiante hace lluvia de ideas para empezar a crear frases con sentido y que lo pueda llevar a realizar un buen poema, aparte de esto, el estudiante utiliza el diccionario para buscar las palabras desconocidas y va repitiendo la palabra mientras la escribe y esta forma así poder tener vocabulario base para realizar su escrito
Participante 2	El estudiante hace un buen manejo de la escritura, respetando la gramática, como el vocabulario visto hasta el momento dentro de los poemas, también, utiliza la lluvia de ideas para crear frases cortas pero acertadas sobre el tema que va a escribir, este estudiante se basa en la escritura de un poema en específico el cual es "we wear the mask" en donde lo usa de referencia para crear su propio poema.
Participante 3	El estudiante trata de escribir el poema a partir de frases cortas, pero al momento de escribir escribe el poema en español para encontrar el sentido de la oración y pasarla así en inglés, él lo hace con el fin de hacer un gran poema, pero al final tiene dificultad porque utiliza palabras aún desconocidas para él.
Participante 4	El estudiante escribe un poema a partir de la estructura enseñada y guiándose de un poema visto con anterioridad, su escritura es impecable en inglés, el estudiante manifiesta que practica en casa inglés y se le facilita la escritura ya que le gusta la

	poesía y la lee con frecuencia en inglés y en español.

3.11.6 Third participant observation

In the third observation, the final product was observed, which was the realization of the poem, where they had to write and read it to see the progress they had in reading and writing, taking into account all the aspects seen during the implementation of this project, as well as the way they wrote it, what they were based on, what was their inspiration, the way they read it, the intonation with which they did it, and if there was significant progress.

Table 7

Third Observation

Participants	Final writing and Reading of poems
Participante 1	El estudiante tuvo una mejoría con su lectura del poema en donde la mayoría de palabras que usó eran conocidas para él, al igual que la escritura, realizó un poema muy bonito donde utilizó bastante vocabulario visto con anterioridad, aún hay fallas en algunas formas gramaticales, pero se vio el compromiso del estudiante al realizar este compromiso
Participante 2	El estudiante realizó una buena lectura, con entonación, buena pronunciación en donde las palabras tenían rima, aparte de esto, la escritura del poema estuvo muy bien realizada, fue un poema corto pero completo con frases sencillas y usando un vocabulario adecuado y adaptado a su aprendizaje del inglés

Participante 3	El estudiante tuvo dificultades con algunas palabras al pronunciarlas, debido a que fueron palabras desconocidas, las pronunciaba como se escribe, por otra parte, en la escritura, tuvo una pequeña confusión con las palabras en inglés en pasado y esto hizo que el poema fue un poco difícil de entenderlo, pero así mismo, se valora el esfuerzo que realizó el estudiante al tratar de realizar la lectura y la escritura en un idioma diferente.
Participante 4	El estudiante leyó un poema de una forma espectacular, donde la pronunciación de las palabras no fue complicadas debido que usó palabras sencillas y vistas con anterioridad en clase, así, el estudiante en el escrito usó palabras cortas.

3.12 Pedagogical and research component chronogram

The following chronogram shows the activities to be developed for the pedagogical and research components, which were implemented weekly.

Table 8

Pedagogical and Research Chronogram

Pedagogical Research Chronogram													
Activity	March	April				May				June			
	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
First survey	X	HOLY WEEK											
First poem activity "My Shadow"				X									
Participatory observation #1				X									
Second poem activity "We wear a mask"						X							
Second survey							X						
Participatory observation #2							X						
Tird poem "The raven"								X					
Participatory observation #3										X			
Fourth poem sonnet 18									X				
Tird survey										X			
final project "write a poem"											X		

3.13 Data Analysis and Interpretation

3.13.1 Data Analysis Process

According to Sandelowski (2004), qualitative research is a term that combines a series of attitudes and strategies for conducting research that seeks to discover how human beings understand, experience, interpret and produce the social world.

In other words, interpretation is a defining element of all qualitative research, as data obtained during this process are constantly subjected to interpretative judgments in order to produce a result.

. Considering that this project based on improving reading comprehension and writing through poems in ninth-grade students, it was necessary to apply surveys where students can give their points of view on reading and writing in English because it was possible to obtain a basic idea about the ninth-grade students based on the project in order to give an analysis of the different answers they give on this topic. Additionally, since it is a face-to-face survey in the classroom, it allows us to be attentive to the participants in case they have any doubts or confusion when answering the questions and thus be able to answer them adequately. They can thus carry out an assertive survey.

Finally, the classroom observations allowed us to understand more about their reading skills, including how they pronounced words in English, how they related to the theme of the poems, and how they performed in front of their classmates when reading in English. On the other hand, in writing, it was very essential to observe and analyze how the students wrote, what techniques they used, and how they realized their ideas in another language. All this was done at the beginning to know what basis the students had for these topics in English, and at the end, an observation was made to see what progress they had

made regarding reading and writing skills and to see if the poems worked as a strategy to improve these two skills.

Likewise, the results were transcribed in the analysis table, in which each participant is given an interpretation of what was observed. For example, participant one, in his reading of the poem, read the poem and was able to read it and understand the pronunciation, as he used a strategy to be able to read correctly. He also had good reading skills, but in writing he had difficulties, but he did not see this as a barrier, and he began to use various strategies to write his poem. It was determined that this student, for reading, he did an internal reading, and in writing, he used the dictionary for the acquisition of new words in English. In addition to this observation and analysis with participant number one, the same analysis was also carried out with the other three participants, as there were four participants in total.

3.13.2 Data Coding

Once the data are validated, it was necessary to transcribe all the answers given by the participants in the qualitative surveys and classroom observations in order to begin to classify the information by categories. After that, the researcher started coding the collected data in order to analyze it and obtain the results of this inquiry.

Then, to obtain a real and concrete analysis, this analysis used the educational software package MAXQDA, which focuses on performing data analysis for qualitative approaches and methods. Also, this program has the ability to analyze all types of qualitative data, text, images, audio or video files, websites, tweets, focus group discussions, survey responses, and much more.

Table 9

. Reading and writing skills

This table was made taking into account the objectives and questions of the project, starting with the first question, "How does the use of short diversity poems enhance students reading and writing? The last objective was "To increase the student's vocabulary".

Reading and writing skills		
Category	**Subcategory**	**codes**
Reading and writing skills	Increase vocabulary	✓ Repetition ✓ Brainstorming ✓ Vocabulary ✓ Dictionary

Table 10.

The use of the poems in English class

This table was made taking into account the objectives and questions of the project, with the second question “In which way does the use of poems get immersed in

English class? And the second objective "To contextualize cultural students' interest by using familiar topics for them"

The use of the poems in English class		
Category	**Subcategory**	**Codes**
The use of the poems in English class	Contextualize cultural topics	✓ Terror ✓ Classic ✓ Short stories

Table 11

Implementation of short poems in English class

This table was made taking into account the objectives and questions of the project with the third question "How do students become interested in English through the use of the poems?" and the third objective "To encourage student's interest in the English language by implementing short diversity poems"

Implementation of short poems in English class		
Category	**Subcategory**	**Codes**
Short poems implementation in English class	Students' interest in English	✓ Short topics ✓ Didactics ✓ Learn English

3.13.3 Data Analysis Method

This project used interpretive phenomenological analysis, a technique that consists of giving meaning to the data.

According to Best (2003) the interpretive analysis model provides an alternative to the analytical methodology for deriving meaning from data. It acts as a framework for inexperienced researchers to use the methods directly, alter them to suit other interests, or specifically tailor them for investigations.

The type of interpretive analysis used to validate the data of this research took into account that its purpose was to understand the meanings associated with the lived experiences in the samples provided by the participants. In the same way, Hatch (2002) mentions that this method requires a more joint vision and analysis from the perspective of the researchers since they are the ones in charge of giving a complete analysis of each of the instruments used for their collection. From there, some steps must be followed to make adequate use of the information collected; among them are the adequate reading and analysis that must be done to give it a proper interpretation.

This method was developed from the perspective or point of view of the researchers, taking into account the intention with which the participants made known their criteria or points of view. Based on Hatch (2002), the interpretation given to each of the

elements obtained in the data collection is to be able to give them their meaning from the perspective of the researcher and the participant. Likewise, it was to be able to give an accurate conclusion and develop ideas for a possible solution to the problem. Therefore, this type of method was developed since it was considered to account for the time spent developing qualitative research and the tools used in data collection, which is done through surveys and observations. For this reason, this method was an analytical model where the necessary tools were proposed to make sense of the different social phenomena presented.

3.13.3.1 Steps in Interpretive Analysis.

Ngulube (2015), found that interpretations of the data are more accurate if researchers take the time to transform the data into descriptive and analytical forms. To this end, the following steps were established:

1. ***Read the data for a sense of the whole***

The method used to obtain the required level is for the researchers to make a joint reading of the data.

In this step, each of the answers given by the students in the surveys was read, at the same time as the data analyzed in the observations made during the classes and the reading and writing exercises that were carried out to have information support for each of the proposed exercises.

2. ***Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos***

The objective of creating memos is to read the data collected with the purpose of systematizing its interpretation, for this reason, when recording the interpretations, care must be taken since the information must be clear and precise.

In this part, a very careful reading was carried out to systematize its interpretation as clearly and understandably as possible, where each of the answers given by the students was clear and concise for its next analysis. That is why a careful interpretation was carried out where they were separated by questions so that everything was clearer and more tangible at the time of the analysis.

3. ***Read the data, identify impressions, and record impressions in memos***

The objective of creating memos is to read the data collected with the purpose of systematizing its interpretation, it is for this reason that, when recording the interpretations, care must be taken since the information has to be clear and precise.

In this part, the memos of the surveys and the observations that were made are created, which in total were three surveys and three observations, where the answers and the interpretation of each one of them were systematized in a clear and precise way, where it was necessary to be careful with a clear and understandable interpretation.

4. ***Reread data, coding places where interpretations are supported or challenged***

The researchers found the information previously collected, thus, after this, the themes were codified since this would allow them to easily identify the places of data collection with the memos already identified.

In this part, the decoding of the data is done, where the codes that were most used in the data samples are chosen and the indispensable information that was the result of this project is found. Apart from this, each of the topics to be treated was decoded, which makes the results easier to analyze, and the memos found in each interview and observation carried out in class were fully identified.

5. ***Review interpretations with participants***

A construction of meanings is carried out so that the participants are involved in the interpretations made, which is why this part is called "member check" since there is an involvement of the participants in the interpretations made by the researchers and thus, they can be validated and verified.

3.14 Results

3.14.1. Qualitative data results

The analysis of the surveys and observations allow us to extract a series of categories, subcategories and codes. These categories are the following: (1) Reading and writing skills (2) The use of the poems in English class. (3) Implementation of short poems in English class.

3.14.1.1. Reading and writing skills

One of the findings was related students' reading and writing skills using short poems. Initially, a code emerged in the internal factor (repetition) according to the observations:

"Al estudiante se le facilita leer los poemas por primera vez, utiliza ***el mecanismo de repetir internamente*** *o para él mismo y así cuando lee en voz alta..." (Observation 1, P1)*

"The student is facilitated to read the poems for the first time; he uses the ***mechanism of repeating internally*** *or to himself, and so when he reads aloud..." (Observation 1, P1)*

*"El estudiante es una persona tímida que cuando lee el poema, se le dificulta entender las palabras y las lee como se escribe, así**, intenta repetirlas de forma correcta**..." (Observation 1, P2)*

*"The student is a shy person who, when he reads the poem, finds it difficult to understand the words and reads them as they are written, so **he tries to repeat them correctly...**" (Observation 1, P2).*

*"...el estudiante utiliza el diccionario para buscar las palabras desconocidas y **va repitiendo la palabra mientras la escribe** y esta forma así poder tener vocabulario base..." (Observation 2, P1)*

*"The student uses the dictionary to look up unknown words and **repeats the word as he or she writes it** down in order to have a vocabulary base..." (Observation 2, P1).*

According to Durukan (2011) states that writing is the most concrete and systematized of linguistic skills, but it should be noted that the more reading and writing are linked, the better the performance. It is possible to deduce that these strategies allow the students to improve their reading and writing skills. On the other hand, Bojovic (2010) explains that in reading one can find the part of the meaning, where one can find and see unknown words and know what they mean to be interpreted correctly.

On the other hand, reponses were obtenied from the participant with respect to the codes (Brainstorming, Vocabulary, Dictionary)

*"...**el estudiante hace lluvia de ideas para empezar a crear frases** con sentido y que lo pueda llevar a realizar un buen poema, aparte de esto, el estudiante utiliza el **diccionario para buscar las palabras desconocidas**..." (Observation 2,P1)*

*"The student brainstorms to start creating meaningful sentences that can lead to a good poem; apart from this, **the student uses the dictionary to look up unknown words**..." (Observation 2, P1).*

*"...the student brainstorms to start creating meaningful sentences that can lead to a good poem; apart from this, **the student uses the dictionary to look up unknown words..."** (Observation 2, P1).*

Yeganeh & Malekzadeh (2015) explain that reading plays an important role in learning a foreign language since the student does not have contact with native speakers, that is why the use of authentic materials is important and their comprehension would be given more partly. Therefore, to improve their reading and writing skills, students should resort to different strategies to learn English better.According to Zamzami & Cheryal et (2023) in the project entitled "The use of poetry in English Learning for Islamic Junior High School Students" where they intend to demonstrate that the use of poems improves reading in a foreign language such as English, in such a way, in this study, they found in

the results three benefits of using poems as a reading strategy and they were: (1) the power to develop language skills (2) increases the creativity of students (3) increases the acquisition of vocabulary of students (4) makes students feel more motivated when learning.

3.14.1.2 The use of the poems in English class

The responses from the qualitative survey gave an understanding of how the indications given by the use of the poem in English class indicate that it is important to know the contextualization of the cultural topic. Partially, a code finding emerged in the internal factor (terror), according to the responses of the survey participant:

"Genero clásico, ***género de terror porque son la inspiración del poeta*** *y tiene un mensaje" (Survey 1, P2)*

*"**Classic genre, horror genre, because they are the inspiration of the poet** and they have a message" (Survey 1, P2).*

*"**Terror porque es un género literario que atrapa al lector** y hace que las historias sean más interesantes…" (Survey 1, P3)*

*"**Horror is a literary genre that grabs the reader** and makes the stories more interesting." (Survey 1, P3)*

First, Kilickaya (2004) explains that authentic materials are important for learners, because they increase their motivation to learn it is more closely related to the learners' needs and they feel that they are learning a real language. This means that the use of authentic materials helps students by motivating them to have a more playful learning experience. In this case, the authentic materials are the genre of the poems that students are interested in reading because that is very important for developing a project where students feel comfortable and interested. On the other hand, On the other hand, Fithriani (2021) in his project entitled "Poetry Writing in EFL Classroom: Learning from Indonesian Students' Strategies" where it is shown in the study conducted those students considered interesting, writing and learning about poetry, in the study there were 171 students, most of them considered interesting this strategy to learn English while 13 students considered that it was not interesting this teaching methodology and four did not respond to this survey. These findings conclude that it is difficult for the students to write poems in English and it makes them have a negative perception of this literary genre. In line with the above:

"Poemas que tenga que ver ***con la actualidad de nuestra sociedad porque son poemas que marcan****, que hace creer en una realidad existente" (Survey 1, P3).*

"Poems that have to do ***with the actuality of our society because they are poems that mark,*** *that make us believe in an existing reality" (Survey 1, P3).*

This line is associated with the line before, where it explained the use of authentic materials, which in this case would be the poems, but more than that, it is the genre in which students are more interested in reading and writing since this depends on their success and growth in the learning of a foreign language. Apart from this, it is a strategy where the student is motivated to learn and develop the activities.

3.14.1.3 Implementation of short stories poems in English class

The response of the final survey. Students gave their views and opinions about implementing this strategy to improve their writing and Reading, a code finding emerged in the internal factor (Learn English):

*"Sería una manera diferente y **divertida para aprender inglés..."** (Survey 3, P2)*

*"It would be a different and **fun way to learn English..."** (Survey 3, P2).*

*"Sí, los poemas hacen que uno se interese en las clases y **que aprenda más porque es diferente a la que uno siempre ve** en las clases" (Survey 3,, P3)*

*"Yes, the poems make you interested in the classes, and you **learn more because they are different from what you always see** in the classes" (Survey 3, P3).*

Marulafau (2020) Explain that one of the ways to learn English is through literature, where you can see improvements in writing and reading. That is why reading and compression are important for their development in written or oral form. It is a strategy to implement different readings; apart from this, you have to take into account that the best way to start with the implementation and learning of a new language is through short and concise stories, in order for the person to become familiar with the new content and the new words that this implies. According to the above:

*"Sí, **porque son temas cortos y diferentes** y la forma en que los leíamos y como lo leía la profe lo hacía más interesante". (Survey 3, P1)*

*"Yes**, because they are short and different topics**, and the way we read them and how the teacher read them made it more interesting." (Survey 3, P1)*

With this, it can be understood that the short and different topics, in this case, make the poems of greater pleasure, and above all, they are of greater interest to read and to write because they are not complex to understand and neither so long that they can get bored. On the other hand, the poems are materials and readings that contribute greatly to the compression and development of the writing, which is how this becomes authentic material. Berardo (2008) defines authentic materials as "texts from real life, not texts written for pedagogical purposes", that means, this type of material is a social purpose

because texts with pedagogical purposes are only designed for the learning language and their language is not very varied and artificial.

3.15. Conclusions

The proper use and development of the qualitative data conducted in this project allow us to obtain a deeper understanding of the poems as a strategy to improve reading comprehension and enhance writing production in ninth-graders. After the analysis, it is possible to draw the following conclusions:

Although ninth-grade students should have a high level of English, it can be seen that most students have a very low level in this language, which makes their performance in this subject very low. This is why performing reading and writing activities in English is difficult for them, and their understanding is very low. In addition, it is concluded that the students have reading and writing problems both in their mother tongue and in English due to their lack of interest in reading texts. There is an effort by the students of grade 901 to learn a foreign language such as English, as well as an effort to understand it. On the other hand, the students showed interest in developing this project, which was reflected in their readings and final writing. Every time the activity was carried out, the students were attentive to the indications, which showed their desire to learn. Finally, it can be said that the use of poems as a reading and writing strategy is effective in improving these two skills

because, in the end, when developing the final project, improvement was seen in these two skills where their linguistic progress was remarkable, and this is thanks to the commitment and dedication of each one at the time of performing the activities. It should be noted that writing poems was essential for these skills to be developed effectively.

3.16 Recommendations

It is necessary to consider the level of English that the students have to develop the proposed activities because it is generally assumed that all students are at the same level, which makes learning and execution of the activities more complicated. A large number of students in the classroom makes individual reading work complex since each one has a different rhythm and a different mechanization, which makes individual activities more complex. It is also evident that three hours of class per week are not enough to satisfactorily cover the proposed contents. It is essential at this point, because they are ninth-grade students who are preparing for a knowledge test, not only to focus on guides and grammar but also on text production, where they can analyze, understand, and comprehend different texts since this is also what the ICFES is all about. The final part of data collection should be done with more time because students are preparing for the end of the period and periodic evaluations, which makes it more complicated for them to pay attention to these activities.

The Use of Flashcards to Strengthen Vocabulary in Fifth-Grade Students at Francisco José De Caldas. School Cucuta- Norte De Santander

4. Introduction

Currently, foreign language acquisition and mastery such as English allows people to communicate with each other in different areas: social, personal, and academic, among others The learning purpose of English and teaching it is to break the various barriers of global communication. Muhammad (2018) explains through comparison that English is like a vehicle for interaction and communication. For this reason, in Colombia, efforts have been strengthened to promote English learning, emphasizing the importance of acquiring new knowledge and better academic performance, where students have good development and learning this language.

Velasco (2015) explains that the MEN has intervened in implementing new methodologies to achieve the goal of bilingualism, its goal being to achieve bilingualism in all schools in the country by the year 2025 and students finish their education with an intermediate level in this language.

For this reason, the purpose of this outreach project with the fifth-grade students of the Francisco José de Caldas school is to help reinforce their vocabulary knowledge through flashcards and playful activities to allow them to interact and learn at the same time.

4.1 Justification

Learning and teaching English as a foreign language gives the possibility to establish new links and open new paths to new opportunities in an international way. For this reason, in Colombia, the English level is below. Promoting learning from primary school is essential, where students acquire knowledge and meaningful learning. Based on Purnama (2019) explains that educational motivation and achievement are reflected in the grades obtained by students. The motivational part of the student is reflected in the results acquisition, for this reason, this project has as an objective to strengthen fifth-grade students' vocabulary playfully because in elementary school different situations can be observed regarding the teaching of this language and limits this process (1) lack of teachers specialized in English, because in elementary school all teachers dictate all subjects, (2) insufficient hours, students only see two hours of English per week (3) deficit of pedagogical resources for teaching.

4.2 Objectives

4.2.1 General Objective

- To strengthen fifth-grade students' vocabulary knowledge at Francisco José de Caldas school.

4.2.2 Specific Objectives

- To establish innovative pedagogical strategies to promote English learning and strengthening.
- To implement flashcard activities to improve student's vocabulary and rapid comprehension.

4.3 Methodology

The DBA (Derechos Básicos de Aprendizaje) was implemented in Francisco José de Caldas school for the development of each period component established for elementary school teaching English as a foreign language with an hourly intensity of two hours per week, which was notoriously affecting the students and their learning.

For this reason, the objective of this outreach research was to provide a space within the academic calendar where students can reinforce their English skills for this, it was necessary to have an hourly intensity of four hours per week where tutoring, reviewing, and strengthening this language can be done by applying innovative strategies through flashcards.

4. 4 descriptions of the activities developed

4.4.1 First week

In the first week of work with the 501 and 504 groups, we worked on flashcards about fruits, since they were looking at vocabulary about fruits and vegetables, where different guessing games were played where students had to play the "hot potato" game and start describing the color that touched them while their classmates tried to guess what color it was, once the color was guessed, the student who guessed it must come to the front and make a sentence. Finally, 10 cards were shown, and the students were attentive and waiting to know who passed; the student who guessed the most colors won, and at the end, they

made a guide where they had to join with a line the color with its name in English. **(Annex 10)**

4.4.2. Second week

This week's activity was related to personal pronouns in which the students were shown flashcards with the pronouns and different figures that represent them, likewise, they were told the pronunciation and repeated it to learn to distinguish each of the pronouns, and they were also given a review to further strengthen their understanding.

At the end of the class, a written activity was done in which they identified the correct pronoun concerning the image they were shown, thus they were able to practice this topic of personal pronouns more effectively. **(Annex 11)**

4.4.3 Third week

This week we did an activity related to pronouns where we used the same flashcards where they had to place the correct pronoun in the auxiliary of the correct verb to be, this, giving a start or an introduction to the verb to be as it had been explained previously, this, to consolidate the student's knowledge about the pronouns to advance in the subject of this period which were the verb to be in present and past simple. **(Annex 12)**

4.4.4 Fourth week

This week we did the verb-to-be activity where the students had to complete sentences with the verb to be (am, is, are) where they had to see the images that were presented and thus, they knew if the pronoun was in the affirmative or negative, the students who participated in this activity were chosen through the game "tingo, tingo tango" and the one who got "tango" had to go to the board and do the activity, with this game the students would be waiting to see who was going to play and the game and the activity would be more entertaining for the students of 501 and 504. **(Annex 13)**

4.4.5 Fifth week

This week we did a review activity with sentences of the verb to be in affirmative and negative form to better understand the topic. Because the students have confused about when it is singular and plural, this activity was making a die with six faces where the student had to throw it, each face had affirmative sentences and negative sentences which would be how the sentence would do. On the other hand, students will have to choose a flashcard with a word that will be the one to write, they should choose it randomly to give excitement to the activity. And they could learn and have fun. **(Annex 14)**

4.5 Outreach component chronogram

In the following chronogram was the outreach component, which was all the activities to develop in the fifth grade.

Table 12

Outreach Chronogram

Outreach component chronogram													
Activity	March	April				May				June			
	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
First week: colors	X	HOLY WEEK											
Second week: Personal pronouns			X										
Third week: Personal pronouns introducing verb to be				X									
Fourth week: Verb to be					X								
Fifth week: Review of verb to be						X							

4.6 Conclusion

In elementary school, one of the strategies to encourage students to participate and learn is through games and activities that attract their attention because they can have learning fun while having fun. On the other hand, having didactic and technological resources is essential for better teaching and learning in children, because they are more visual and auditive for more meaningful learning

Chapter IV- Intra-Institutional Component

5. Introduction

This intra-institutional component is a development of knowledge and skills that the practicing teacher will know and thus fulfill each of the roles that are developed inside and outside the school, thus assuming with responsibility and vigor each of the proposed extracurricular activities that require commitment. This stage is of utmost importance because it is where there is an active and participatory role, fulfilling each of the activities proposed by the institution.

5.1 Justification

In the development of this research project in the school where it is possible to identify the operation, organization, and methodology that is fulfilled there as to recognize each of the challenges encountered as a teacher and what it means to adopt and appropriate each of the significant roles for the realization of each intra-institutional activity. This stage is fundamental for the teacher in training because she can get involved in each of the sports, social, pedagogical, and cultural activities.

5.2 Objectives

5.2.1 General Objective

To participate in each of the intra-institutional activities to be carried out at Francisco José de Caldas School.

5.2.2 Specifics objectives

To appropriate the responsibilities and fulfill them with initiative and commitment. To know the institutional reality from the teacher's perspective, participate in each of the activities proposed by the school's academic committee.

5.3 Descriptions of the activities to developed

The activities realized during the intra-institutional component were meetings, evaluation commissions, raising the flag, and training done at the school.

- **5.3.1 Meeting**

During the meetings, we socialized on essential topics such as observance of the school's coexistence manual for elementary and high school students in this way, compliance with the teachers' schedules or when they teach classes, and with parents' attention schedules.

➢ 5.3.2 Evaluation committee

The evaluation committee studied the cases of the students who had bad academic performance in different ways, just like those who had misconduct problems or had been suspended. The teachers evaluated them to find the pertinent solution that would be given to each of the cases. Everyone was studied in detail, and each teacher gave their point of view to conclude this meeting, which was realized with the academic coordinator's authorization, who was in charge of all academic processes from sixth to eleventh grade. In this meeting, each teacher assigned the subject was present and exposed their points of view from the academic and disciplinary sides.

5.3.3 Training

In this training, essential topics such as the students who are in psychological orientation are explained, because most of the training is oriented by the school psychologist, and the social work that is pending for the students who are enrolled in the PIAR (Planes individuales de acuerdo a los Ajustes Razonables), where the students with cognitive, linguistic, and aptitudinal difficulties are taken into account.

5.3.4 Raising the flag

Different essential events were celebrated during the flag-raising, such as language day, teacher's day, and children's day. Each flag-raising was in charge of different groups, where they did different activities such as dances, plays, songs, and recitations of poems. **(Annex 15)**

5.3.5 Interclass

In this activity, the students participate in the interclass of the school, in which they make dances and parades of the grades with their godmother, godfather, and the back with the respective grade; all the other students go with the uniform of physical education. The dances are made in the coliseum of the school and in the coliseum of the municipal school, where they have the participation of the three seats and the educational community, among them parents. **(Annex 16)**

5.4 Conclusions

In conclusion, it can be said that:

At the Francisco José de Caldas School, the health and welfare of its students are important. For this reason, they are concerned about their learning.

On the other hand, recreational activities are essential for them as a way to share with their peers and other students outside the classroom, with the intention that there is social interaction.

CHAPTER VI: Reflective Approach

6.1 Objective

- To analyze the process that was carried out as an integral practice in its several components.

6.2 Description of the reflective process

The narratives were made weekly, where each of the processes carried out during the week was documented, and different aspects and situations that occurred in the classroom were taken into account, as well as the attitude of the students, their perception towards the subject, and the development of each of the classes.

Here, is presented the first reflective approach:

Table 13

Narrative

WEEKLY NARRATIVE N°1		
Educational Institution: I.E. Francisco José de Caldas	**Week:** March 27th- 31th	**Grades** Ninth
Trainee Teacher Ingrid Yulieth Hernandez Medina	**Tutor** Yakira de Jesus Bimber	**Supervisor** Ramiro Alfonso Becerra
Narration		
This week, I began my process with the ninth-grade students as their English teachers. I met each of the ninth graders that I would have, a total of four, in two classrooms, and the classes began very well. The students received me with much respect and collaboration, and the development of the classes they had with the English teacher continued. It was even possible to play different games so that they would understand a little more of the subject that was being discussed, they would be encouraged by the classes, and their participation would be more interesting. On the other hand, when I started my classes with the other two ninth graders, I had two problems in these classrooms with two students, a woman and a man, because they had a negative reaction to my presence and disrespected me. In this situation, my supervisor intervened so that things did not transcend since they had a lack of respect for		

me. After that, the classes were able to continue calmly, and I spoke to them about the respect they should have for themselves and other people since this is a fundamental value that should be built at home.
Reflection
In conclusion, I can say that being a teacher in a public school is not easy, since managing classrooms of 40 students with different geniuses is complicated, but at the same time, it is a very nice experience because one experiences new things, knows new things, and learns new things from the teaching and student perspectives. I feel that this is my vocation and that I can become an excellent teacher, where I can help students to love and find affection for a foreign language such as English.

To further the narratives, the following annex will redirect to each narrative with its description.

Table 14.

Narrative

WEEKLY NARRATIVE N°1		
Educational Institution: I.E. Francisco José de Caldas	**Week:** April 10th- 14th	**Grades** Ninth
Trainee Teacher Ingrid Yulieth Hernandez Medina	**Tutor** Yakira de Jesus Bimber	**Supervisor** Ramiro Alfonso Becerra
Narration		
This week was the return of students from Easter week, where we had little interaction because every day there were meetings with teachers and administrators since it was an academic council of all grades, and students entered at 8 a.m., and usually the classes I had with most groups were in the early hours of the day. Apart from that, I learned how the academic council is carried out, what they look at there, what they take into account, and what cases need more attention from the teachers. I also attended mandatory meetings for teachers, such as those on prevention and risk before seismicity. I also attended a psychosocial orientation for students who are in the PIAR, where they are students who are handled especially in the development of classes and evaluations as they are students who have intellectual, cognitive, and other situations. These students are stimulated and evaluated by the psychosocial orientation of the school.		

Reflection
In conclusion, this week I learned many things that are done as a teacher, from the intra-institutional part, since they are things that I had never seen, and I liked the experience I had where I learned things that I can implement later on when I am a teacher. On the other hand, developing this type of activity with the students helps me get to know them a little better, know their interests, and help them in their training process, which makes it more essential and special for me. Every day, I am becoming more and more fond of the teaching profession.

6.3 Conclusions

To be a professor is not only to arrive to give classes; it is more than that; to be a professor is to be there, to be one more with the students, to help them, to motivate them, and to make them see the value of learning, the value of teaching since teaching is not only giving a class; it is making the students understand, understand, and like it; it is making each of the classes dynamic where they learn but have fun; it is teaching with vocation.

In addition, being a public-school teacher is a complex challenge that occurs every day. It is not easy to stand in front of forty students per classroom and want to teach them a language they do not know completely, but it is done with the greatest pleasure, they can learn for the future. It is also essential to implement an English teacher in elementary

school students can relate to this language from an early age and not find it difficult when they are in high school.

Working with ninth-grade students was one of the most pleasant experiences because we learned and taught, did the poem project with them, and saw that they responded well to each of the exercises and that, in the end, in the final project, the students showed good progress in reading and writing. This is comforting because there is commitment and dedication on the student's part to wanting to learn a foreign language.

On the other hand, working with the fifth grade was one of the best experiences, because with them we could work playfully and dynamically in each class, and they saw English as an opportunity to have fun and learn at the same time. It is also clear to highlight that having an English teacher at this level of education is essential because the students do not have a good foundation in this language.

Finally, having shared with other teachers, this time of practice has helped to forge my character and know the other side of the institution; likewise, the learning that was left was immense, and being in cultural events and academic meetings has helped to understand a little more about teaching and the work involved.

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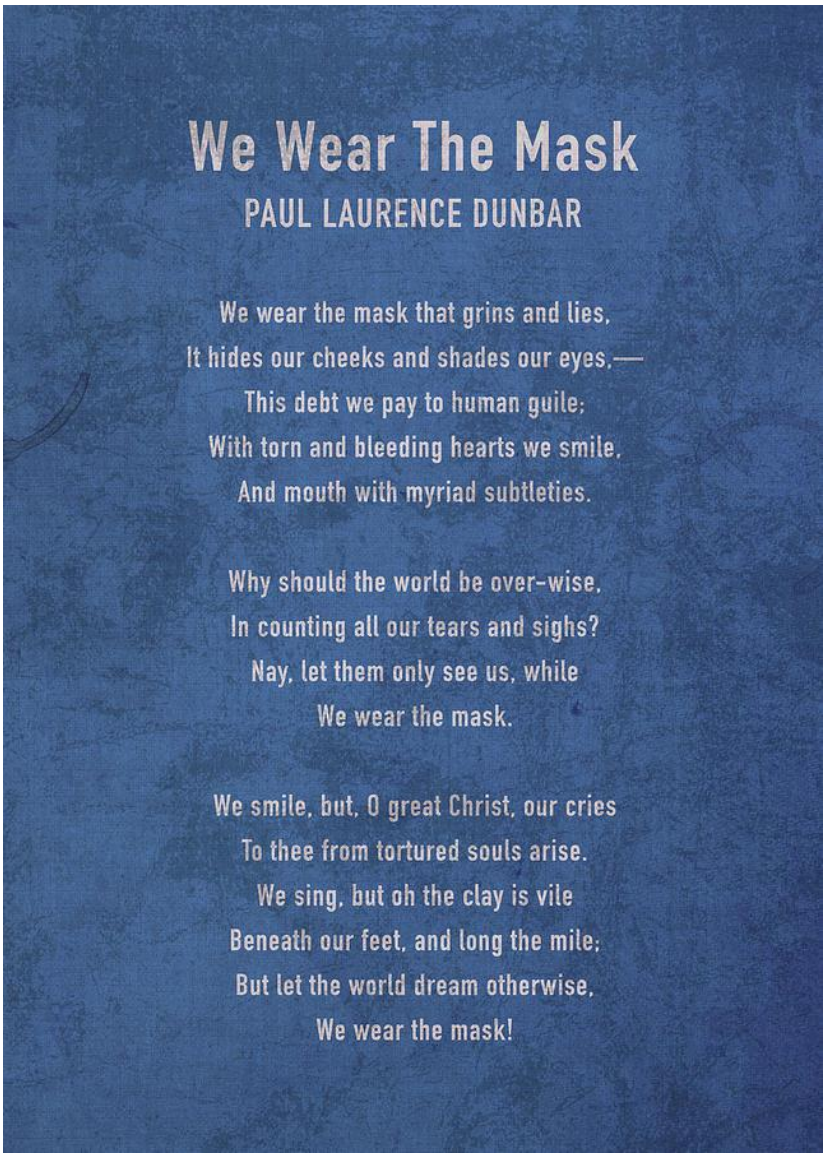
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Annex 2

First poem



We Wear The Mask

PAUL LAURENCE DUNBAR

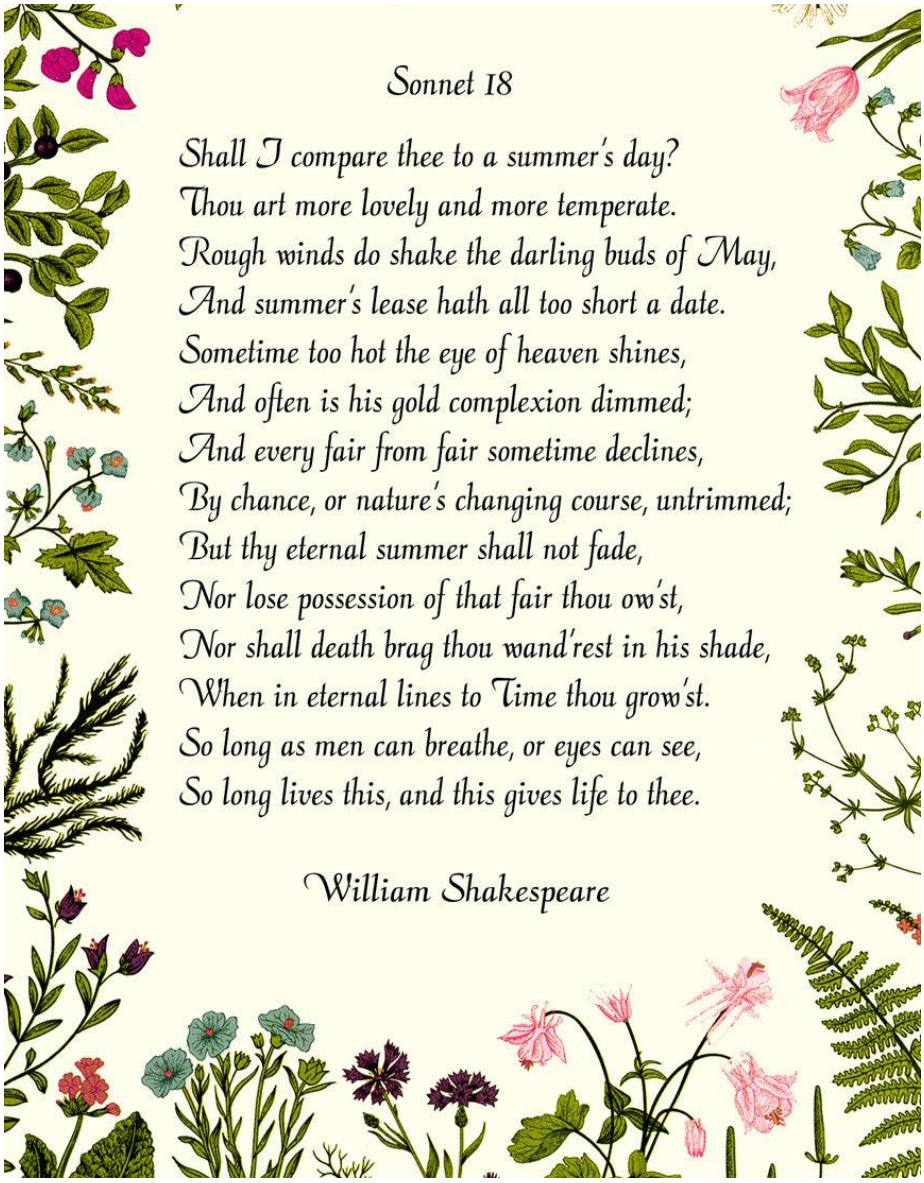
We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

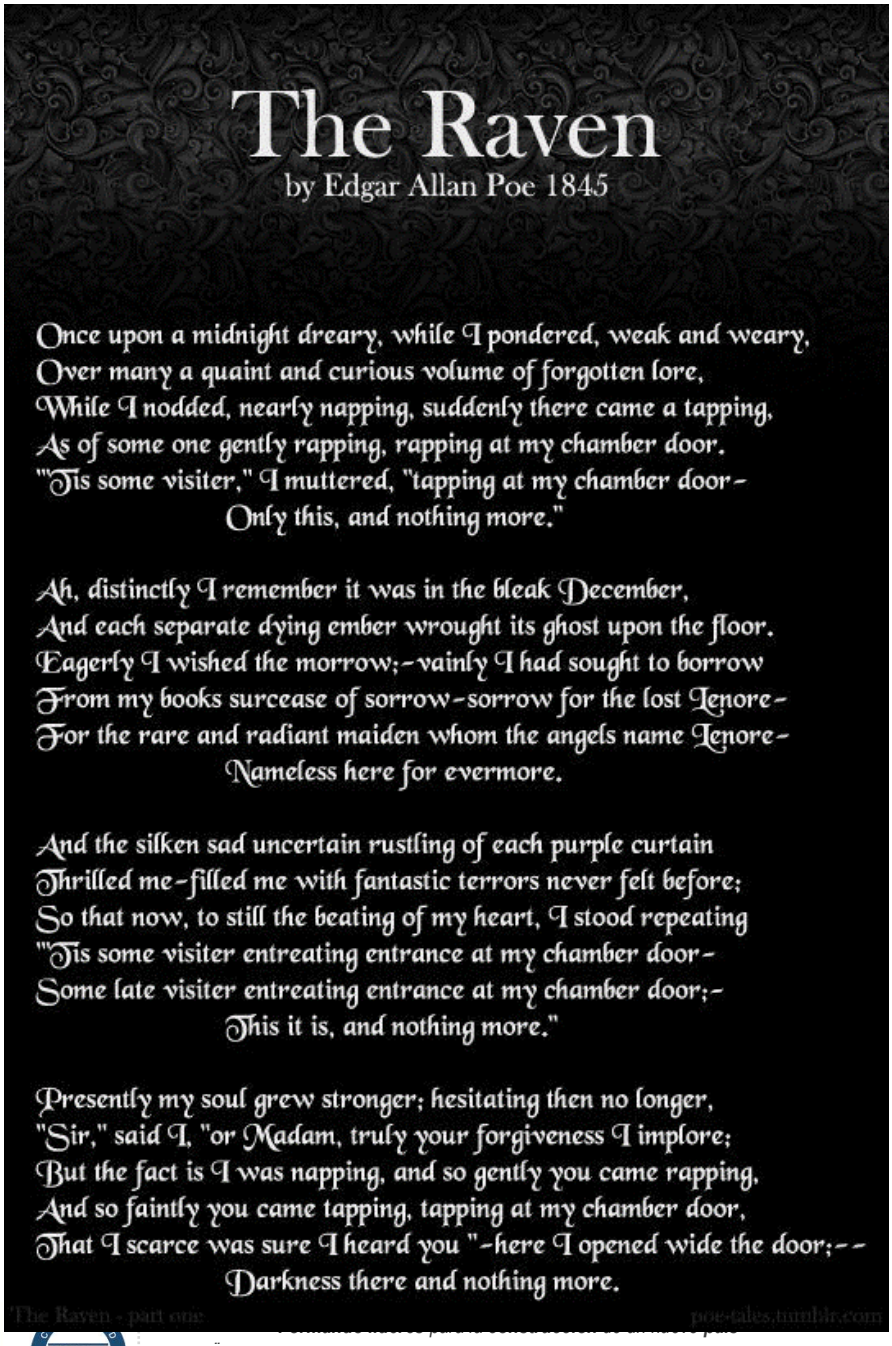
Annex 3

Second poem



Annex 4

Third poem



Annex 5

Fourth poem

My Shadow

ROBERT LOUIS STEVENSON

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

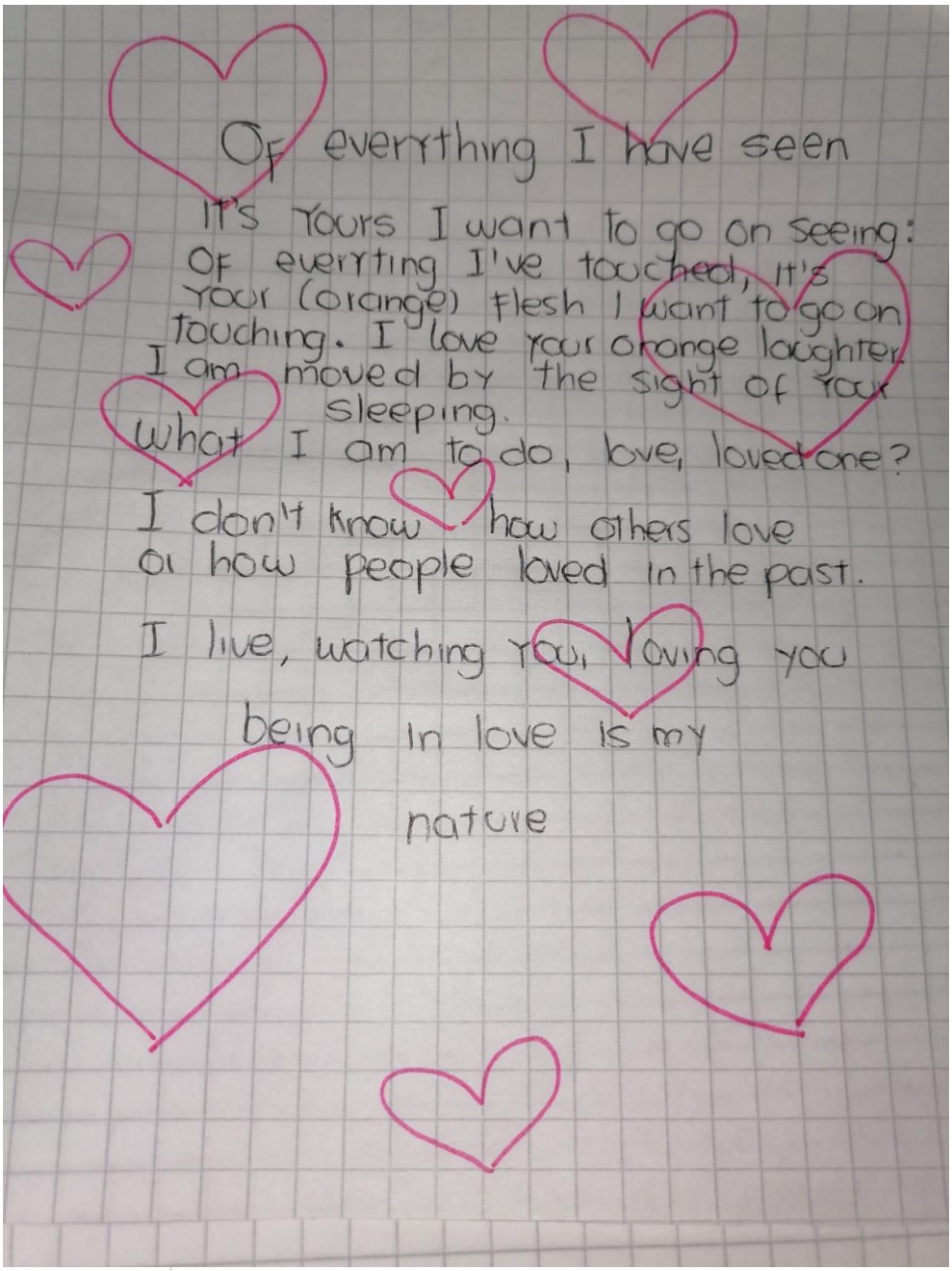
The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Annex 6

Fifth poem



Annex 7 *First survey*

Participants	**Pregunta 1: Del 1 al 10 ¿Cuánto es su nivel de lectura? ¿y por qué? Justifique su respuesta**
Participante 1	Uno, porque no me gusta leer libros en español menos en inglés
Participante 2	Ocho, porque me gusta leer en inglés, porque es una lengua que es muy importante a nivel mundial
Participante 3	Seis, porque me gusta aprender nuevo vocabulario y me facilita aprender el inglés
Participante 4	Cinco, porque no soy tan bueno en inglés, pero me gusta aprender nuevos idiomas
Participants	**Pregunta 2: ¿Alguna vez ha escuchado o leído poemas en inglés? Sí/No justifique la respuesta**
Participante 1	No, no he escuchado poemas en inglés y tampoco los he leído
Participante 2	Sí, sí he escuchado a Edgar Allan Poe ya que es uno de los mejores poetas del mundo
Participante 3	Sí, he escuchado poemas en inglés porque me gustan escuchar podcast
Participante 4	No, no he escuchado poemas en inglés, porque me gustan los libros de crítica social
Participants	**Pregunta 3: ¿Qué tipo de libros le gusta leer? Justifique la respuesta**
Participante 1	Me gusta los que son cortos y que no aburran
Participante 2	De terror, porque hace que uno se concentre más y le guste el inglés

Participante 3	Deportivos, porque me gusta practicar y hacer deporte.
Participante 4	Los de crítica social donde se ve la realidad de un país
Participants	**Pregunta 4: ¿le gusta los poemas? Sí/No justifica respuesta**
Participante 1	No, me parece que son muy cursis
Participante 2	Sí, porque son inspiraciones de los poetas
Participante 3	Sí, porque expresan ideas
Participante 4	Sí, porque es una forma de leer y pensar más
Participants	**Pregunta 5: ¿Ha leído poemas o recitado poemas ya sea en inglés o español? Sí/No justifique la respuesta**
Participante 1	No, porque me da pena hablar en publico
Participante 2	Sí, porque me gusta los poemas
Participante 3	Sí, he recitado poemas en español
Participante 4	En español he recitado poemas, en izadas de bandera del colegio
Participants	**Pregunta 6: ¿Qué genero de poemas le gustaría leer y que sean leídos en clase de inglés? Y ¿por qué?**
Participante 1	Cortos y que no sean de amor porque los de amor son muy cliché y la poesía y los poemas abarcan más que eso.
Participante 2	Genero clásico, género de terror porque son la inspiración del poeta y tiene un mensaje
Participante 3	Terror porque es un género literario que atrapa al lector
Participante 4	Poemas que tenga que ver con la actualidad de nuestra sociedad porque son poemas que marcan, que hace creer en una realidad existente.

Annex 8

Second survey

Participants	**Pregunta 1: ¿cómo se prepara para realizar una lectura ya sea en español o en inglés?**
Participante 1	Para hacer la lectura en español siempre empiezo con hacer una lectura superficial en donde voy leyendo palabras y frases que me llame la atención y así empiezo a hacer lectura precisa y concentrada.
Participante 2	Leyendo textos cortos para mejorar la fluidez al leer
Participante 3	Yo repito varias veces en mi mente lo que voy a leer para cuando ya leo no me vaya a equivocar
Participante 4	En inglés trato de leer palabra por palabra y voy resaltando las palabras que no conozco para buscarlas y entender el texto
Participants	**Pregunta 2: De acuerdo con lo anterior ¿cuál cree que es la mejor forma de aprender a leer poemas en inglés?**
Participante 1	La mejor forma es traduciendo el texto a español
Participante 2	Sería de manera didáctica y siguiendo la pronunciación de una persona que tenga conocimientos
Participante 3	Yo creo que practicando porque uno aprende las palabras por ejemplo como decirlas y como pronunciarlas
Participante 4	Repitiendo y resaltando las palabras desconocidas y tratando de leerlas de manera fluida.
Participants	**Pregunta 3: ¿Cree que los poemas ayudan a mejorar la lectura y la escritura en inglés? Sí/No ¿por qué?**

Participante 1	Sí, ayudan bastante porque uno conoce más del idioma y también se aprende vocabulario, gramática y a pronunciar las palabras en inglés
Participante 2	Sí, porque hace que aprendamos nuevas palabras y podamos con la practica mejorar
Participante 3	Yo creo que sí, porque los poemas le enseñan a uno a como escribir las palabras y cuando las lee a saber pronunciarlas también.
Participante 4	Sí, porque la lectura va de la mano de la escritura y las dos se aprende simultáneamente y más con los textos cortos que son los poemas.
Participants	**Pregunta 4: ¿Cree que los poemas ayudan a mejorar la escritura en inglés? Sí/No ¿por qué?**
Participante 1	Sí, porque uno lee y se le va quedando las palabras grabadas de tanto repetirlas y así uno se aprende como se escribe.
Participante 2	Sí, porque al conocer nuevas palabras mejoramos la escritura ya sea palabra por palabra o mediante frases
Participante 3	Sí, los poemas ayudan porque uno puede copiar las palabras iguales
Participante 4	Sí, porque aprendí vocabulario nuevo y con eso puedo empezar a escribir frases completas en inglés y que tuvieran sentido.
Participants	**Pregunta 5: ¿Cuáles son sus métodos o estrategias para la escritura en inglés?**
Participante 1	Pensar que voy a escribir, lo escribo en español y después la escribo en inglés para tener las ideas claras.
Participante 2	Desde la escucha de textos, intentar escribir las palabras correctamente y luego observar los errores y mejorarlos

Participante 3	Yo busco en el diccionario o en internet como escribir las palabras en inglés
Participante 4	Buscar las palabras y la forma gramatical en inglés, sí voy a escribir en pasado, presente o futuro para no cometer tantos errores.
Participants	**Pregunta 6: ¿Siente que los poemas ayudarán a mejorar su nivel de lectura y escritura en inglés?**
Participante 1	Sí, porque vamos a aprender de una nueva forma lectura y escritura y no con los textos largos de las guías
Participante 2	Sí, con practicarlos frecuentemente podría hacer que no se nos haga difícil y sea una buena fuente de ayuda
Participante 3	Yo creo que sí, ya me han ayudado con la actividad que hemos hecho
Participante 4	Sí, que gracias a ellos ya no me será tan complejo entender textos a futuro al igual que escribir futuras frases.

Annex 9

Third survey

Participants	**Pregunta 1: De acuerdo a las actividades realizadas de poemas del 1 al 10 ¿cuál es su puntuación y por qué?**
Participante 1	Diez, porque siento que con esta actividad aprendí mucho en inglés y siento que mi lectura mejoró bastante
Participante 2	Nueve, fue muy entretenida y pudimos mejorar la pronunciación y escritura
Participante 3	Ocho, porque los poemas me ayudaron a conocer más el inglés y que me gustara más
Participante 4	Diez, las actividades realizadas fueron muy buenas y aprendí mucho
Participants	**Pregunta 2: ¿Siente usted que los poemas son estrategias para mejorar la escritura y la lectura en inglés? Sí/No ¿por qué?**
Participante 1	Sí, porque son lecturas cortas que no aburren y que entretienen porque había diversidad de poemas de acuerdo a los géneros
Participante 2	Sí, porque nos ayuda a usar un nuevo vocabulario y escuchar su pronunciación
Participante 3	Sí, los poemas le enseñan a uno nuevas palabras que uno puede leer y escribir en otras actividades de clase
Participante 4	Sí, porque mejoré mucho mi escritura y entendí cosas que no entendía antes, aparte mi pronunciación mejoró un poco más
Participants	**Pregunta 3: De forma personal ¿síente que los poemas mejoran el vocabulario en inglés, así como el de aprender sobre la cultura anglófona? Sí/No ¿por qué?**

Participante 1	Sí, aprendí mucho vocabulario como escritura porque había poemas escritos en diferente en diferentes formas y también aprendimos con unos poemas situaciones que se viven en Estados Unidos
Participante 2	Sí, porque la actividad nos permitió usar palabras nuevas y hacerlo de una manera divertida
Participante 3	Sí, como dije antes los poemas me enseñaron nuevas palabras y en varios poemas hablaban de cómo es la vida de los gringos entonces aprendí de la cultura
Participante 4	Sí, mejoró muchísimo mi vocabulario y aprendí palabras nuevas, al igual aprendí más de la cultura anglófona dentro de la explicación que nos daban.
Participants	**Pregunta 4: Para usted implementación de poemas en las clases de inglés como un método de enseñanza y aprendizaje hace que los estudiantes se interesen por aprender una lengua extranjera, en este caso el inglés. Sí/No ¿por qué?**
Participante 1	Sí, porque son temas cortos y diferentes y la forma en que los leíamos y como lo leía la profe lo hacía más interesante.
Participante 2	Sí, sería una manera diferente y divertida para aprender inglés
Participante 3	Sí, los poemas hacen que uno se interese en las clases y que aprenda más porque es diferente a la que uno siempre ve en las clases
Participante 4	Sí, porque es una forma más didáctica y novedosa para aprender inglés
Participants	**Pregunta 5: Siente usted que en las clases de inglés se deberían implementar estrategias de lectura y escritura por medio de lecturas cortas tales como**

	cuentos, poemas, canciones entre otros. Sí/No ¿Por qué?
Participante 1	Sí, canciones, poemas porque salimos de la rutina de los textos largos y guías.
Participante 2	Sí, porque hace menos aburridas las clases y hace que nos interesemos más por el inglés
Participante 3	Tal vez, porque las clases serán diferentes, pero no siempre las mismas cosas porque si no se vuelve aburrido
Participante 4	Sí, porque las clases no serían monótonas y serían más divertidas para todos.
Participants	**Pregunta 6: Hasta el momento, siente que los poemas han ayudado a mejorar su vocabulario en inglés. Sí/No ¿Por qué?**
Participante 1	Sí, aprendí palabras nuevas, con cada poema aprendí mucho vocabulario
Participante 2	Sí, porque he logrado aprender nuevas formas para poder hablar el inglés siendo muy interesante
Participante 3	Sí, los poemas me han ayudado a saber más palabras en inglés entonces puedo hablar más
Participante 4	Sí, porque he podido escribir frases con palabras nuevas y también porque entiendo algunas frases de algunos textos.
Participants	**Pregunta 7: finalmente, que conclusión tiene sobre los poemas para mejorar su escritura y lectura en inglés**
Participante 1	Que con estos temas es sencillo aprender inglés y tratar de escribir y leer en inglés, no es complicado es aprender y prestar atención.
Participante 2	Es una buena manera de aprender o mejorar el inglés de manera divertida

Participante 3	Los poemas ayudan a mejorar como uno lee y escribe en inglés porque uno aprende más fácil sí a uno le gusta el poema
Participante 4	Que con estas actividades se puede interesar uno como estudiante en aprender inglés y entiende más fácil este idioma.

Annex 10

First activity with elementary school

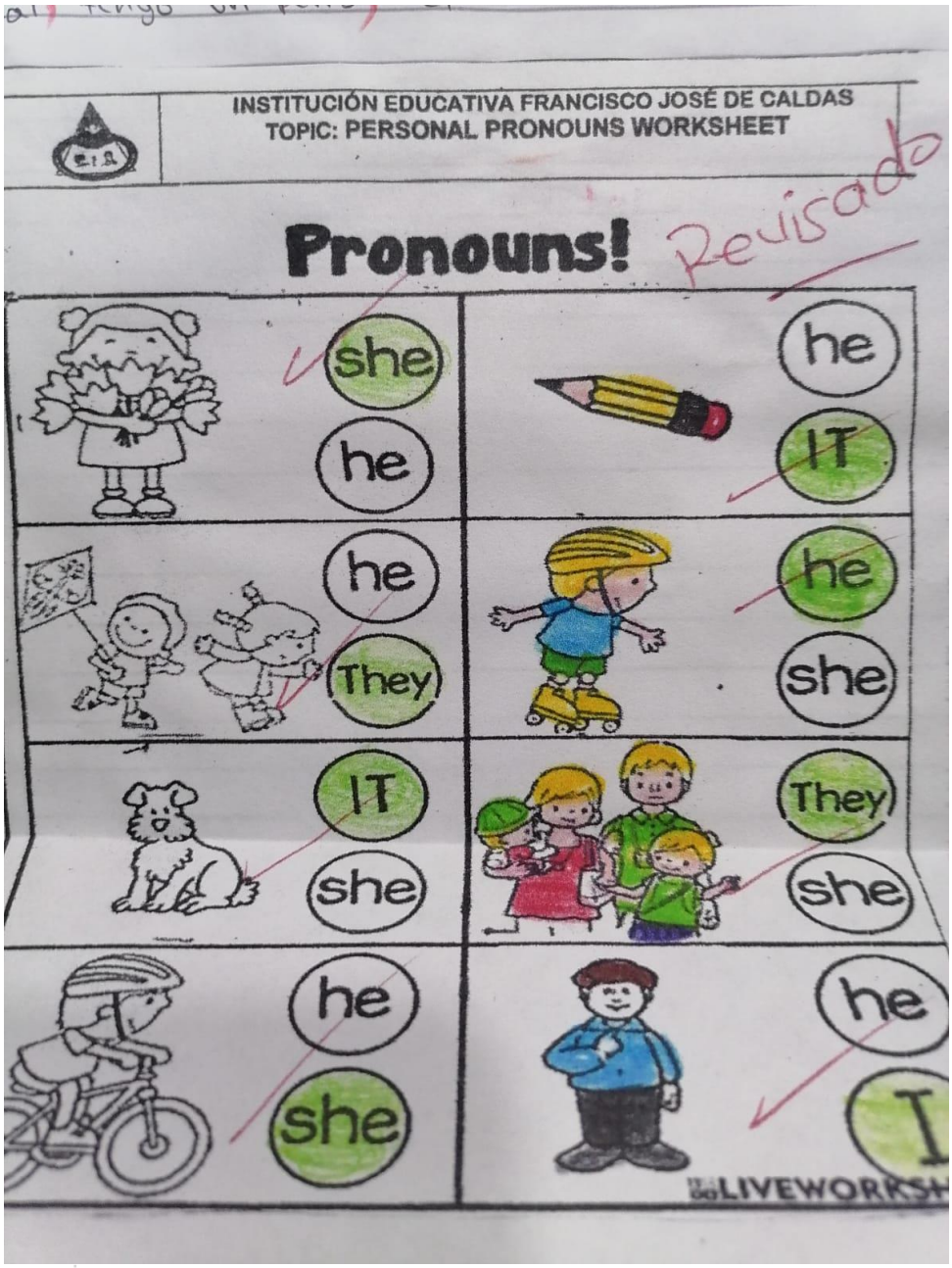




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Annex 11

Second activity

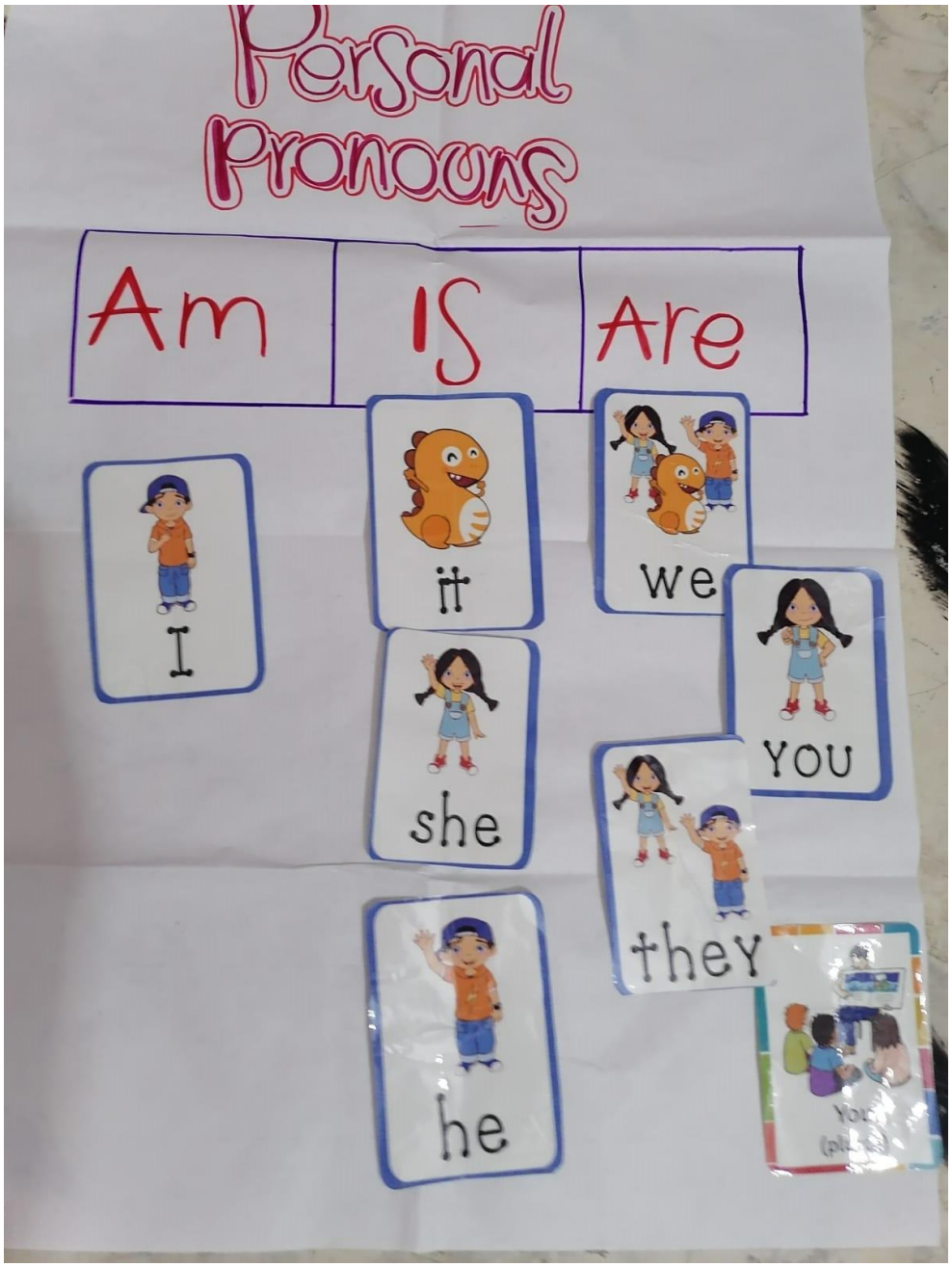




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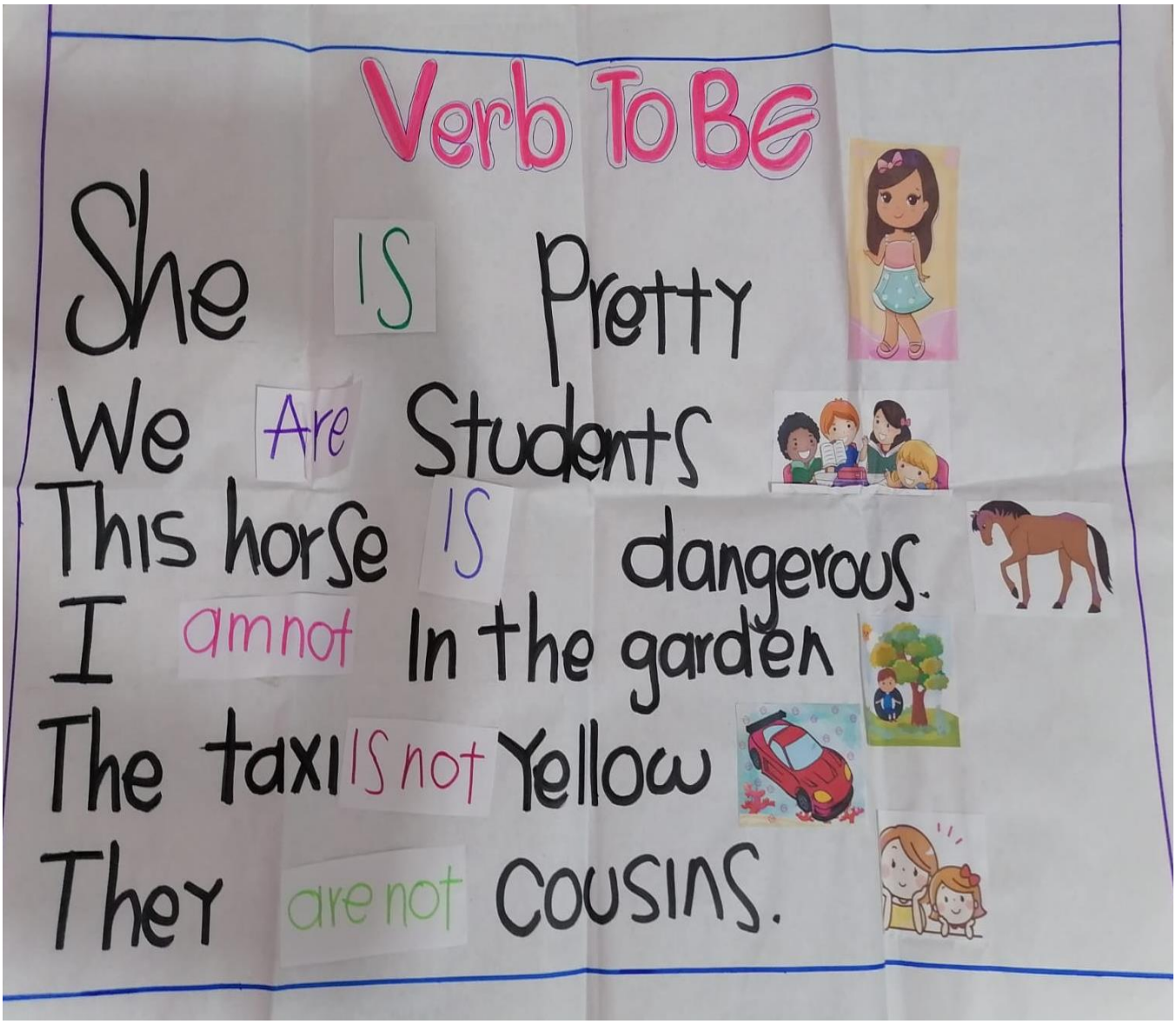
Annex 12.

Third activity



Annex 13

Fourth activity




Black
Books
Flowers
Children
House
Car
Boats
Tree
DOGS
Dogs
Ball

Annex 15

Flag Raising

