

**PROMOTING WRITING SKILLS ON EFL FIFTH GRADERS THROUGH CHILDREN
POETRY**

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DEPARTAMENTO DE LENGUAS

LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS

BOGOTÁ, COLOMBIA

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CHAPTER 1

INTRODUCTION

This chapter seeks to provide details on the participants and context involved in this proposal. In addition, the diagnosis test applied to the students in order to find their difficulties and needs regarding their English learning processes is displayed. Moreover, the research problem around writing skills is presented, along with the research question and objectives of the pedagogical proposal. Finally, the justification for this study is indicated, which is based on Children Poetry to promote skills; it also demonstrates the national, local, and teaching contribution.

Population

Local context

The institution on which the proposal was based is called IED Liceo Femenino Mercedes Nariño. It is a public girls' school located in the south of Bogotá, in the locality Rafael Uribe Uribe, at Caracas Avenue # 23–24, South. This neighborhood is inhabited by residents who belongs to a medium to low social stratum, and it is well known for being a residential, commercial, and industrial zone.

Liceo Femenino Mercedes Nariño's mission is directed at promoting the students' personal development through fostering some values such as respect, honesty, identity, solidarity and autonomy. These values are related to the Institutional Educational Project (PEI), which is aimed

at developing leadership skills and innovation. Additionally, students are encouraged to be critical and context transforming young women.

The core values of the school's PEI help set the framework of learning as a pedagogical dialectal and social action, in which knowledge exchange, freedom of expression, ethic creativity, and construction of the world are oriented to inhabit the present and project the future. The school's vision focuses on being recognized for its foreign language programs in English and French, basic sciences, arts, as well as information and communication technologies by 2025.

In terms of specialized classrooms for teaching English, there is a language laboratory at the primary level offered by the school. It contains a smart board, three (3) sound system recorders, a projector, and forty (40) tablets, which can be used as learning tools for the English classes offered by the school as long as they are booked in advance.

Participants

The participants of this proposal consisted of a group of thirty-nine (39) female students. They were in the 403 class during the academic year 2019 and turned to group 503 in the academic year 2020. The average age of the learners was between nine (9) and ten (10) years old, with a small number at the age of eleven (11) (Annex B - Graphic 1). Additionally, the places where pupils live were identified to be mainly in the south of Bogotá in localities such as San Cristobal, Usme, Ciudad Bolívar, Antonio Nariño, Tunjuelito, Rafael Uribe Uribe, and Kennedy, as well as Soacha town outside of Bogotá.

It was also noted that students in this group are engaged in extracurricular activities such as playing, drawing, watching TV, listening to music, reading, singing, coloring, dancing, writing, and surfing the internet (Annex B – Graphic 3).

In terms of academic assignments, most of the students claim that they spend from 0 to 2 hours doing homework, some of them from 3 to 4 hours, and a few from 5 to 6 hours (Annex B – Graphic 4). The results showed that their parents are principally those in charge of the learners' homework assistance, followed by their grandparents, siblings, and uncles or aunts (Annex B – Graphic 5).

To continue with the students' characterization, in the interview carried out with the head teacher of group 403, she indicates the role of the family in the school. The teacher assures a lack of support from parents in social and academic areas at home, which requires the school to take all the responsibility in those fields. Given an academic process in classes, the teacher affirms that some learners take advantage of the lessons and others that do not, which affects their own educational development (Annex H).

In relation to the student's perceptions of the English language, results of the questionnaire show that most of the responses vary between: 'extremely like it', 'like it a lot', 'moderately like it', while a small amount of the learners indicated that they slightly like English (Annex B – Graphic 6). The results also point out that most of the pupils consider that English is relevant in their life, as it gives them the opportunity to travel to another country. However, some indicate that learning English is useless for the future (Annex B – Graphic 7).

Contextualization of the problem

This section presents the results of the data collected through a diagnosis, interviews, and field notes from class observation.

(Annex C). It was made based on specific topics learners studied in English classes during the 2019 academic year. The test assessed the following six skills: vocabulary, grammar, reading, listening, writing, and speaking.

The vocabulary section comprised topics such as occupations, where students had to match a set of pictures with their corresponding names. The results indicated that the average percentage of correct answers was 79% (Annex D – Graphic 1), as most of the learners recognized the vocabulary proposed. The grammatical segment included the recognition of the verb TO BE, in which the personal pronouns were matched with their corresponding conjugation of this verb. The average score of correct answers was 37% (Annex D – Graphic 2) since 63% of the remaining students were not able to correctly match the personal pronouns with the verb TO BE.

The reading activity in the test covered a short-written text, which aimed at observing lexical, syntactic, and pragmatic recognition. The results showed an average percentage of correct answers of 43% (Annex D – Graphic 3), which demonstrated that half of the students achieved to identify the items indicated appropriately. Relating to the listening section, it expected learners to recognize some elementary words in English, followed by marking what they heard. The results pointed out a high recognition of basic vocabulary on these topics from nearly all of the pupils, with 84% of correct answers on average (Annex D – Graphic 4).

Concerning the writing test, the learners completed a short conversation about their personal information. In general, results presented non-correct phrases accuracy (Annex E – student 23), inconsistencies between English pronunciation and English spelling words (Annex E – student 21), unintelligible words (Annex E – student 5), and spelling errors (Annex E – student 14). Additional results revealed that some students refused to answer in English since they wrote words in Spanish (Annex E – student 13), as the native language, or French (Annex E – student 24), as a learning process foreign language.

Similarly, the speaking test was centered on eliciting the students' personal information. The results displayed a high use of Spanish above English use (Annex F – student 39). The learners affirmed being embarrassed, not knowing, or not wanting to try to speak in English. In terms of pronunciation, results exposed a Spanish interference in the correspondence between phonemes and graphemes when linking English spelling with pronunciation (Annex F – student 25). Regarding the articulation of phrases, at the time to present their names, expressed themselves clearly (Annex F – student 33), although they did not articulate most responses suitably (Annex F – student 32). Another evidence was about the confusion between French and English words (Annex F – student 12).

Besides the diagnosis test, field notes (Annex G) and two interviews were used as data collection instruments. The first interview was addressed to the head teacher (Annex H) and the second to the English pre-service teacher in charge of the 403 group during the academic year 2019 (Annex I). The information collected displayed the following variables that affect the learners' English process:

The first aspect highlights that the time allocated for the English classes is not enough for learners to develop a high English language proficiency, which is one of the goals in the school's vision. A second issue involves specific and continuous non-related task actions students did in English class such as playing, drawing, talking, or wandering around (Annex G - Off-task behavior Diagram), which demonstrates a lack of motivation towards the activities proposed. A third concern was the regular use of Spanish rather than the use of the English language in class, which caused pupils not to attempt to speak or write in English. Finally, the observations affirmed that the tasks assigned were mainly oriented to copy from the board to carry out the writing skills in English class.

After the previous results, the current proposal focuses on writing skills. According to the Basic Standards of Competence in Foreign Language: English, comprehension, and production language skills have to be developed in an articulated way. In this manner, since these participants have many needs to solve in terms of English proficiency, the development of writing skills aims at benefiting both comprehension and production abilities.

Problem statement

It is necessary to have in mind the Basic Standards of Competences, which contain the purpose of the Colombian educational system and are regulated by the Colombian Ministry of National Education (MEN), to frame the research problem about writing skills with fifth graders. The Standards form the criteria to establish the basic quality levels for boys and girls in all the Colombian regions. In other words, they are what all the students must learn and what they have to be able to do with their knowledge at the end of each level (MEN, 2006).

Particularly, the Basic Standards of Competence in Foreign Language: English, which are also part of a National Bilingual Program (PNB), constitute an orientation and clarify the communicative competence in English that is expected of the learners to carry out in elementary and medium levels. Following the writing skills Standards for English, the language writing level performance in fourth and fifth grade includes the ability to write concise and simple texts about the students' surroundings, as well as short descriptions and stories, all within a correct grammatical, orthographic and cohesive way (MEN, 2006).

With the previous parameters in mind, the diagnosis applied to group 403 assessed the writing skills in the learners in order to find their difficulties. The writing section was created through a short-written conversation based on the students' personal information. Overall, the results exposed non-correct phrases accuracy, unintelligible words, spelling mistakes, a lack of cohesion between questions and answers, as well as a preference for Spanish over. This fact demonstrates that the pupils are not able to use proper grammar, orthography, and cohesion for writing short and simple texts in English. Therefore, the language writing level performance in fourth graders specified by the Standards for English is not being met.

Moreover, based on the data collected by implementing different research instruments, some concerns have been found in the learners' English as a foreign language learning process. An issue observed was about the limited use of English by pupils within the classroom, which affected their learning process development. Another displayed that the specific writing skills process in class was guided to copy information from the board. This mechanical way to develop the writing skills caused a lack of students' writing production since they did not produce a written task by themselves. Likewise, this fact was linked to the frequency and type of errors noticed in the diagnosis written section.

Considering the above, the current proposal aims at suggesting a strategy to encourage the writing skills in fifth graders by using Children Poetry within the English class.

It is worth mentioning that this paper was presumably framed within an action research methodology. However, owing to the Public Health Emergency of International Concern caused by the outbreak of COVID-19, Colombian institutions closed, and the teaching practicum was not able to continue as planned. For this reason, the current study becomes a pedagogical innovation proposal, which is supported by the following research question:

Research question

What are the possible effects of using Children Poetry to promote writing skills on EFL students of fifth grade at Liceo Femenino Mercedes Nariño school?

Research objectives

General and specific research objectives are proposed to accomplish the research question.

General objective

- To analyze the possible effects of using Children Poetry to promote writing skills on EFL fifth-graders at Liceo Femenino Mercedes Nariño.

Specific objectives

- To describe the students' writing performance when approaching Children Poetry in an EFL classroom.

- To determine the EFL students' responses in terms of writing when using Children Poetry within the lessons.
- To explain the possible impacts of using Children Poetry as input on strengthening writing skills as a communicative competence.

Rationale of the study

This segment is related to the justification of the present pedagogical innovation proposal, which is aimed at using Children Poetry to promote writing skills in fifth graders at Liceo Femenino Mercedes Nariño. It includes the contribution to a local and national context as well as to the teaching field.

Since a second language proficiency has become essential in this globalized world, Colombia implemented a National Bilingual Program (PNB). After the implementation of this educational policy, the Ministry of Education, using The Common European Framework of Reference for Languages (CEFR) as a guideline, designed the Basic Standards of Competence in Foreign Language: English (MEN, 2006). Based on that, it can be said that this proposal contributes to a national sphere at the time to cooperate with the PNB in the development of the Standards in English, mainly on writing.

Additionally, the present proposal aims at supporting Liceo Femenino Mercedes Nariño's standpoint. Thus, it links writing skills as a communicative competence with the institution standpoint. Besides, the interest of the pre-service teacher to conduct this study on the development of writing skills is based on the low scores that students had in the diagnosis test. In this way, this pedagogical proposal focus is built since the pupils' writing performance does not meet the foreign

language skills set for their grade by the Standards for English. These facts become a local level contribution from the current study.

Lastly, the use of Children Poetry is a current posture to carry out the writing production in the EFL classroom, which contributes to the teaching field. Children Poetry was selected for this proposal as it encourages the learners' expression and imagination, as well as being used as a guideline for the students' writing production in English. This conception is presented after simple poems are introduced in the Creative writing field within the CEFR, which 'involves personal, imaginative expression in a variety of text types' (Council of Europe, 2018, p. 76). Besides, promoting Children Poetry in the EFL classroom could innovate the teaching practice as it is blended with the Genre Based Approach, and integrated with information and communication technologies (ICT).

Overall, this chapter depicted the population and contextualization of the problem. It also outlined the problem statement with the research questions and objectives, as well as the justification for this study. The following chapter exposes the state of the art and the literature review of the current proposal.

CHAPTER 2

STATE OF THE ART AND LITERATURE REVIEW

This chapter presents the state of the art and literature review. The former is based on recent national and international research studies related to *Writing skills*, *Genre-Based Approach* and *Children Poetry*, as well as their contribution to the current proposal. The latter is divided into six (6) concepts: *writing skills*, *grammar*, *vocabulary*, *Genre-based approach*, *Children Poetry*, and *Poetry in language learning*, which are the constructs that guide this study.

State of the art

The first research project is called *Children Poetry: a way to develop writing production*, written by Mogollón (2019). This study was emphasized on determining the influence of Children Poetry in the way students developed their EFL writing production. It was carried out with fifth graders in Bogotá, Colombia, at Domingo Faustino Sarmiento School. The researcher based the study on three (3) categories to enhance writing production skills: coherence, cohesion, and process modeling. In terms of benefits, these categories were followed and adapted correctly by the pupils after passing a specific process; the learners' increasing motivation was also perceived. The project's limitations included Spanish interference within the activities, along with a lack of time allocation.

Mogollon's study is pertinent to this pedagogical proposal since it demonstrates the possibility of working on writing skills through Children Poetry. Besides, it displays beneficial

results in terms of the students' writing production and motivation. As compared to the mentioned study, the current proposal adds a different pedagogical approach in EFL writing, which is the Genre Based Approach. Moreover, this study provides different categories to strengthen writing skills: grammar and vocabulary, as well as including information and communication technologies (ICT) resources within the lessons.

A second study named *Teaching EFL in a rural context through Place Based Education: Expressing our place experiences through short poems* was conducted by Jaramillo and Espejo (2017). This research implemented a Placed Based Education (PBE) in an EFL classroom of a rural context. It was carried out in a town called Quiba, Colombia, at Rural Quiba Alta School, with fourth graders. The objectives followed the PBE approach along with the analysis of the students' short written poems, all among the learners' rural context approaching. The conclusions aimed at connecting the pupils to their rural surroundings through PBE, and liked with an emotional bonding experience, as well as making them feel confident and enthusiastic while writing short poems. This research becomes a support in the current proposal as it shows that the use of poems in an EFL classroom can have positive effects in terms of the learners' writing expression based on their immediate rural context.

The third study was directed by Hincapié and Cely (2018), called: *The use of real women's life stories as a situated writing model: Empowering students to create their own path*. This research project followed the Genre-Based Approach and used two women's life stories: Policarpa Salavarrieta and Frida Kahlo. The objectives of the study were based on the creation of a diary to enhance third graders' writing skills at Liceo Femenino Mercedes Nariño School. As findings, the students created their texts following the stories as a guide, which helped them to improve their writing skills and grammar forms; at the same time, the learners expressed their feelings, dreams,

and their perceptions about themselves as women in society. This project is helpful for the current study because it applied the Genre-Based Approach as the teaching methodology with efficient results. The conclusions displayed an improvement in the students' writing skills as they demonstrated an increase in motivation in a girls' school.

Another project written by Montero-Arévalo (2019), called *Effects of Genre Based Approach (GBA) in EFL reading comprehension and writing*, was directed at analyzing how GBA affected reading comprehension and writing on the students' outcomes before and after the study's execution. The research was carried out with 9th-grade pupils in a private bilingual school in Valledupar, Colombia. This project worked on two genres: anecdotes and recounts, which the ninth graders were able to understand, explain, and recreate as results of the process. Additionally, the learners' increase in confidence, motivation, and autonomy was noticed after the implementation of GBA. This study is relevant for this proposal since it exposes some benefits to work with the GBA on writing processes in an EFL classroom, as well as proposing further work in more genres related to different areas such as literature, among others.

The last study is titled *Teaching English to EFL Young Learners (EYL) Through Children Poetry* by Setiyani (2014). It stated the development of positive learning functions related to language ability, all among the use of Children Poetry. This paper was conducted with sixth graders of elementary schools in Bandung, Indonesia. The objectives included an exploration of the teaching of English to EFL young learners' learning process and responses based on Children Poetry. The outcomes exposed that Children Poetry could be applied as a language resource in the EYL program since it showed the students' cognitive and language development. Also, the pupils' engagement in terms of their thinking process, feeling expression, and knowledge about the quality of poetry was another finding. This study is appropriate for the current pedagogical proposal

because it illustrates the advantages of working with Children Poetry when teaching EYL, along with its suggestion about continuing and developing similar research projects.

Literature Review

Writing skills

Writing has been defined by many viewpoints through time. One perspective presents it as the translation of thoughts into language, where the writer creates a coherent text to communicate with a reader (Byrne, 1988). A similar position takes writing as a communicative activity, which is done for a *purpose*, with a specific reader in mind (Gruber & Dunn, 1990). Likewise, Hedge (1991) states that writing is a process focused on ‘*why* the writing is being done (a sense of purpose) and *who* is being written for (a sense of audience)’ (p. 4).

Within the field of second and foreign language teaching, writing has become one of the numerous essential skills to develop. Nevertheless, it is seen as challenging by learners who identify ‘an inadequate grasp of vocabulary or grammar, as their main problems with writing’ (Hyland, 2004, p. 34). Bearing in mind this statement, students need knowledge in grammatical and lexical features when learning to write in a foreign language.

Given the above, this proposal conceives writing as a *communicative activity*, which has a *purpose* and is directed to a reader, as claimed by the previous authors’ viewpoint. This communicative orientation is linked to a grammatical and vocabulary focus to provide learners with the tools to communicate effectively through understandable texts.

Grammar

According to Larsen-Freeman (2001), ‘the term grammar has multiple meanings. It is used to refer both to language users' subconscious internal system and to linguists' attempts explicitly to codify - or describe - that system’ (p. 34). Nevertheless, most grammar perspectives tend ‘to explain the same phenomena: how words are formed (morphology) and how words are combined (syntax)’ (Larsen-Freeman, 2001, p. 34). In the field of language teaching, the role of grammar becomes significant for the students with low competencies. Richards and Renandya (2002) propose that ‘without a good knowledge of grammar, learners’ language development will be severely constrained’ (p. 145). Likewise, Swan (2002) claims that ‘knowing how to use certain structures makes it possible to communicate common types of meaning successfully’ (p.151). These points of view suggest that grammar students’ language proficiency helps them to communicate more effectively.

Grammar as a category on writing skills in language teaching is a controversial area when emphasizing exclusively on formal traits. Hyland (2009) states that ‘focusing on accuracy is exactly the wrong place to look for writing improvement as there is little evidence to show that either syntactic complexity or grammatical accuracy are the best measures of good writing’ (p.11). With this respect, grammar teaching should be immersed in a context of use to consider how texts emerge to be the writer’s response to a specific communicative setting. Hyland (2009) affirms that ‘students don’t just need to know how to write a grammatically correct text, but how to apply this knowledge for particular purposes and genres’ (p. 11).

In this sense, the current proposal takes grammar as functional following the Systemic Functional Grammar (SFG) theory. As suggested by Derewianka and Jones (2010), SFG ‘ranges

beyond the sentence to observe patterns of grammar within and across whole texts. Further, the model interprets texts concerning their contexts of use – both the broader cultural context and the more specific situation’ (p. 7). Therefore, the conditions of use comprise cultural and situational context: the first is referred to as the particular social purpose of the *genre*; the second is about the *register*, which is influenced by singular circumstances in the setting and is characterized in terms of *field*, *tenor*, and *mode* (Derewianka & Jones, 2010). The *field* is defined as the topic to develop. The *tenor* refers to who is implicated in the communication, along with the roles between them. And the *mode* affects the role of the language as well as the channel of communication (Halliday & Matthiessen, 2014).

This current proposal does not consider grammar as the main focal point in teaching writing. However, it recognizes its importance for learners with low competences in the foreign language, and it identifies that it has to be used in a particular context to support writing proficiency. For that reason, this study adopts the SFG theory, which is based on conceiving the text as a social activity that always takes place in a specific context. Thus, this study applies grammar knowledge to a particular genre: Children Poetry.

Vocabulary

Along with grammar, this pedagogical proposal emphasizes on vocabulary, recognizing that ‘grammar and vocabulary are not two separate components of a language’ (Halliday & Matthiessen, 2014, p. 7). Following Richards and Renandya’s (2002) perspectives about vocabulary, it ‘is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write’ (p. 255). In this way, vocabulary is a very

significant component of language that is not kept apart from grammar. In addition, the recognition of a wide range of lexicon is part of the writing performance basis.

In terms of vocabulary teaching, ‘there is now a general measure of agreement that ‘knowing’ a word involves knowing: its spoken and written contexts of use’ (Carter, 2001, p. 43). Vocabulary in a circumstance of use is linked to a communicative context. According to Neuman and Dwyer (2009), ‘vocabulary refers to the words we must know to communicate effectively’ (p. 384). Similarly, vocabulary is identified with a significant role when used in a meaningful context as part of communicative activities (Nation & Newton, 1997). Furthermore, the current proposal focuses on general vocabulary, which is described as high-frequency terms used in a wide range of contexts (Schmitt & Schmitt, 2020).

Overall, besides grammar, this study recognizes vocabulary as an essential part of language learning. Moreover, lexical items are taken as a central role of the communicative competence applied to a context of use in writing production. This study covers general vocabulary related to the students’ immediate contexts like family, school, and daily routine, as well as facilitating the expression of their personal information and their likes and dislikes.

Teaching writing skills through Genre-Based Approach (GBA)

Several approaches have been developed in ESL and EFL writing to support teaching instruction. Those theories are organized depending on a distinct emphasis on teaching L2 writing. The current study is centered on the Genre-Based Approach (GBA) to teaching writing.

The term *genre* in education contexts has impacted on three main areas: English for specific purposes (ESP), taking the genre analysis of texts linguistics; Systemic functional genre analysis,

which was developed to study the discourse structure of texts; and New Rhetoric studies, emphasized on analyzing social and cultural contexts in which genre occur. (Hyon, 1996; Johns, 2000, as cited in Hammond & Derewianka, 2001). The notion of genre was incorporated into language teaching with the GBA.

The GBA is an approach that goes beyond form and content to view writing to communicate with readers. The principle of the GBA is to consider writing to achieve a *purpose*. Considering that readers have to recognize this intention; the writer follows certain social conventions in a specific context. Thus, how the writer uses the language to fulfill this purpose is called *genre* (Hyland, 2019). A further definition of genre was made by Swales (1990) as ‘a class of communicative events, the members of which share some set of communicative purposes’ (p. 58). In this line, Martin (1984, as cited in Paltridge, 1996) describes the genre as ‘a staged, goal-oriented, purposeful activity’ (p. 238); he also gives some examples of genres such as poems, narratives, expositions, lectures, seminars, among others.

The GBA in teaching writing implies an understanding of ‘the ways individuals use language to engage in particular communicative situations and to employ this knowledge to help student writers create communicatively effective texts’ (Hyland, 2004, p. 7). Further considerations from this author propose that ‘the importance of a genre orientation is that it incorporates discourse and contextual aspects of language use that may be neglected when attending to structures, functions or process alone’ (Hyland, 2019, p. 18). Hence, the current proposal embraces the notion of texts as communication, which indicates that the language is used in a specific context.

Hyland (2004) proposes certain advantages of the GBA in writing instruction. The method is explicit as it shows how the text is written. It is systematic since it incorporates both language

and context. A genre orientation is also needs-based because it concentrates on the students' needs. It is supportive, in terms of the collaboration between teacher and learner in the gradual control of the genre. It is empowering as it allows pupils to create meaning in valued writings. A critical benefit is noted when GBA provides an opportunity to reflect on and critique the text. Finally, it is consciousness-raising because it offers the teacher awareness of how writing works as communication.

The GBA process focuses on a *teaching-learning cycle*. This cycle describes the process that teachers may follow to help students control their new knowledge and become independent in the specific skill (Hyland, 2019).

The cycle follows four (4) stages. In the first step, *Setting the context and building the field*, the teacher establishes the knowledge content required for learners to write, recognizing the context of the genre, vocabulary, and usage. The second stage, *Modelling and Deconstruction*, analyzes models to understand how the genre structure creates meaning. The third part of the cycle, *Joint construction*, is centered on the learners' approximation to produce the genre; this stage indicates the teacher as a guide through collaborative writing between teacher and pupil. In the last step, *Independent construction*, students acquire autonomy in their genre writing after the entire process (Herazo, 2012).

The current pedagogical proposal embraces the mentioned teaching-learning cycle in GBA, conceiving the learners' process of moving around it with the teacher's guidance.

Children Poetry

The concept of Children Poetry can be divided into two notions: poetry *for* children and poetry written *by* children. Poetry *for* children means poems addressed to children and enjoyed by them (Bornemann, 1976). As proposed by Styles (2004), contemporary poetry for children ‘tends to be informal’ and is characterized by ‘raps, song-lyrics, dub poetry, haiku, concrete verse, dialect poetry, dramatic monologues and realistic conversation poems, as well as other more traditional verse forms with regular rhyme and meter’ (p. 398). Additionally, poetry for children involves children’s experiences and interests within themes like school, family life, magic, nature, adventure, among others (Styles, 2004).

Poetry written *by* children has different conceptions: Bornemann (1976) affirms that poetry created by children, covering literary vocation or academic exercises, cannot be contemplated as a piece of art. While Cohn (1984, as cited in Helbig, 1986) refers to children as natural poets since their writing shows ‘truth of content and purity of form’ (p. 150).

Hence, this proposal conceives Children Poetry as poetry written *by* and *for* children. Therefore, poetry written *for* children used in this study is distinguished by their variety, including songs to traditional verse poems, all focused on themes that are closest to students as school and family. Finally, poetry written *by* children is based on their simplicity in form following simple pattern poems to guide the learners’ thoughts when writing.

Poetry in language learning

Children are exposed to poetry in their early lives through nursery rhymes or sing lullabies; these sounds of poetic language make them learn their first words. Therefore, as poetry is valuable

in learning a native language, learning a second or third language through poetry is useful as well (Holmes & Moulton, 2001). As suggested by Vardell et al. (2006): ‘literature can play a critical role in immersing children in their new language’ (p. 734). The authors qualified poetry, as being part of literature, as an ideal and efficient entry for English language learners. Likewise, Maley and Duff (1989) claim that ‘Poetry offers a rich resource for input to language learning’ (p. 7). Considering Poetry as a mode of language use in writing skills, the authors state that it ‘is not writing Poetry, but writing down thoughts in form of a poem’ (Maley & Duff, 1989, p. 4).

Poetry in language learning offers some advantages in the words of Maley and Duff (1989): *Universality*, as it has been used as a form of language, dealing with all cultures and themes among all human beings. *Motivation*, because learners can feel their contribution and make a personal response. *Hands-on* when students create, experiment, and play with the language thanks to the possibilities that poetry offers. *Ambiguity and interaction*, since the pupils can give their interpretation and perceptions to different poems with validity. *Reactions and personal relevance*, as Poetry makes people ‘react personally to other people’s ways of seeing things’ (p. 10). *Memorability*, because marked rhyme or phrases tend to emerge unconsciously in the students’ mind, which helps to capture grammatical and lexical information. *Performance*, since Poetry benefits individuals or groups having fluent speech, clarity of diction, stress, and rhythm, among others, when reading aloud.

Furthermore, Holmes and Moulton (2001) describe the main feature of Poetry in language learning through writing patterns poems. Pattern poems allow students to put into words their ideas while practicing particular grammatical structures and make creative written pieces, no matter the learners’ age or different English levels proficiency. Following Holmes and Moulton's (2001) insights, some benefits of pattern poems include purposes such as enhancing ‘vocabulary, spelling,

pronunciation, speaking, listening, reading, language awareness, critical thinking, literary appreciation, and, obviously, writing' (p. 1). Besides, the authors point out that pattern poems' results vary from the learners' language skills progress, as well as promoting the students' self-confidence when writing and inspiring the writing and language learning approach (Holmes & Moulton, 2001).

This chapter brought to light diverse studies with a related focus to the current pedagogical proposal as well as stating the literature review by setting the key constructs that guide it. The upcoming chapter outlines the methodological design suggested to develop within the English class lessons.

CHAPTER 3

METHODOLOGICAL DESIGN

This chapter introduces the teaching methodology followed in this proposal, which is focalized on the Genre-Based Approach (GBA) teaching-learning cycle connected to Children Poetry within the EFL lessons.

Teaching methodology

The teaching methodology of this proposal is centered on the Genre-Based Approach (GBA). Accordingly, the purpose of the pedagogical intervention embraces students communicate effectively through the genre of Children Poetry specific to their immediate context. Since the GBA process focuses on a teaching-learning cycle (Figure 1), the pedagogical proposal followed the cycle stages having in mind their flexibility.

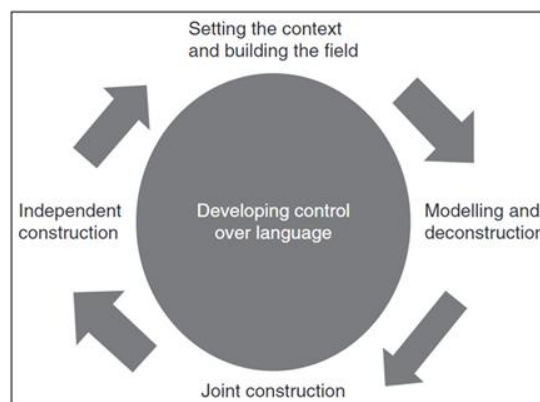


Figure 1 'Teaching-learning cycle'

Hyland, K. (2019). *Second Language classroom* [Figure]. Cambridge University Press. Retrieved from: <https://www.book2look.com/vbook.aspx?id=9781108470711>

Regarding *Setting the context and building the field* step, the activities proposed outline the immersion of pupils within the genre of Children Poetry. They include a compilation of the students' perception of the genre, along with its aim and context of use. Besides, vocabulary and grammatical patterns are introduced as required elements to apply in the subsequent learners' compositions. For this introduction, some exercises such as games, songs, videos, and worksheets related to the topic are developed.

In the *Modelling and deconstruction* stage, models of the genre are analyzed as well as the key features of poetry. This involves the generic poem's structure and sound. Diverse exercises as poems reading, illustration, and performing are implemented with the purpose of eliciting the students' comprehension, interpretation, and interest in the genre. The poems were chosen according to the lesson topics by highlighting the students' most familiar contexts such as their daily routine, family, and school among others.

During *Join construction*, the approximation of writing by the learners takes place through the composition of pattern poems with the teacher guidance. This exercise is focused on applying the vocabulary and grammar learned previously, and it is followed by students sharing poems with their classmates. It is noteworthy to mention that the type of pattern poems suggested were adapted according to Holmes and Moulton (2001) simple pattern poems perspective, which is based on practicing 'specific grammar points while becoming engaged with language and communication at a deeper, more personal level' (p. 1).

Finally, *Independent construction* involves the last session, where the learners practice their writing skills without general guidance as well as demonstrating their understanding and control of the genre. Through this exercise, the students write a calligram autonomously by

applying all their knowledge about poetry, along with the lexical and grammatical tools used during the whole process.

The aim of this chapter was to describe the teaching methodology suggested for subsequent implementation through the pedagogical innovation proposal. The next section of this paper is framed by the visions of language, learning, teaching, and classroom, as well as the pedagogical lessons and the form of assessment proposed.

CHAPTER 4

PEDAGOGICAL PROPOSAL

This chapter describes the perspectives adopted within this proposal: language is seen as functional and self-expressive, learning is taken as experiential, teaching as constructivist, and the classroom as communicative. Moreover, it exposes the pedagogical intervention as well as recounting the form of assessment as formative.

Vision of language

Language is distinguished through a functional and self-expressive standpoint within this study. As stated by Vera et al. (2018), the former perspective determines that ‘language is seen as a social action that focuses on the functions and uses of the languages in socially defined contexts’ (p. 84). That is to say that a functional vision of language emphasizes the efficient application of language in its context of use. In this view, Tudor (2001) affirms that ‘language learners are social actors whose learning goals are defined by the contexts in which they will be required to use the language and the messages they will wish to convey in these contexts’ (p. 57).

Apart from the functional perspective of language, Tudor (2001) suggests that ‘language learners are also, however, individuals in the personal and affective sense of the term, which means that language is also a means of personal and affective expression’ (p. 65). It implies that language is a medium of self-expression for students to communicate their emotions and interests, as well as creating or strengthening their relationships.

Based on the previous definitions, Children Poetry applies language in both a functional and self-expressive perspective of language. The former indicates a communicative focus that allows students to employ language in its specific context of use, which is also related to the Genre-Based Approach adopted. The latter relies on the development of students' expressions of their personal senses around themselves and their immediate environment within the pedagogical proposal.

Vision of learning

This pedagogical proposal advocates learning as experiential. Tudor (2001) affirms that experiential learning 'revolves around direct experience of the TL [Target Language] for communicative purposes as a basis for learning' (p.79); this viewpoint is related to a naturalistic form of learning. Additionally, experiential learning focuses on the idea of 'learning by doing', which follows five (5) principles.

The first principle, message focus, is associated with the purpose of processing and communicating messages within the activities. The second, holistic practice, refers to the multi-dimensional nature of communication by giving importance to the ideas' transmission and task to carry out. The third is about authentic or naturally occurring materials, which represent real language, and thus meaningful models to learners. The fourth concerns communication strategies by preparing students to use their current knowledge when facing challenging content. Finally, the fifth aspect corresponds to creating collaborative conditions of learning among students. (Tudor, 2001).

Moreover, the viewpoint of the Genre-Based Approach, as proposed by Hyland (2007), refers to learning to write as being needs-oriented. Thus, the students' wants and needs, their prior

learning experience and proficiency are identified and incorporated into the course. Similarly, learning to write is seen as a social activity that embraces a ‘better understanding of how language is structured to achieve social purposes in particular contexts of use’ (p. 148). Besides, learning to write concerns ‘being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than taught as a discrete component’ (p. 153).

Accordingly, the current proposal embraces an experiential learning perspective. Consequently, this study: foments the learners’ conveyance of ideas through poetry, it uses original materials such as poems written for children, it provides students with tools to employ within unfamiliar contexts, and it promotes collaborative activities during the process, all framed in communicative purposes. Furthermore, learning to write by applying the GBA implies knowing the students’ needs and context, which was identified in the first steps of the proposal. Additionally, this study conceives learning to write as a social activity and as a process where students understand how English works, specifically through employing it within their compositions and activities.

Vision of teaching

The constructivist approach is adopted within this study as the vision of teaching. It is a perspective of knowledge acquisition emphasizing four (4) aspects. The first feature focuses on knowledge construction and is described by Jean Piaget (1967, cited in Dagar & Yadav, 2016), who considers it as ‘a process of continuous self-construction’ (p. 2) through the students’ actions. The second characteristic indicates new learning based on background knowledge. The third is centered on social interaction, a key factor that involves an interactive process among learners and

mentors (Vygotsky, 1978, cited in Dagar & Yadav, 2016). Lastly, the fourth aspect is about authentic tasks, which refers to learning in realistic and relevant contexts. (Dagar & Yadav, 2016).

This paradigm is applied to the current study since the teaching proposal is centered on creating a constructivist learning environment. Different strategies used within this study involve activities centered on students and built on their previous knowledge, which aim at acquiring learning by practicing the language in a particular context of use. Moreover, social interaction in the grouping activities among students as well as supportive guidance from the teacher is reflected. Likewise, the tasks suggested concern the students' daily life context

Vision of classroom

This proposal includes a communicative vision of the classroom. As claimed by Tudor (2001), in the communicative classroom, there are 'calls for more learner-centered and democratic forms of classroom interaction' (p. 111). This view considers that learners' needs, and preferences require great attention in educational planning, which brings experiential forms of learning and the students' affective connection to the classroom. Therefore, the current study shows the classroom itself as communication, perceiving the students as social actors within their immediate social environment. In this line, the activities and goals proposed aim at making the classroom an interactive and communicative dynamic place.

Pedagogical intervention

The pedagogical intervention proposal is organized within three (3) cycles, which are guided by the stages of the Genre-Based Approach teaching-learning cycle evidenced in each one

of the planned lessons. Besides, the topics and use of language within each lesson are based on the study plan for fifth grade at Liceo Femenino Mercedes Nariño.

In terms of time, the cycles are organized into nine (9) lessons, each one divided into three hours, and developed in twenty-seven (27) suggested weeks. Regarding resources, the primary school's laboratory needs to be requested in order to have a smartboard, a sound system recorder, and a projector available during the English classes.

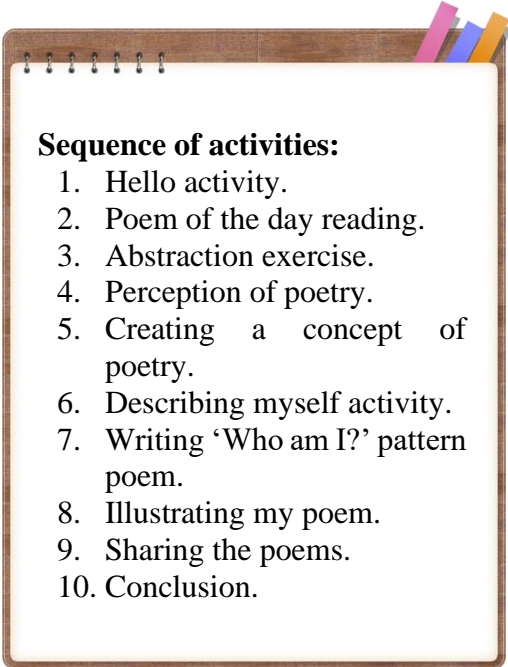
This proposal form of assessment is centered on Formative Assessment, which aims at improving and impacting both teaching and learning. Bell and Cowie (2001) affirm that 'formative assessment is that which supports learning' (p. 11); it follows a cyclical process that includes teachers and students in 'eliciting, interpreting and acting on assessment information' (p. 12). The first step concerns gathering information produced by learners during the process. This data is interpreted in the second stage, where student-referencing and criterion-referencing are combined in order to enhance the pupils' learning. The cycle ends through efficient enacting, which begins with flexible planned interventions to determine the next step in teaching and learning. Formative assessment also includes necessary dialogue between teachers and learners, along with feedback, peer and self-assessment as part of the process. (Bell & Bronwen, 2001).

According to this, in the current proposal the assessment for teaching and learning process is formative, which implies a focus on enhancing learning through the three steps cycle. Hence, the assessment involves observing the students' process within each of the GBA stages; interpreting the collected information to notice particular and general students' weaknesses and strengths; as well as deciding the successive procedure. Moreover, constant interaction between teacher-learners

and learners-learners promotes feedback, peer and self-assessment of the students' development and outcomes.

Lesson plans

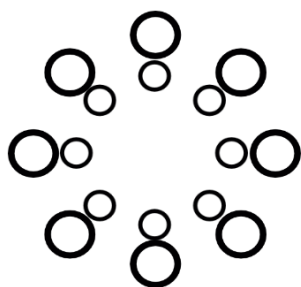
Cycle 1: Exploring poetry

Cycle 1: Exploring poetry	Lesson 1: Introduce yourself	
Approach: Genre-Based Approach		
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.		
Theme: Exploration of poetry	Topic: Verb TO BE in simple present.	
Group: 503	N° of students: 39	
Time estimated: 3 hours (they can be divided in the available sessions).		
<p>Aim of the lesson</p> <ul style="list-style-type: none"> ✓ To introduce poetry within the English class. <p>Learning objectives:</p> <ul style="list-style-type: none"> ✓ Students will interpret a poem based on their thoughts. ✓ Students will identify the concept of poetry by creating it through their perceptions. ✓ Students will use a pattern poem to create their own about themselves. 	 <p>Sequence of activities:</p> <ol style="list-style-type: none"> 1. Hello activity. 2. Poem of the day reading. 3. Abstraction exercise. 4. Perception of poetry. 5. Creating a concept of poetry. 6. Describing myself activity. 7. Writing 'Who am I?' pattern poem. 8. Illustrating my poem. 9. Sharing the poems. 10. Conclusion. 	
Activity N° 1	Time: 15 minutes	Resources: Board and markers. Projector or TV.

Warm-Up - Hello activity.

In this section, the students will greet each other; they will say their name and age.

Preparation: The tables will be removed and located around the classroom.



- The teacher will explain the activity to the learners by writing on the board the following phrases:
 - My name is ____
 - I am ____ years old.
- The students will repeat aloud the pronunciation of the previous phrases.
- The students and the teacher will form two circles: one small circle inside and one big circle outside. All the students will face each other: Once everybody is ready, the students will say their name and age to

the person they have in front. After that, the students will step to the right and repeat the action until they greet all their classmates.

- Multimedia section:** As background, some songs will be played while the 'hello activity' is going by. (This exercise is optional depending on the school's technological resources).



Multimedia section

The teacher can play the following songs while the students are greeting each other:

- [Hello, hello, hello](#)
- [Good morning song](#)
- [What's your name?](#)
- [Hello! | Super Simple Songs](#)

Activity N° 2

Stage in GBA: Modelling and Deconstruction

Time: 30 minutes

Resources:

Board and markers.
Physical poem printed.
Flashcards with the pictures of the unknown vocabulary.

Poem of the day Reading

- The teacher will write on the board the title 'the Moon game' and will ask about the meaning of the words: 'moon' and 'game'.

Preparation: The classroom has to be organized in 6 different round tables if possible.

- To clarify the word 'moon', one student will go to the board and draw a moon with the marker.
- To explain the word 'game', another student will give an example of a game.

For example: Bingo, dominoes.

The Moon Game

I'm the moon and I play a game.
I don't always look the same.

Sometimes I'm round,
A silver sphere. 

Sometimes just half of me
Seems to be here. 

Sometimes I'm crescent,
Shaped like a smile.

Sometimes I surprise you
And hide for a while.

Look up in the sky
For my friendly light.

What shape will I have
When you see me tonight?



-Author unknown

2. The teacher will read aloud the poem 'The Moon Game'.

- The teacher will ask general perceptions about the poem through the following questions:

- What do you think about the images that go with the poem? Can you understand the poem with them?

- Did you understand the meaning of the poem?







- What do you think about the sound of the poem read? Does it rhyme?

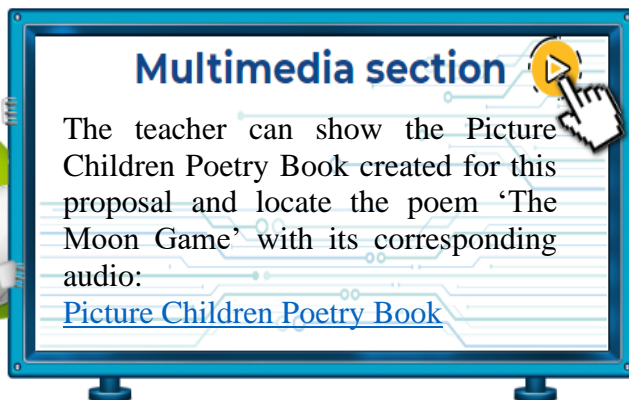
- What are the lines and strophes of a poem? Can you identify them in this poem?

- Do you like the poem?

3. Some students will answer the previous questions individually.

4. The teacher will stick the poem on the board and explain the following words through their corresponding image:

Play 	Crescent 	Smile 
Sky 	See 	Tonight 



5. Multimedia section: the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).

6. The teacher will inquire about the general idea of the poem by asking the students the following questions:

- What do you think that the

moon game is?

- Which phases of the moon are described in the poem?
- Which shape will it have tonight?

Activity N° 3 Stage in GBA: Modelling and Deconstruction	Time: 15 minutes	Resources: Small pieces of paper for each student.
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Abstraction exercise

1. As the read poem was about the moon, each student will answer the following questions on small pieces of paper:
 - What do you think about the moon?
 - Do you like the moon? Why?
2. The teacher will collect all the pieces of paper in a bag and will read eight phrases from the students' ideas.

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: 2 pieces of color paper for each group.
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Perception of poetry

1. Based on the previous poem about the moon, the students will answer the following questions on different pieces of color paper:
 - What is poetry for you?
 - Who can write poems?
 - What is the purpose of writing a poem?
 - When can we write poems?
2. The teacher will call the groups one by one.

Preparation:

- The students will remain in their groups.
- The teacher will give two pieces of color paper to each group.
- The teacher will make the following table on the board:

What is poetry for you?	Who can write poems?
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- One student from each group will pass in front of the board to explain what all the group wrote. She will stick the different pieces of color paper on the part of the table that corresponds.

Activity N° 5 Stage in GBA: Setting the context and building the field	Time: 15 minutes	Resources: Board and markers.
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Creating a concept of Poetry

- The teacher will collect all the perceptions written on the pieces of paper by the students.
- The teacher will clarify misconceptions and a concept of poetry will be created based on the learners' ideas. Possible misinterpretations can include the difficulty of poetry as well as expert writers as the only ones who can compose poems.
- The teacher will explain that the English class will focus on poetry. It is relevant to clarify that they will be poets in this class.
- The teacher will answer questions from the students about it.

Activity N° 6 Stage in GBA: Setting the context and building the field	Time: 15 minutes	Resources: Flashcards with adjectives.
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Describing myself

- The teacher will show the following pictures about adjectives to clarify their meaning:

Intelligent 	Pretty / Beautiful 	Friendly 	Funny 	Talkative 
Adventurous 	Cute 	Kind 	Shy 	Brave 

- The students will repeat the words aloud and will write in their notebooks three adjectives that better describe themselves.

Activity N° 7 Stage in GBA: Join construction	Time: 15 minutes	Resources: Board and markers. Sheet of paper per student.
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Writing 'Who am I?' pattern poem

1. The teacher will explain that the students will write a poem about themselves now.
2. The teacher will write on the board the following pattern poem:

Who am I?
I am _____ (name and last name).
I am _____ (age) years old.
I am a _____ and a _____ (adjective) person.
I am a _____ (adjective) girl.

3. The teacher will create her own poem as an example of what students will write.
4. The teacher will give a sheet of paper to each student.
5. The students will write their poems using the previous vocabulary about adjectives as well as the phrases learned in the 'Hello activity'.
6. The teacher will walk around the classroom to clarify doubts.

Activity N° 8	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 9	Time: 20 minutes	Resources: Poems written by the students.
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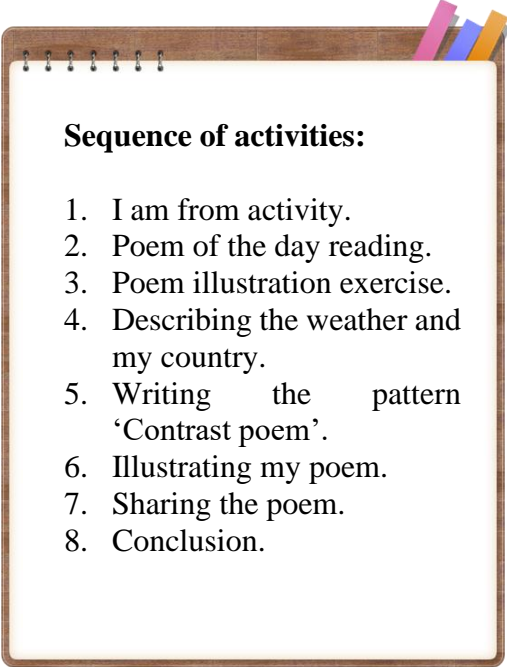
Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. In groups, the students will read the poems they wrote.
3. The teacher will walk around the classroom listening to the groups to check the poems and the students' pronunciation.

Activity N° 10	Time: 10 minutes	Resources: A folder to collect the poems.
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Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

Cycle 1: Exploring poetry	Lesson 2: Cities and countries	
Approach: Genre-Based Approach		
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.		
Theme: My nationality / weather.	Topic: Verb TO BE in simple present - WH questions.	
Group: 503	N° of students: 39	
Time estimated: 3 hours (they can be divided in the available sessions).		
<p>Aim of the lesson</p> <ul style="list-style-type: none"> ✓ To create a poem by using the new vocabulary accurately. <p>Learning objectives:</p> <ul style="list-style-type: none"> ✓ Students will interpret a poem based on their thoughts. ✓ Students will express where they are from. ✓ Students will use a pattern poem to create their own. 	 <p>Sequence of activities:</p> <ol style="list-style-type: none"> 1. I am from activity. 2. Poem of the day reading. 3. Poem illustration exercise. 4. Describing the weather and my country. 5. Writing the pattern 'Contrast poem'. 6. Illustrating my poem. 7. Sharing the poem. 8. Conclusion. 	
Activity N° 1	Time: 30 minutes	Resources: Board and markers.

Three repeated sets of pieces of paper with names of cities from the country.
Tape, one bag, chairs.

Warm up – I am from activity

- The teacher will ask the students about names of cities from Colombia they know. After saying some names, the teacher will show the names that are stuck on the chairs:

Bogotá	Manizales	Ibagué
Medellín	Valledupar	Neiva
Armenia	Barranquilla	San Andrés
Leticia	Cartagena	Arauca
Pereira	Bucaramanga	Tunja
Popayán	Villavicencio	Cali
Inírida	Santa Marta	

Preparation: The tables will be removed and located around the classroom. The chairs will be placed as a circle where the students face each other inside it. All the students must have a chair except one.

The teacher will arrange in advance three repeated sets of pieces of paper with names of cities from the country. The teacher will stick two sets in the front part of the chairs where each city's name faces its equal. The repeated set will be inside a bag.

- The teacher will write on the board the following expressions:

- Where are you from?
- I am from _____.

- The students will repeat aloud the pronunciation of the previous phrases.

- The students will sit down on the chairs that form a circle, one student will not have a chair, this student will stand in the middle of the circle.

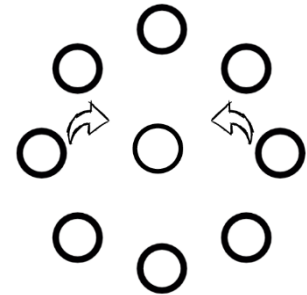
- Each student will realize which name is stuck on the chair.

- The teacher will ask aloud: 'where are you from?'

The standing student will choose one paper from the bag and answer: 'I am from _____'.

- When the student calls a city's name, the two students sitting on the chair with that name will switch spots; while they are doing that, the standing student will attempt to steal one of the empty chairs. The student who remains without a chair will be the next in the middle of the circle.

- The game will end when the bag is empty. It will be played as fast as possible to keep the students' attention without ignoring the students' production.



Activity N° 2
Stage in GBA:
Modelling and
Deconstruction

Time: 30
minutes

Resources:
Board and markers.
Physical poem printed.
Flashcards with the pictures of the unknown vocabulary.

Poem of the day Reading

1. The teacher will write on the board the title 'I am from' and will read the poem aloud.

I am from

I am from Belgium, where the clouds are usually soaked in rain,
 I am from Italy, where the clouds are always cleared by sunlight,
 I am from Poland, where the sky is dark as coal,
 I am from Mozart, whose music charmed peoples' hearts and woke their souls,
 I am from my dreams and nightmares, where my imagination takes over,
 I am from Egypt, whose mysteries haunt peoples' minds,
 I am from the ocean, where the waves calm my thoughts,
 I am from the mountains, where the echo calls my name,
 Most of all, I am from my family, where my heart truly belongs.

By Hendrik Verrijssen

Preparation: The tables can be organized in round tables or in lines.

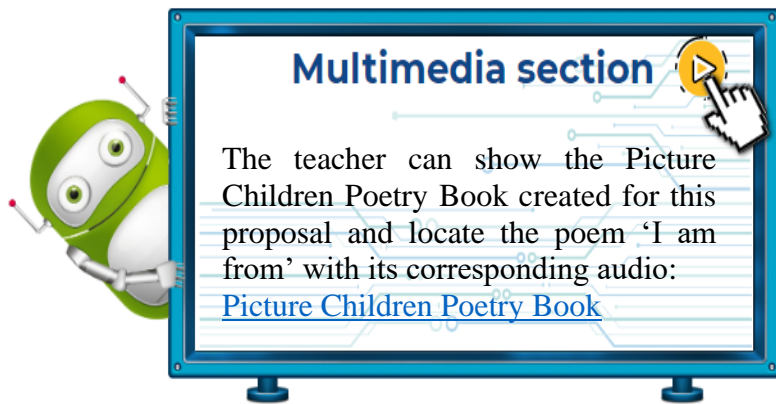
2. The teacher will ask general perceptions about the poem through the following questions:

- How is the title related to the content of the poem?
- Did you understand the meaning of the poem?
- Do you like the poem?
- What are the lines and strophes in the poem?
- What do you think about the sound of the poem read? Does it rhyme?

3. Some students will answer the previous questions individually.

4. The teacher will stick the poem on the board and explain the following words through their corresponding image:

Clouds 	Rain 	Sky 
Heart 	Dreams / Nightmares 	Waves 



5. Multimedia section: the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).

6. The teacher will inquire about the general idea of the poem by asking the students the following questions:

- What do you think about the poem?
- What is the phrase repeated throughout the poem?
- Can someone be from the dreams, ocean, mountains, and family? What does it mean?

Activity N° 3 Stage in GBA: Modelling and Deconstruction	Time: 30 minutes	Resources: One worksheet per student.
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Poem illustration

1. The students will illustrate the poem worked previously though the worksheet given. They will interpret each verse of the poem and represent it with an image in the boxes.
2. **Instructions:**
 - Read the poem again.
 - Think about a picture that represents each verse of the poem.
 - Draw the image in each square given and color it.
3. The teacher will walk around the classroom to check the students' work.
4. After the time is finished, the teacher will pick up all the worksheets.

I am from

Name: _____

I am from Belgium, where the clouds are usually soaked in rain.

I am from Italy, where the clouds are always cleared by sunlight.

I am from Poland, where the sky is dark as coal.

I am from Mozart, whose music charmed peoples' hearts and woke their souls.

I am from my dreams and nightmares, where my imagination takes over.

I am from Egypt, whose mysteries haunt peoples' minds.

I am from the ocean, where the waves calm my thoughts.

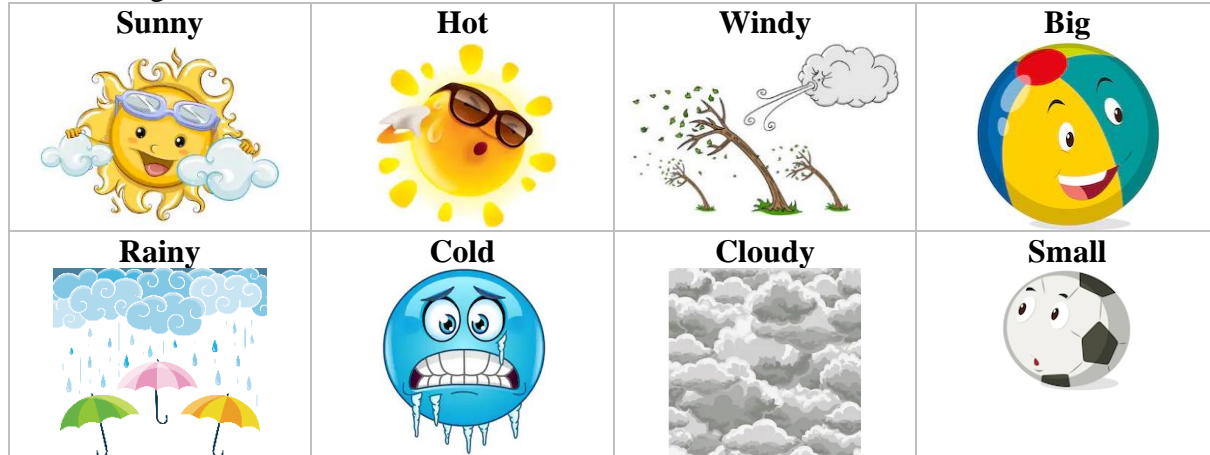
I am from the mountains, where the echo calls my name.

Most of all, I am from my family, where my heart truly belongs.

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: Flashcards with adjectives. Board and markers. Projector or TV.
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Describing the weather and my country

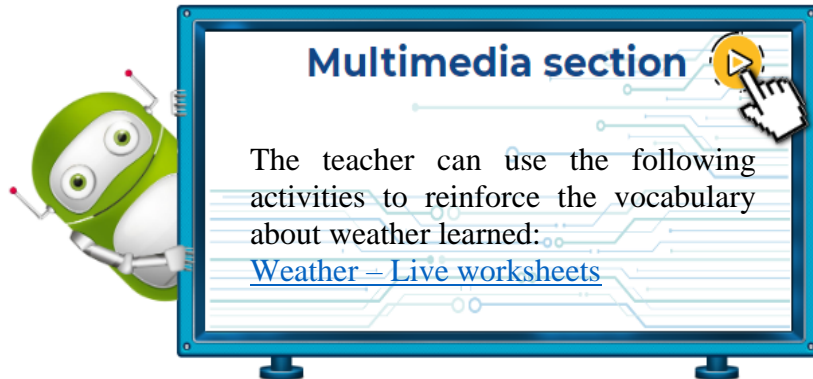
- The teacher will show the following adjectives about the weather and size to clarify their meaning:



- The students will repeat the words aloud.

- Multimedia section:**

The teacher will project the activities about weather using a projector. In groups of three students, they will pass in front of the screen to do one exercise per turn. (This activity is optional depending on the school's technological resources).



- The students will describe the weather of the city and the size of the country:

- The teacher will write on the board and read aloud 'Bogotá is ___', and the students will say at the same time the weather they think represents the city.
- The teacher will write on the board and read 'Colombia is ___', and the students will say at the same time the size they think represents the country.

Activity N° 5	Time: 20	Resources:
Stage in GBA: Joint construction	minutes	Board and markers. Sheet of paper per student.

Writing 'Where am I from?'

- The teacher will write on the board the following pattern poem:

Where am I from?

I am from _____ (country),
which is a _____ country.

I am _____ (city),
where the weather is _____.

I _____ (city), _____ (country)
But I am not _____ (another city or country).

2. The teacher will create her own poem as an example of what students will write.
3. The teacher will give a sheet of paper to each student.
4. The students will write their poems using the previous vocabulary about weather and size, as well as the phrases learned in the 'I am from activity'.
5. The teacher will walk around the classroom to clarify doubts.

Activity N° 6

Time: 20
minutes

Resources: The sheet of paper where students wrote their poems.

Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7

Time: 20
minutes

Resources: Poems written by the students.

Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. The students will repeat aloud: 'I am from' to get ready to read their poems.
3. Five students will be around the classroom (each corner and in the middle). The teacher with the students will ask in chorus: 'Where are you from' and one by one will read her poem to the rest of the class.

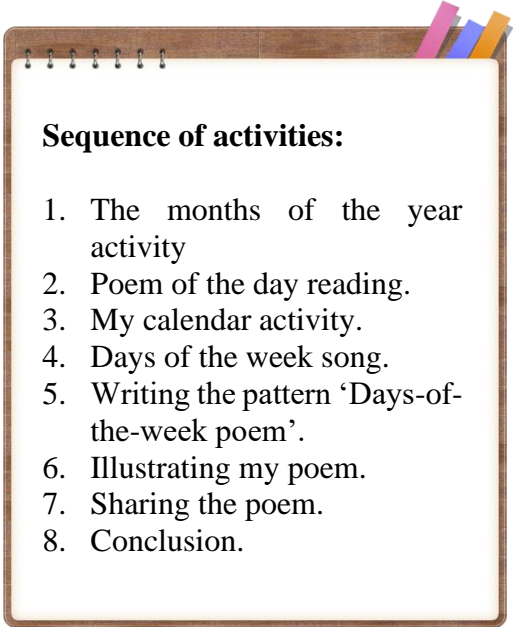
Activity N° 8

Time: 10
minutes

Resources:
A folder to collect the poems.

Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

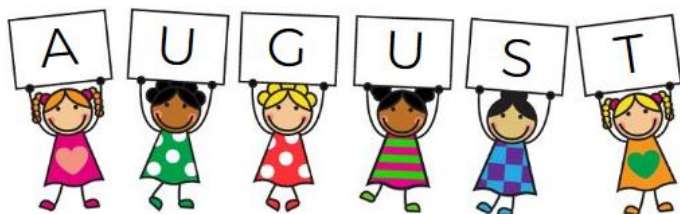
Cycle 1: Exploring poetry	Lesson 3: Days and months	
Approach: Genre-Based Approach		
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.		
Theme: Recognizing the days and months.	Topic: Verb TO BE in simple present – Prepositions of time.	
Group: 503	N° of students: 39	
Time estimated: 3 hours (they can be divided in the available sessions).		
<p>Aim of the lesson</p> <ul style="list-style-type: none"> ✓ To create a poem by using the months of the years and days of the week vocabulary. <p>Learning objectives:</p> <ul style="list-style-type: none"> ✓ Students will use the new vocabulary within their compositions. ✓ Students will recognize and employ the prepositions of time used with days and months. ✓ Students will use a pattern poem to create their own. 	 <p>Sequence of activities:</p> <ol style="list-style-type: none"> 1. The months of the year activity 2. Poem of the day reading. 3. My calendar activity. 4. Days of the week song. 5. Writing the pattern 'Days-of-the-week poem'. 6. Illustrating my poem. 7. Sharing the poem. 8. Conclusion. 	
Activity N° 1	Time: 30 minutes	Resources: Board and markers. 5 sets of flashcards with each letter of the alphabet. The names of the months of the year in different pieces of paper.

Warm up- The months of the year

1. The teacher will write on the board the months of the year, and the students will repeat the pronunciation aloud. Then, the teacher will erase the months from the board.
2. Each group will receive a set of flashcards with the letters of the alphabet.
3. The teacher will say the instructions of the game:

Instructions:

- The teacher will take out a month's name from the bag.
- Each group will use the letters of the alphabet to form the name of the month called.
- **For example:**



- The first group that correctly completes the name of the word gains a point.
 - The second group in line will write the name of the month on the board to earn a point.
4. The activity will be finished until all the months of the year are covered.

Activity N° 2

Stage in GBA:
Modelling and
Deconstruction

Time: 20
minutes

Resources:
Physical poem printed.
Board and markers.
Projector or TV.

Poem of the day reading

1. The teacher will write on the board the title 'Thirty days hath September' and will explain that the meaning of the word 'hath' is the same as 'has'; but it was used in the past.
2. The teacher will read aloud the poem 'Thirty days hath September'.

Preparation:

- The teacher will arrange in advance 5 sets of flashcards with each letter of the alphabet (without the letters K-Q-W-X), each set in a bag.
- The teacher will put in a bag the names of the days of the month in different pieces of paper.
- The tables will be removed and located around the classroom.
- The students will be divided in 5 groups of 8 students.

Preparation: The tables can be organized in round tables or in lines.

Thirty Days hath September poem

Thirty days hath September,
April, June and November;
February has twenty eight alone
All the rest have thirty-one
Except in Leap Year, that's the time
When February's Days are twenty-nine



3. The teacher will ask general perceptions about the poem through the following questions:

- How is the title related to the content of the poem?
- What do you think about the image that goes with the poem?
- Did you understand the meaning of the poem?
- Do you like the poem?
- What are the lines and strophes in the poem?
- What do you think about the sound of the poem read? Does it rhyme?

4. Some students will answer the previous questions individually.
5. The teacher will stick the poem on the board and explain the following word through its corresponding image:

Leap year



Multimedia section

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'Thirty days hath September' with its corresponding audio:
[Picture Children Poetry Book](#)

6. **Multimedia section:** the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).

7. The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.

<p>Activity N° 3 Stage in GBA: Setting the context and building the field</p>	<p>Time: 30 minutes</p>	<p>Resources: Flashcards with adjectives. One worksheet per student. One sheet with the pictures of the adjectives per student. A pair of scissors per student and enough glue stick for the entire class.</p>
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My calendar activity

1. The teacher will review the vocabulary about adjectives through the flashcards in the following way:
 - The teacher will show the flashcards to elicit the words from students.

Preparation: Flashcards from lesson 1 about adjectives.

- The teacher will read the vocabulary and the students will repeat aloud.
- 2. The students will create their calendar. In the worksheet, they will write one sentence with each adjective. They will choose which adjective better represents themselves depending on the month of the year.



- 3. The teacher will give one worksheet and a sheet with pictures of the adjectives per student.
- Instructions:**

- Write the month of the year at the top of each box.
- Think about one adjective that represents your personality or feelings depending on the month of the year.
- Cut the pictures up and stick them on each box following the previous choice.
- Write a sentence with each adjective. The sentence will start with 'I am (adjective) in (month)'.



- The teacher will highlight the preposition 'in' when giving the example and will tell the students that this preposition is always before months. Additionally, the teacher will give emphasis to the capital letter in months.
- The teacher will walk around the classroom to check the students' work.
- After the time given is done, the teacher will pick up all the worksheets.

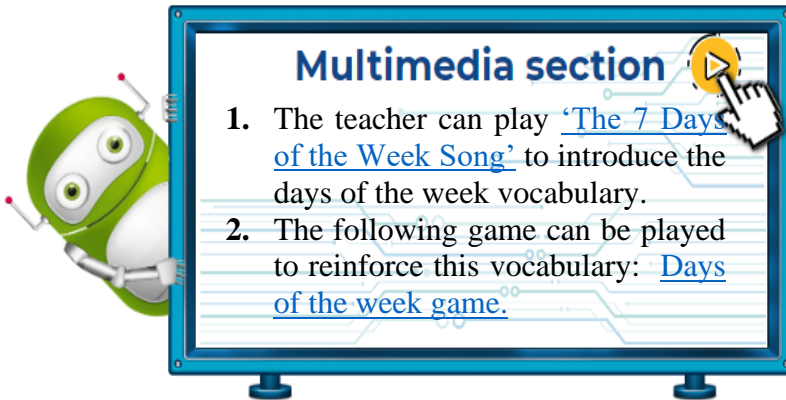
My calendar

Name: _____

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 30 minutes	Resources: Projector or TV. Board and markers.
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Days of the week song

1. The teacher will show through a calendar the vocabulary of 'year', 'month', and 'week' together.
2. The teacher will explain that as they already worked on the months of the year, they will see the days of the week.



3. Multimedia section (1):

The teacher will play the song about the days of the week on a projector. While listening to the song, the students will catch the name of the days of the week and written down in their notebooks.

4. The teacher will ask the students the days of the week while writing them on the board.

5. Multimedia section (2):

The teacher will project the games about the days of the week using a projector. In pairs, the students will pass in front of the screen to do one exercise per turn. (These activities are optional depending on the school's technological resources).

Activity N° 5	Time: 20	Resources: Board and markers.
Stage in GBA: Join construction	minutes	Sheet of paper per student.

Writing 'Days-of-the-week' pattern poem

1. The teacher will write on the board the pattern poem below.
2. When writing the pattern poem, the teacher will emphasize the preposition 'on' used with the days of the week. The students will compare it to the one used with the months of the year: 'in'.

Days-of-the-week poem

On Monday I am _____ (adjective).
On Tuesday I am _____ (adjective).
____ Wednesday I _____ (adjective).
____ Thursday I _____ (adjective).
____ Friday _____ (adjective).
____ Saturday _____ (adjective).
____ Sunday _____ (adjective).

3. The teacher will create her own poem as an example of what students will write.
4. The teacher will give a sheet of paper to each student.
5. The students will write their poems using the previous vocabulary about adjectives and days of the week.
6. The teacher will walk around the classroom to clarify doubts.

Activity N° 6	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7	Time: 20 minutes	Resources: Poems written by the students.
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Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. Five chosen students will read their poem to the rest of the class.

Activity N° 8	Time: 10 minutes	Resources: A folder to collect the poems.
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Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

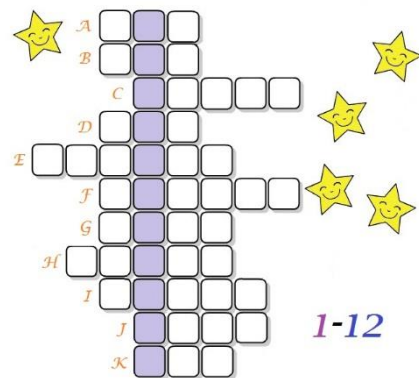
Cycle 2: Discovering myself as a poet.

Cycle 2: Discovering myself as a poet		Lesson 1: Daily routine	
Approach: Genre-Based Approach			
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.			
Theme: My daily routine / numbers / time.		Topic: Present simple – Prepositions of time	
Group: 503		N° of students: 39	
Time estimated: 3 hours (they can be divided in the available sessions).			
<p>Aim of the lesson</p> <ul style="list-style-type: none"> ✓ To create a poem by using the new vocabulary accurately within the daily routine context. <p>Learning objectives:</p> <ul style="list-style-type: none"> ✓ Students will practice the numbers. ✓ Students will express their daily routine. ✓ Students will recognize the preposition used with the time. ✓ Students will use a pattern poem to create their own. 		<p>Sequence of activities:</p> <ol style="list-style-type: none"> 1. Numbers activity. 2. Poem of the day reading. 3. The time activity. 4. Daily routine vocabulary introduction and activity. 5. Writing ‘My routine’ pattern poem. 6. Illustrating my poem. 7. Sharing the poem. 8. Conclusion. 	
Activity N° 1	Time: 30 minutes	Resources: Board and markers. Small pieces of paper.	
<p>Warm up - numbers activity</p> <p>In this section, the students will practice the numbers from 1 to 12 through a crossword.</p> <ol style="list-style-type: none"> 2. The teacher will tell the students that this is a competition and that there is a secret code within the crossword. The group that first gets the right code wins. 3. The teacher will say the instructions for the game. 		<p>Preparation: Divide the students in five groups. Draw the crossword and write the clues on the board.</p>	

Instructions:

- Per groups, complete the crossword following the clues and find the secret code.
- In a small piece of paper, write the group of students' names and the secret code found.
- The teacher will collect the pieces of paper in order.
- As called by the teacher, one person from each group will go in front of the board; the students will fill in the different parts of the crossword.
- While doing the exercise on the board, the students will draw the crossword with the answers in their notebooks.
- All the class will read the correct secret code.
- The teacher will look at the pieces of paper to confirm the winning group. One student from this group will say a sentence using the gotten word within the activity.

Crossword:



Clues:

A: four + two / **B:** nine – eight / **C:** one + two / **D:** five + five / **E:** ten + two / **F:** six + five / **G:** seven + four / **H:** twelve – four / **I:** three + four / **J:** eleven – two / **K:** twelve – ten

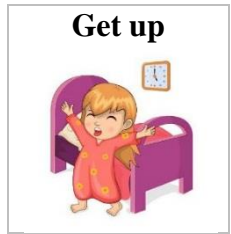
Answers:

A: Six / **B:** One / **C:** Three / **D:** Ten / **E:** Twelve / **F:** Eleven / **G:** Five / **H:** Eight / **I:** Seven / **J:** Nine / **K:** Two

Secret code: Intelligent

<p>Activity N° 2 Stage in GBA: Modelling and Deconstruction</p>	<p>Time: 30 minutes</p>	<p>Resources: Board and markers. Physical poem printed. Flashcards with the pictures of the unknown vocabulary.</p>
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Poem of the day reading



- The teacher will write on the board the title of the poem: 'I must get up'.
- The teacher will explain the word 'get up' through the following flashcard:
- The teacher will read the poem aloud.
- The teacher will ask general perceptions about the poem through the following questions:
 - How is the title related to the content of the poem? What do you think about the images that go with the poem?
 - Did you understand the meaning of the poem?
 - Do you like the poem?

- What are the lines and strophes in the poem?
 - What do you think about the sound of the poem read? Does it rhyme?
5. Some students will answer the previous questions individually.
 6. The teacher will stick the poem on the board and explain the following words through their corresponding image:

Stretch



Yawn



Multimedia section

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'I must get up!' with its corresponding audio: [Picture Children Poetry Book](#)

7. Multimedia section: the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).

8. The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.

Activity N° 3

Stage in GBA: Setting the context and building the field

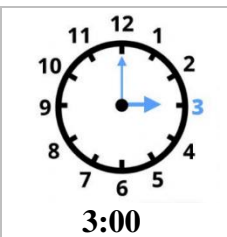
Time: 20 minutes

Resources:

Board and markers.
Pictures of the different clocks.

The time activity

1. The teacher will write on the board the question: 'What time is it?'. The students will repeat in chorus the question.
2. The teacher will present the following picture:



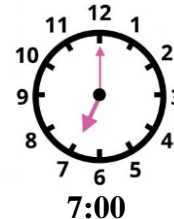
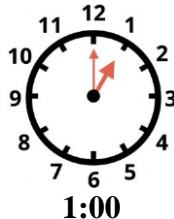
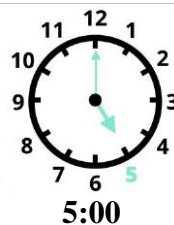
3. The teacher will say the answer: 'It's three o'clock'.

4. The teacher will show different clocks and will ask the students: 'What time is it?'

5. The students will answer with the teacher's help.
6. The teacher will emphasize on the use of 'It's' and 'o'clock'.
7. The students will practice now.

Preparation:

The teacher will divide the students in groups and prepare different times in advance.



8. The teacher will write different times on the board and will ask each group of students: ‘What time is it?’

All members of each group will answer at the same time ‘It’s ___’

For example:

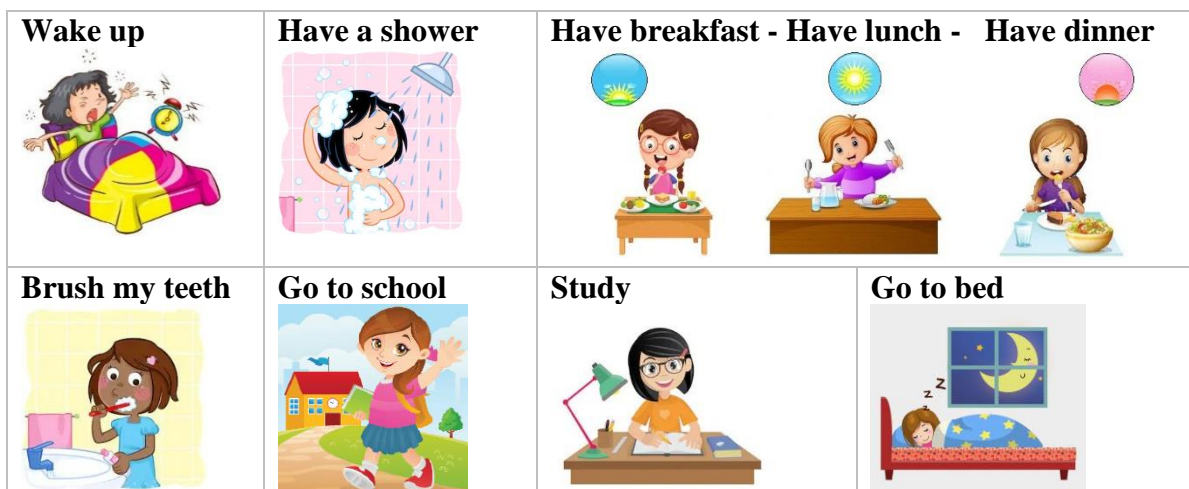
Teacher: What time is it? (8:00)

Students: It’s eight o’clock

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 30 minutes	Resources: Flashcards with the daily routine verbs. One worksheet per student. Projector or TV.
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My routine vocabulary

1. The teacher will show the following pictures about daily routine actions to clarify their meaning and the students will repeat the words aloud:



2. **Multimedia section:** the students will watch the video about daily routines, they will write in their notebooks the verbs learned. (This activity is optional depending on the school’s technological resources).

3. The teacher will write all the sentences on the board and will ask the students for the time they do each activity. The preposition of time ‘at’ will be highlighted.










The multimedia section features a green robot character pointing at a computer monitor. The monitor displays the following text:

Multimedia section

- The teacher can use the following video to introduce the vocabulary: [My day - Daily routine](#)
- The following game can be played to reinforce the vocabulary about the daily routine actions learned: [Daily routine](#)

My routine

Name: _____

I wake up at ____:

I have a shower at ____:

I have:

- breakfast at ____:
- lunch at ____:
- dinner at ____:

I brush my teeth at ____:

I go to school at ____:

I study at ____:

I go to bed at ____:

4. The students will match the daily routine vocabulary learned with the sentence that corresponds. After that, they will write the time when they usually do each action.

5. The teacher will give one worksheet per student.

Instructions:

- a) Match the picture with the correct phrases.
- b) Read the sentences one more time and write the time when you usually do each action.

6. The worksheet will be socialized by asking some students about the corresponding picture and sentence.

Activity N° 5 Stage in GBA: Join construction.	Time: 20 minutes	Resources: Board and markers. Sheet of paper per student.
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Writing 'My routine' pattern poem

1. The teacher will write on the board the following pattern poem:

My routine poem

At: 00 o' clock, I _____.

At: 00 o' clock, I _____.

At: 00 o' clock, _____.

At: 00 o' clock, _____.

- 2. The teacher will create her own poem as an example of what students will write.
- 3. When writing the pattern poem, the teacher will emphasize the preposition 'at' used with the time.
- 4. The teacher will give a sheet of paper to each student.
- 5. The students will write their poem by using the previous vocabulary about daily routine as well as the vocabulary about the time.
- 6. The teacher will walk around the classroom to clarify doubts.

Activity N° 6	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7	Time: 20 minutes	Resources: Poems written by the students.
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Sharing poems

1. The teacher will show the pronunciation of the daily routine vocabulary one more time.
2. Five chosen students will read their poem to the rest of the class.

Activity N° 8	Time: 10 minutes	Resources: A folder to collect the poems.
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Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

Cycle 2: Discovering myself as a poet	Lesson 2: Likes and dislikes
Approach: Genre-Based Approach	
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.	
Theme: My likes and dislikes – fruits.	Topic: TO LIKE in present simple, affirmative and negative tense.
Group: 503	N° of students: 39
Time estimated: 3 hours (they can be divided in the available sessions).	

Aim of the lesson

- ✓ To create a poem using the verb 'to like' and the fruits' vocabulary accurately.

Learning objectives:

- ✓ Students will perform a poem.
- ✓ Students will express their likes and dislikes regarding fruits.
- ✓ Students will use a pattern poem to create their own.

Sequence of activities:

1. I like / I don't like fruits exercise.
2. Poem of the day reading.
3. Performing the poem 'I like'.
4. Fruits' activity.
5. Writing 'I like' pattern poem.
6. Illustrating my poem.
7. Sharing the poem.
8. Conclusion.

Activity N° 1

Stage in GBA: Setting the context and building the field

Time: 30 minutes

Resources: Board and markers.

Flashcards with the fruits.

One piece of paper with a fruit per student.







Projector or TV.

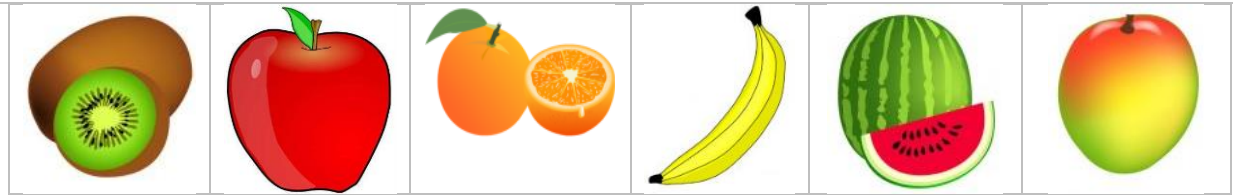
Warm up - I like / I don't like fruits exercise

1. The teacher will show the flashcards with the fruits. While pronouncing the name of each fruit, the students will repeat aloud.
2. The teacher will write on the board: 'I like' and 'I don't like'. She will explain that preferences are expressed with those phrases. The students will repeat the sentences.













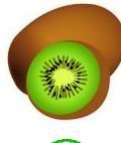

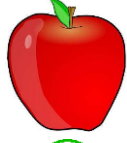









Preparation: The tables will be removed and located around the classroom.

The teacher will prepare in advance one small piece of paper per student with a fruit and a tick or cross below it.

Lemon	Pear	Peach	Pineapple	Strawberry	Grapes
					
Kiwi	Apple	Orange	Banana	Watermelon	Mango



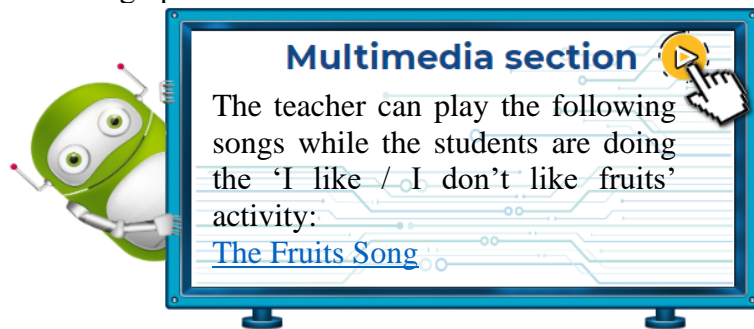
3. The teacher will deliver one piece of paper with a fruit and a tick or cross per student:

Lemon  	Pear  	Peach  	Pineapple  	Strawberry  	Grapes  
Kiwi  	Apple  	Orange  	Banana  	Watermelon  	Mango  

- The teacher will explain that depending on the tick or cross below the pictures, the students will say 'I like...' or 'I don't like...'
- The pronunciation of the phrases and fruits will be practiced one more time.
- The students will form a circle in the middle of the classroom. All the students will be on their knees. One by one, the students will stand up and say the phrase learned with the corresponding fruit as fast as possible.

For example: I like apples / I don't like grapes.

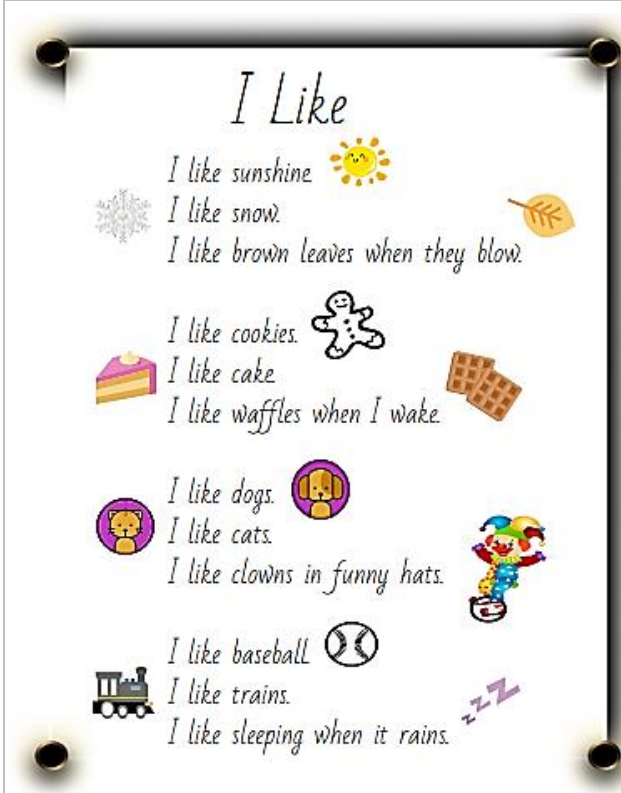
- Multimedia section:** As background, some songs will be played while the 'I like / I don't like fruits' activity is going by. (This exercise is optional depending on the school's technological resources).




Activity N° 2 Stage in GBA: Modelling and Deconstruction	Time: 15 minutes	Resources: Board and markers. Physical poem printed. Flashcards with the pictures of the unknown vocabulary.
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Poem of the day reading


- The teacher will write on the board the title 'I like' and will read the poem aloud.





I Like


I like sunshine 


I like snow. 


I like brown leaves when they blow. 


I like cookies. 


I like cake 


I like waffles when I wake. 


I like dogs. 

I like cats. 

I like clowns in funny hats. 

I like baseball 

I like trains. 

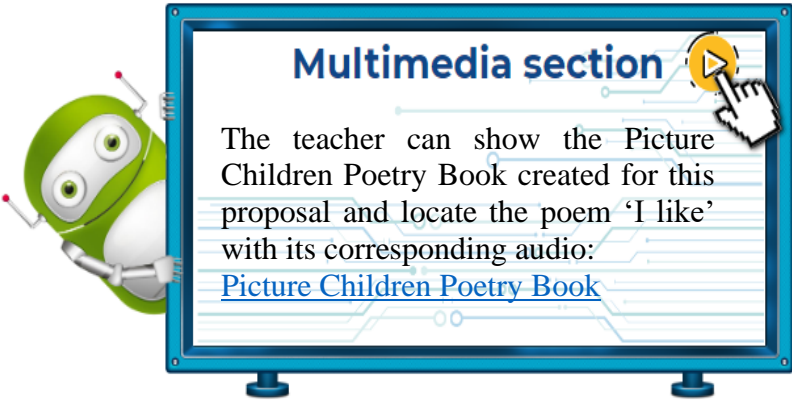
I like sleeping when it rains. 

2. The teacher will ask general perceptions about the poem through the following questions:

- How is the title related to the content of the poem?
- What do you think about the images that go with the poem? Can you understand the poem with them?
- Did you understand the meaning of the poem?
- Do you like the poem?
- What are the lines and strophes in the poem?
- What do you think about the sound of the poem read? Does it rhyme?

3. Some students will answer the previous questions individually.

4. The teacher will stick the poem on the board and point out the different pictures on the poem with their meaning.



Multimedia section

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'I like' with its corresponding audio:
[Picture Children Poetry Book](#)

Activity N° 3
Stage in GBA: Modelling and Deconstruction

Time: 40 minutes

Resources:
 One poem printed per student.

Performing the poem 'I like'

1. The teacher will explain that the students will perform the whole poem read previously per group. As each group is divided by six students, they will learn and present two lines of the poem.
2. The students will join by groups and select the lines each one will learn and how they will be performed. All the groups will have 15 minutes to practice. They can draw objects to be used as props.
3. Each group will pass to represent the poem in the space allocated as the stage.

Preparation:

- The students will be divided in groups of six. Each group will have the poem printed.
- The classroom will be organized with a space in front in such a way that it works as the stage.

Activity N° 4

Stage in GBA: Setting the context and building the field

Time: 30 minutes

Resources:

Board and markers.
Projector or TV.

Fruits' activity

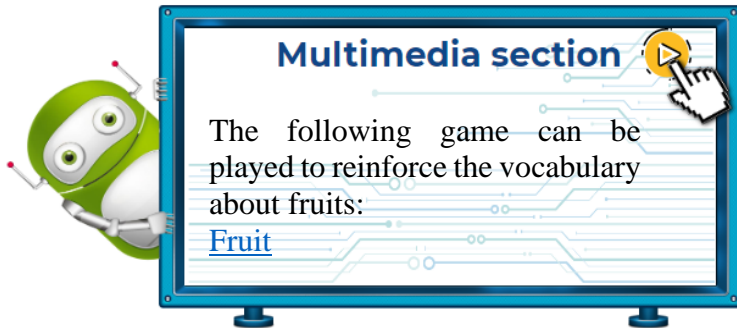
As the students already know the vocabulary about fruits, it will be reinforced.

1. The teacher will write the following question on the board:
 - What fruits do you like?
 - What fruits don't you like?
2. The teacher will read the questions and the students will repeat aloud.
3. The teacher will clarify that they will answer with the fruit in its plural form.
4. In pairs, one student will ask the previous question and her classmate will answer it:

For example:

- What fruits do you like?
I like bananas and apples.
 - What fruits don't you like?
I don't like pears and lemons.
5. The teacher will walk around the classroom listening to the groups to check the students' work and pronunciation.

6. **Multimedia section:** The teacher will project the matching game about fruits using a projector. In pairs, the students will pass in front of the screen to select the cards per turn. (This activity is optional depending on the school's technological resources).



Activity N° 5

Stage in GBA: Join construction

Time: 20 minutes

Resources:

Board and markers.
Sheet of paper per student.

Writing 'I like' pattern poem

1. The teacher will write on the board the following pattern poem:

I like poem

I like (fruit in plural).
I like (fruit in plural).
I like (fruit in plural),
But I don't like (fruit in plural).

2. When writing the pattern poem, the teacher will emphasize the fruit used in its plural form.
3. The teacher will create her own poem as an example of what students will write.
4. The teacher will give a sheet of paper to each student.
5. The students will write their poems using the previous vocabulary about fruits as well as the phrases learned.
6. The teacher will walk around the classroom by clarifying doubts.

Activity N° 6

Time: 15
minutes

Resources:
The sheet of paper where students wrote their poems.

Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7

Time: 20
minutes

Resources:
Poems written by the students.

Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. In groups, the students will read the poems they wrote.
3. The teacher will walk around the classroom listening to the groups to check the poems and the students' pronunciation.

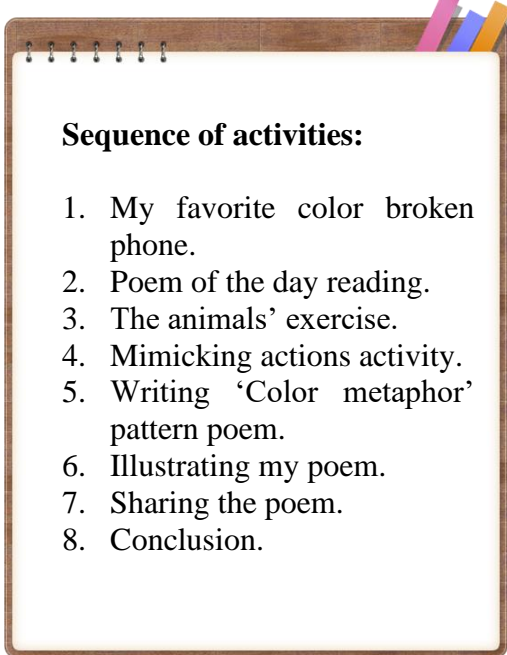
Activity N° 8

Time: 10
minutes

Resources:
A folder to collect the poems.

Conclusion

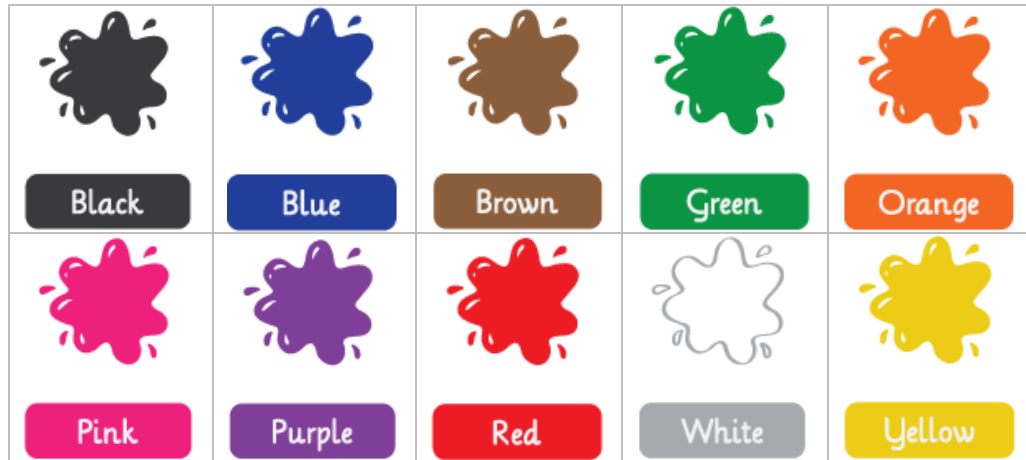
1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

Cycle 2: Discovering myself as a poet	Lesson 3: Colors
Approach: Genre-Based Approach	
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.	
Theme: Describing animals / colors.	Topic: Verb TO BE - Present simple.
Group: 503	N° of students: 39
Time estimated: 3 hours (they can be divided in the available sessions).	
<div style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;">Aim of the lesson</div> <ul style="list-style-type: none"> ✓ To create a poem using the verbs learned and the animals' vocabulary accurately. <div style="background-color: #0070c0; color: white; padding: 5px; margin-bottom: 10px;">Learning objectives:</div> <ul style="list-style-type: none"> ✓ Students will interpret a poem based on their thoughts. ✓ Students will practice the new vocabulary through their compositions. ✓ Students will use a pattern poem to create their own. 	<div style="border: 2px solid #8b4513; padding: 10px; margin-bottom: 10px;">  <p>Sequence of activities:</p> <ol style="list-style-type: none"> 1. My favorite color broken phone. 2. Poem of the day reading. 3. The animals' exercise. 4. Mimicking actions activity. 5. Writing 'Color metaphor' pattern poem. 6. Illustrating my poem. 7. Sharing the poem. 8. Conclusion. </div>
Activity N° 1	Time: 20 minutes Resources: Board and markers. Flashcards with colors.

Warm up - My favorite color

1. The teacher will write on the board the title 'Colors' and will show the flashcards about colors.
2. The teacher will say the colors and the students will repeat aloud.

Preparation: The students will be organized in two different groups.



3. All the students will be divided into two groups. They will play 'Broken phone'.
4. The teacher will whisper the phrase 'my favorite color is ____' to the students that start the broken phone in the two groups. The same color will be assigned to both groups. The first group that correctly guesses will earn a point. This game will be played three times.
5. The teacher will write on the board: 'My favorite color is ____' and the students will write the phrase and the answer in their notebooks.
6. Some students will say their favorite color to the rest of the class.

Activity N° 2

Stage in GBA: Modelling and Deconstruction

Time: 20 minutes

Resources:

Board and markers.

Physical poem printed.

Flashcards with the pictures of the unknown vocabulary.









Poem of the day reading


What is Pink?

What is pink? A rose is pink
 By the fountain's brink.
 What is red? A poppy's red
 In its barley bed.
 What is blue? The sky is blue
 Where the clouds float through.
 What is white? A swan is white
 Sailing in the light.
 What is yellow? Pears are yellow,
 Rich and ripe and mellow.
 What is green? The grass is green,
 With small flowers between.
 What is violet? Clouds are violet
 In the summer twilight.
 What is orange? Why, an orange,
 Just an orange!

By Christina Rossetti


1. The teacher will write on the board the title 'What is pink?' and will read the poem aloud.
2. The teacher will ask general perceptions about the poem through the following questions:
 - How is the title related to the content of the poem?
 - Did you understand the meaning of the poem?
 - Do you like the poem?
 - What are the lines and strophes in the poem?
 - What do you think about the sound of the poem read? Does it rhyme?
3. Some students will answer the previous questions individually.
4. The teacher will stick the poem on the board and explain the unknown words through their corresponding image.
5. The teacher will use the flashcards from the poem to ask the colors through the following question:
 - What color is the (rose, the swan...)?
 - Students may answer: It's (pink, white...).

Rose	Poppy	Sky	Swan
			
Pear	Grass	Twilight	Orange
			



Multimedia section

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'What is pink?' with its corresponding audio: [Picture Children Poetry Book](#)









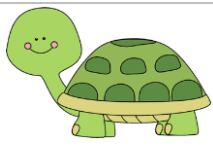

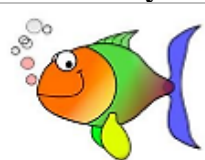



6. **Multimedia section:** the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).
7. The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.

Activity N° 3 Stage in GBA: Setting the context and building the field	Time: 30 minutes	Resources: Board and markers. Students' notebooks. Projector or TV.
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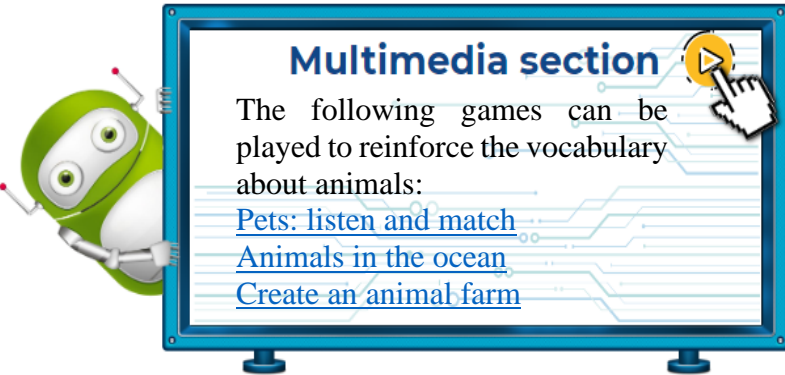
The animals' exercise

1. The teacher will present the vocabulary about animals through the flashcards. The students will repeat aloud.

					
Cat	Dog	Rabbit	Bird	Butterfly	Pig
					
Cow	Horse	Turtle	Dolphin	Fish	Octopus

2. The teacher will write on the board the following phrases:
 - The (animal) is (color).
For example: The turtle is green.
3. The students will write in the notebook all the animals seen in class with their corresponding color. They will follow the previous sentence to create their own.
4. Twelve different students will say their sentences to the rest of the class.

5. **Multimedia section:** The teacher will project the games about animals using a projector. In pairs, the students will pass in front of the screen to do the exercises per turn. (This activity is optional depending on the school's technological resources).



Multimedia section

The following games can be played to reinforce the vocabulary about animals:

- [Pets: listen and match](#)
- [Animals in the ocean](#)
- [Create an animal farm](#)

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 40 minutes	Resources: Board and markers. Flashcards with verbs. Pieces of paper with the verbs written on them. Students' notebooks.
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Mimicking actions activity

- The teacher will present the vocabulary about actions through the flashcards. The students will repeat aloud.

Preparation:

- The students will be organized into two different groups.
- The teacher will prepare in advance the verbs written on pieces of paper in put them in a bag.

			
Eat	Run	Walk	Swim
			
Jump	Fly	Sing	Sleep

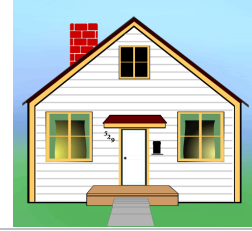
- As the students are organized into two groups, the teacher will choose one person per group and will give them one verb written on a piece of paper. The students will mime the different actions for their group to guess the verb in 30 seconds; if not, the other group will have one opportunity to say the action. The winner group earns a point.
This activity will be repeated until both groups have guessed all the verbs seen in class.
- The students will relate the animals to the actions they do. The teacher will write on the board one animal and the students will say the action it usually does.
For example:
 - The cat sleeps.
The teacher will give emphasis to the 's' as the verb ending when talking about singular objects, people, or animals.
- The students will write in their notebooks the animals learned with their corresponding action.
- The teacher will walk around the classroom to check the students' work and clarify doubts.
- The teacher will present some vocabulary about places where the animals can do the actions to complement the sentences the students wrote:



In the sea



In the farm



In the house

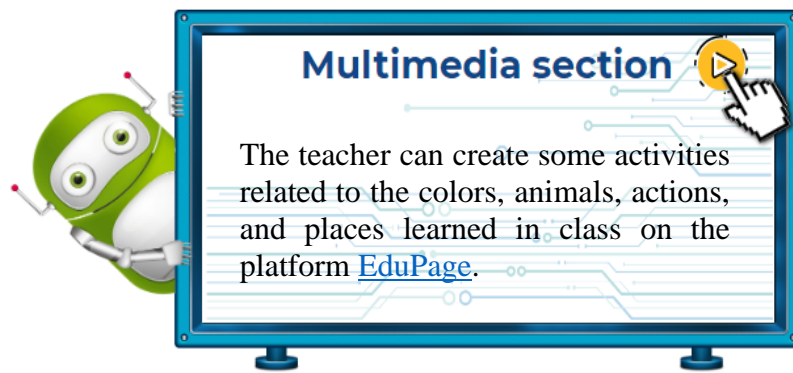
7. The teacher will read the vocabulary and the students will repeat aloud.

8. The teacher will complement the previous example:

- The cat sleeps in the house.

9. The students will complement their sentences.

10. **Multimedia section:** As EduPage is the official platform used at Liceo Femenino Mercedes



Nariño, the teacher will create some activities about the colors, animals, actions, and places learned in class. The students will do these exercises at home or in a space provided with computers by the school. (This activity is optional depending on the school's technological resources).

Activity N° 5

Stage in GBA: Join construction

Time: 20 minutes

Resources:

Board and markers.

Sheet of paper per student.

Writing 'Color metaphor' pattern poem

1. The teacher will write on the board the following pattern poem:

The (name of the animal)

(Color name) is the (animal)

That (verb + s)

And (verb + s)

In the (sea, farm, house).

2. When writing the pattern poem, the teacher will review the 's' as ending in each verb when talking about singular objects, people, or animals.

3. The teacher will create her own poem as an example of what students will write.

4. The teacher will give a sheet of paper to each student.

5. The students will write their poems using the previous vocabulary about colors, animals, and verbs.
6. The teacher will walk around the classroom to clarify the students' doubts.

Activity N° 6	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7	Time: 20 minutes	Resources: Poems written by the students.
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Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. Five chosen students will read their poem to the rest of the class.

Activity N° 8	Time: 10 minutes	Resources: A folder to collect the poems.
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Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them

Cycle 3: Finding my poet's voice

Cycle 3: Finding my poet's voice	Lesson 1: The school
Approach: Genre-Based Approach	
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.	
Theme: The school (actions, objects and description)	Topic: Simple present - there is / there are - WH questions.
Group: 503	N° of students: 39

Time estimated: 3 hours (they can be divided in the available sessions).

Aim of the lesson

- ✓ To create a poem by using the new vocabulary accurately within the school context.

Learning objectives:

- ✓ Students will describe their school.
- ✓ Students will recognize some school items.
- ✓ Students will employ the verbs learned accurately.
- ✓ Students will use a pattern poem to create their own.

Sequence of activities:

1. Warm-up my school description.
2. Poem of the day reading.
3. Objects in the school.
4. Actions in the school.
5. Workshop.
6. Writing 'My school' pattern poem.
7. Illustrating my poem.
8. Sharing the poem.
9. Conclusion.

Activity N° 1

Time: 20 minutes

Resources:

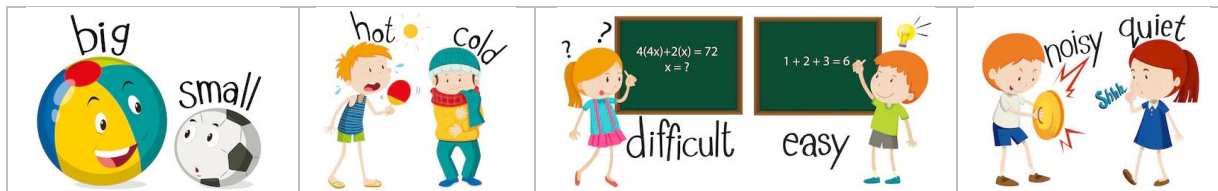
Board and markers.
Flashcards with adjectives.
Pieces of paper with opposite adjectives.

Warm up - my school description

1. The teacher will present the vocabulary about opposite adjectives to describe places through the flashcards. The students will repeat aloud.

Preparation:

- The tables will be removed and located around the classroom.
- The teacher will prepare in advance four pieces of paper with the opposite adjectives to describe places.



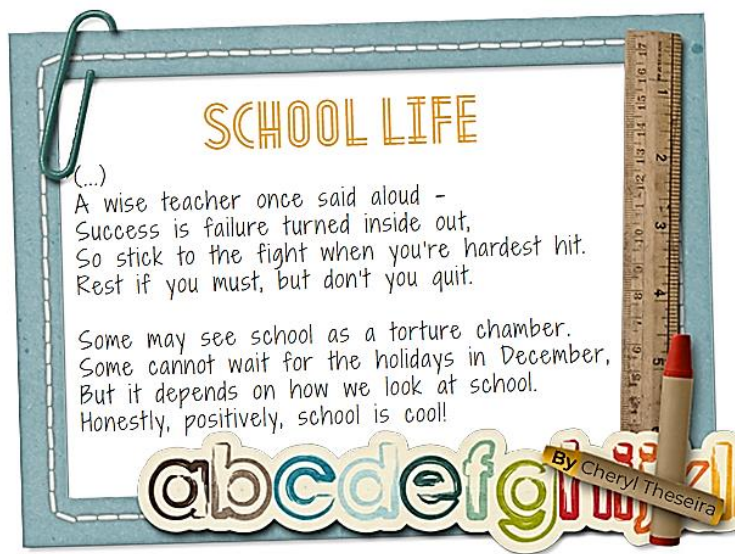
2. Students will be organized into four groups. The teacher will assign a number to each student, from one to four.
3. The students will join their classmates with the same numbers to create the different groups.

- The teacher will give one pair of opposite adjectives to each group for the students to choose an adjective and create a sentence related to the school.
For example: My school is big.
- Each group of students will practice how to mime the sentence they wrote. (They can mime the school's roof with their hands and imitate the adjectives as they wish).
- The teacher will show the flashcards with the opposite adjectives. Depending on the flashcard, each group will perform the sentence they wrote while one student from the group reads it out.

Activity N° 2 Stage in GBA: Modelling and Deconstruction	Time: 20 minutes	Resources: Board and markers. Physical poem printed. Flashcards with the pictures of the unknown vocabulary.
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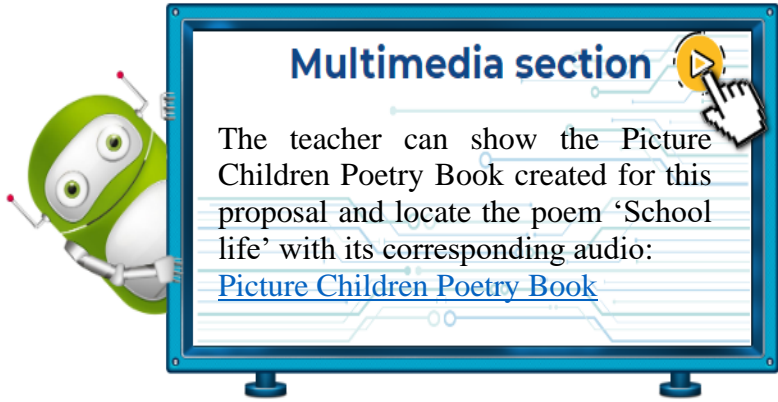
Poem of the day Reading

- The teacher will ask the students what they think about the school and whether they like it or not, and why.
- The teacher will write on the board the title 'School life' and will read the poem aloud.
- The teacher will ask general perceptions about the poem through the following questions:
 - How is the title related to the content of the poem?
 - What are the lines and strophes in the poem?
 - What do you think about the sound of the poem read? Does it rhyme?
 - Did you understand the meaning of the poem?
 - Do you like the poem?
- Some students will answer the previous questions individually.
- The teacher will stick the poem on the board and explain the following words through their corresponding image:



Success	Holidays	Wait	Look

			
Failure	Rest	Quit	Cool



Multimedia section









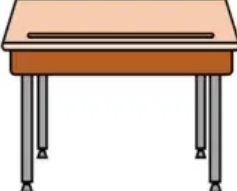

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'School life' with its corresponding audio:
[Picture Children Poetry Book](#)

- 6. Multimedia section:** the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).
- 7.** The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.
- 8.** The teacher will ask the following question to query about their perception of the school after reading the poem:
 Does your perspective about the school depend on how you look at it?

Activity N° 3 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: Board and markers. Flashcards with the school items. Students' notebooks. Projector or TV.
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Objects in the school

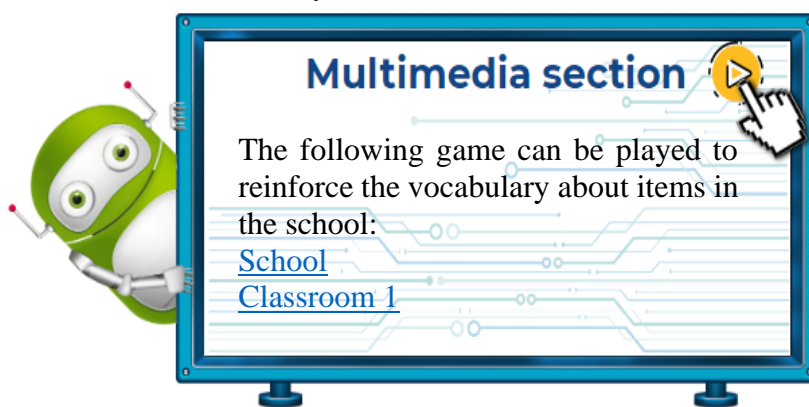
- 1.** The teacher will present the vocabulary about school items through the flashcards. The students will repeat aloud.

				
Backpack	Book	Sharpener	Eraser	Pencil
				
Notebook	Ruler	Chair	Table	Pen

- 2.** The teacher will write on the board the following words:
 - There is / there are

3. The teacher will explain that those words are used to say that something exists. ‘There is’ is used for singular and ‘there are’ for plural.
4. The teacher will give some examples of the objects in the classroom.
For example:
 - There are 5 windows in the classroom. / There is 1 door in the classroom.
5. The teacher will write the following question on the board:
 How many _____ are there in the classroom?
 There is / there are ____.
6. The students will write the previous questions in their notebook and will fill in the blank with the different vocabulary learned.
For example:
 How many rulers are there in the classroom? - There are 8 rulers.
7. The teacher will ask some students to share what they wrote.

8. **Multimedia section:** The teacher will project the games about objects in the school using a projector. In pairs, the students will pass in front of the screen to do the exercises per turn. (This activity is optional depending on the school’s technological resources).





Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: Board and markers. Flashcards with the school actions. Previous flashcards with verbs. Students’ notebooks. Projector or TV.
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Actions in the school

1. The teacher will present the vocabulary about school actions through the flashcards. The students will repeat aloud.

Read	Write	Play

		
Draw	Talk	Listen

2. The teacher will also remind students of the previous verbs learned:

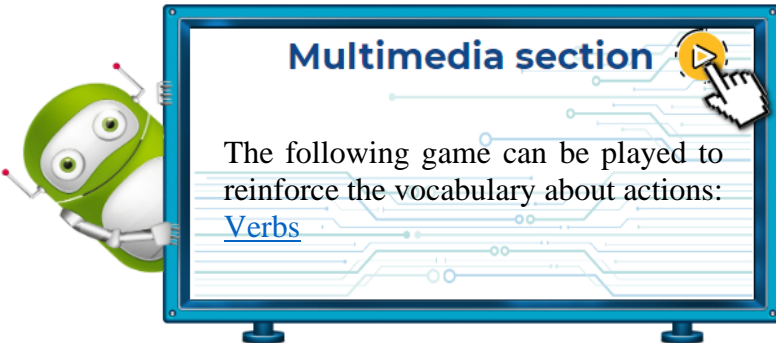
			
Eat	Run	Walk	Swim
			
Jump	Fly	Sing	Sleep

3. The teacher will write the following questions on the board and some students will answer:

- What do I do at school?
- I play at school.
- What does my friend do at school?
- She draws at school.

The teacher will emphasize the 's' as the verb ending when talking about singular objects, people, or animals.

4. The students will write questions and sentences about actions they and their friends do at school.



Multimedia section

The following game can be played to reinforce the vocabulary about actions:
[Verbs](#)

5. Multimedia section: The teacher will project the exercises about actions using a projector. In pairs, the students will pass in front of the screen to do the exercises per turn. (This activity is optional depending on the school's technological resources).

Activity N° 5 Stage in GBA:	Time: 30 minutes	Resources: One worksheet per student.
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Workshop

1. The students will complete the workshop while the teacher walks around the classroom to clarify doubts.
2. The teacher will pick up the worksheets.

My school

Name: _____

Complete the sentences with the vocabulary learned.

My school is _____.

My school is _____.

My school is _____.

There is _____ in the classroom.

There are _____ in the classroom.

There _____ in the _____.

There _____ in the _____.

There _____ in the _____.

There _____ in the _____.

There _____ in the _____.

I _____ in my school.

I _____ in my school.

I _____ in my school.

I _____ in my school.

I _____ in my school.

I _____ in my school.

Activity N° 6 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: Board and markers. Sheet of paper per student.
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Writing 'My school' pattern poem

1. The teacher will write on the board the following pattern poem.

My school

The name of the school

It is (three adjectives to describe the school)

There are (three objects that make you think about the school)

I (three action words that make you think about the school)

In my school

2. The teacher will create her own composition as an example of what students will write.
3. The teacher will give a sheet of paper to each student.
4. The students will write their poems using the previous vocabulary about adjectives, objects, and verbs.
5. The teacher will walk around the classroom to clarify doubts.

Activity N° 7	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

1. The students will illustrate their poems on the same piece of paper where they wrote their compositions.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 8	Time: 20 minutes	Resources: Poems written by the students.
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Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. Five chosen students will read their poems to the rest of the class.

Activity N° 9	Time: 10 minutes	Resources: A folder to collect the poems.
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Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

Cycle 3: Finding my poet's voice	Lesson 2: Family
Approach: Genre-Based Approach	
Stages in GBA teaching-learning cycle: Setting the context and building the field - Modelling and deconstruction - Joint construction.	
Theme: My family members – feelings	Topic: Verb TO BE – simple present – WH questions.
Group: 503	N° of students: 39
Time estimated: 3 hours (they can be divided in the available sessions).	

Aim of the lesson

- ✓ To create a poem by using the new and previous vocabulary accurately within the family context.

Learning objectives:

- ✓ Students will review the previous vocabulary learned.
- ✓ Students will express their emotions.
- ✓ Students will identify the members of their family.
- ✓ Students will use a pattern poem to create their own.

Sequence of activities:

1. Finding the word.
2. Poem of the day reading.
3. Feelings activity.
4. Family exercise.
5. Writing 'My (relative)' pattern poem.
6. Illustrating my poem.
7. Sharing the poem.
8. Conclusion.

Activity N° 1

Time: 30 minutes

Resources:

Board and markers.

Pieces of paper with the clues.

Warm up - Finding the word

1. The teacher will write on the board: 'Finding the word'.
2. The teacher will tell the students that they will play a game.

Instructions:

- In nine groups, the students will have one team color: Yellow team - Blue team - Green team - Purple team - Orange team - Grey team - Pink team - Red team - White team
- Each group will find four clues (one by one) hidden around the classroom. The clues will have the same color as the assigned team.
- Each time the students find a new clue, they will go to the teacher and answer the question written on the card to continue with the next clue.
- When the teams have answered all the questions in the cards, they will organize the letters written on them to guess the word.
- The words they will find are actions. They must create a sentence with the verb to win the game.

Clues: (The letters that form the verbs will be on the back of the cards; they will be cut and hid in the classroom)

Preparation:

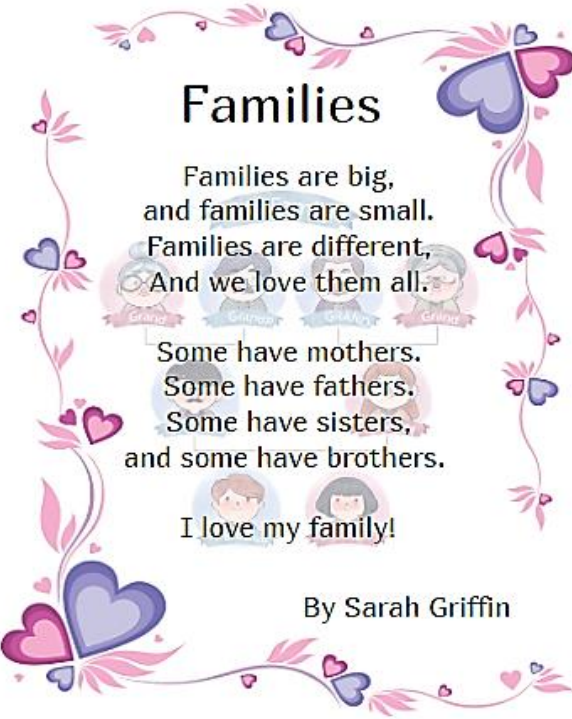
- The teacher will prepare the clues for the game and will hide them all around the classroom in advance.
- The students will be organized in nine different groups.

T Say your routine (One action each student)	A What fruit do you like?	L What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	K What objects are there in the school? (One object each student)
S Say your routine (One action each student)	I What fruit do you like?	N What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	G What objects are there in the school? (One object each student)
W Say your routine (One action each student)	A What fruit do you like?	L What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	K What objects are there in the school? (One object each student)
R Say your routine (One action each student)	E What fruit do you like?	A What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	D What objects are there in the school? (One object each student)
P Say your routine (One action each student)	L What fruit do you like?	A What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	Y What objects are there in the school? (One object each student)
D Say your routine (One action each student)	R What fruit do you like?	A What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	W What objects are there in the school? (One object each student)
S Say your routine (One action each student)	W What fruit do you like?	I What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	M What objects are there in the school? (One object each student)
J Say your routine (One action each student)	U What fruit do you like?	M What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	P What objects are there in the school? (One object each student)
H Say your routine (One action each student)	A What fruit do you like?	V What color is (the pig, the turtle, the dolphin, the horse)? One animal per student)	E What objects are there in the school? (One object each student)

Activity N° 2 Stage in GBA: Modelling and Deconstruction	Time: minutes	20	Resources: Board and markers. Physical poem printed. Flashcards with the pictures of the unknown vocabulary. Projector or TV.
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Poem of the day reading

1. The teacher will write on the board the title 'Families' and will read the poem out.



Families

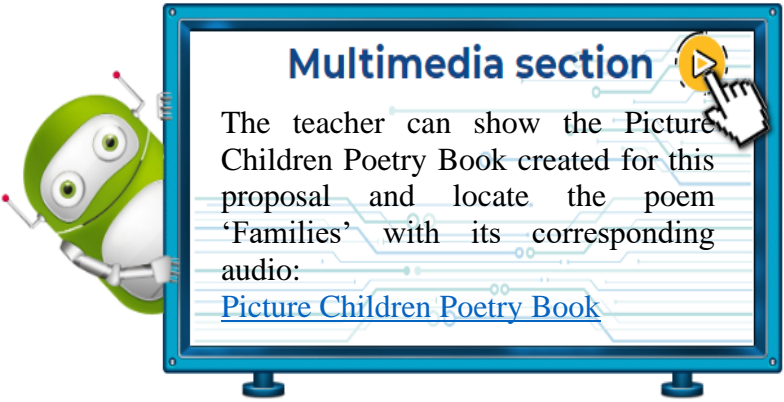
Families are big,
and families are small.
Families are different,
And we love them all.

Some have mothers.
Some have fathers.
Some have sisters,
and some have brothers.

I love my family!

By Sarah Griffin

2. The teacher will ask general perceptions about the poem through the following questions:
 - How is the title related to the content of the poem?
 - What are the lines and strophes in the poem?
 - What do you think about the sound of the poem read? Does it rhyme?
 - Did you understand the meaning of the poem?
 - Do you like the poem?
3. Some students will answer the previous questions individually.
4. The students will write in their notebooks all the family members they found in the poem.
5. Some students will share what they wrote.
6. The teacher will ask how big the students' families are.



Multimedia section

The teacher can show the Picture Children Poetry Book created for this proposal and locate the poem 'Families' with its corresponding audio:

[Picture Children Poetry Book](#)

7. **Multimedia section:** the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).
8. The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.

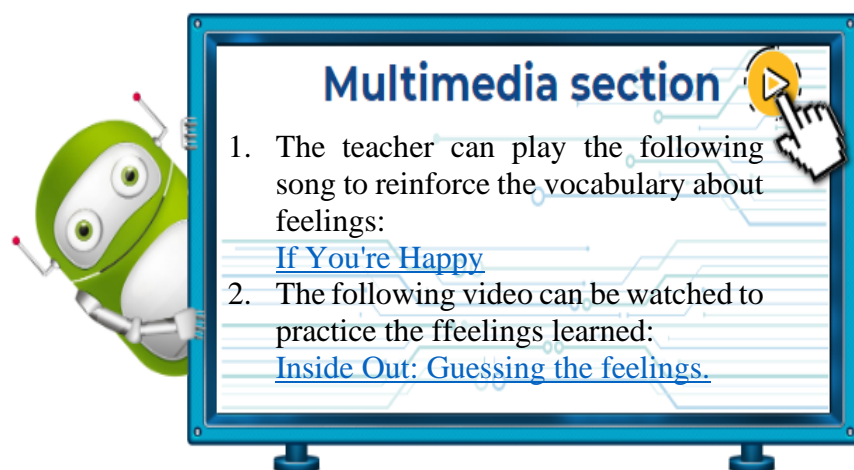
Activity N° 3 Stage in GBA: Setting the context and building the field	Time: 30 minutes	Resources: Board and markers. Flashcards with feelings. Students' notebooks. Projector or TV.
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Feelings activity

1. The teacher will present the vocabulary about feelings through the flashcards. The students will repeat aloud.



- The teacher will write on the board the following question, then some students will answer:
 - How do you feel today?
 - I am happy / I am sad.
- The students will write the previous question and their answers in their notebooks.



4. Multimedia section (1): The students will listen to the song about feelings; they can dance and sing if they want.






5. Multimedia section (2): The students will watch the video about the movie 'Inside out'. The teacher will stop the video when the emotions change. Together, the

students will answer the question: How is she feeling? (These exercises are optional depending on the school technological resources).

Activity N° 4 Stage in GBA: Setting the context and building the field	Time: 30 minutes	Resources: Board and markers. Flashcards with members of the family. Students' notebooks. One worksheet per student.
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Family exercise

- The teacher will present the vocabulary about members of the family through the flashcards. The students will repeat aloud.

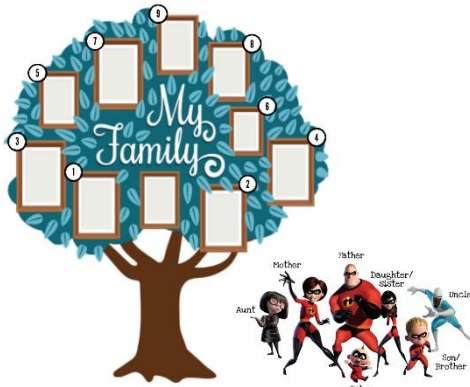
			
My family	Sister / Daughter	Brother / Son	Baby
			
Father	Mother	Aunt	Uncle

- The teacher will give one worksheet to each student.
- The students will complete the family tree.
- The teacher will write on the board the following question with some examples of answers:
 - Who are they?
 - (Name) is my mother.
- The teacher will clarify that the question word 'who' refers to people.
- The students will complete the next exercise in the worksheet.
- The students will work in pairs. They will exchange worksheets, then ask and answer about their families.
 For example:
 St 1: Who is (name)
 St 2: She is my _____ / He is my _____

My family

Name: _____

Draw the members of your family and write their names.



Complete the spaces according to your family tree.
 For example: 0. Ana is my aunt.

Who are they?

1. _____ is my _____	6. _____ is my _____
2. _____ is my _____	7. _____ is my _____
3. _____ is my _____	8. _____ is my _____
4. _____ is my _____	9. _____ is my _____
5. _____ is my _____	

Activity N° 5 Stage in GBA: Setting the context and building the field	Time: 20 minutes	Resources: Board and markers. Sheet of paper per student.
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Writing 'My (relative)' pattern poem

- The teacher will review the vocabulary about adjectives previously learned:

<p>Intelligent</p> 	<p>Pretty / Beautiful</p> 	<p>Friendly</p> 	<p>Funny</p> 	<p>Talkative</p> 
<p>Adventurous</p> 	<p>Cute</p> 	<p>Kind</p> 	<p>Shy</p> 	<p>Brave</p> 

2. The teacher will write on the board the following pattern poem.

My (relative)

My (relative)
 Four adjectives that describe the person
 Who loves (three actions –ing verbs)
 Who likes (one fruit, one color, one animal)
 Who feels (three feelings)
 Resident of (city, country)
 First and last name

- The teacher will create her composition as an example of what students will write.
- The teacher will give a sheet of paper to each student.
- The students will write their poems using the previous vocabulary about adjectives, verbs, animals, colors, fruits, and feelings.
- The teacher will walk around the classroom to clarify doubts.

Activity N° 6	Time: 20 minutes	Resources: The sheet of paper where students wrote their poems.
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Illustrating my poem

- The students will illustrate the poem they wrote on the same piece of paper where they wrote their composition.
(If they don't finish during the time given, they will finish at home and bring the poem to the next class).

Activity N° 7	Time: 20 minutes	Resources: Poems written by the students.
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Sharing poems

1. The teacher will show the pronunciation of some specific words written on the poems by presenting her own.
2. Five chosen students will read their poems to the rest of the class.

Activity N° 8

Time: 10 minutes

Resources:

A folder to collect the poems.

Conclusion

1. The teacher will collect all the poems written by the students (except the ones with the unfinished illustration). The poems have to be written in class to follow the students' process; but if some learners can not finish the composition during the time given, the teacher will decide whether to work on it the next session or to leave it as homework.
2. The learners will give their opinions about the activity: how they felt and whether it was difficult or not for them.

Cycle 3: Finding my poet's voice	Lesson 3: Closure
Approach: Genre-Based Approach	
Stages in GBA teaching-learning cycle: Modelling and deconstruction – Independent construction.	
Theme: Describing myself and sharing my work.	Topic: Present simple.
Group: 503	N° of students: 39
Time estimated: 3 hours (they can be divided in the available sessions).	

Aim of the lesson

- ✓ To conclude the process based on Children Poetry.

Learning objectives:

- ✓ Students will review all the vocabulary learned during the process.
- ✓ Students will create their own poem about themselves independently.
- ✓ Students will share all their poems with their classmates.

Sequence of activities:

1. Warm up – lottery game.
2. Poem of the day reading.
3. Independent construction.
4. Sharing poems.
5. Choosing a poem.
6. Gallery activity.
7. Conclusion.
8. Virtual poetry picture book

Activity N° 1

Time: 20 minutes

Resources:

- 5 playing cards.
- Words to cover pictures.
- A bag.

Warm up – lottery game

1. The teacher will deliver one playing card to each group.
2. The teacher will tell the students that the pictures in the cards comprise most of the vocabulary learned during the previous sessions.

Instructions:

- The groups will have five minutes to identify the vocabulary they have in the playing card given.
- The teacher will take out the words from a bag and read them out, one by one.
- The groups will raise their hands when recognizing the terms that correspond to their pictures. They will cover the images with the words.
- The group that first completes the playing card wins.

Playing cards:

Preparation:

- The students will be divided into 5 groups.
- The classroom will be organized in round tables per groups.
- The teacher will prepare in advance 5 playing cards, and the words to cover each picture in a bag.





Words to cover pictures:

Intelligent	Happy	Angry	Pear	Butterfly	Sad	Go to bed	Wake up
Brother / Son	Cold	Sunny	Blue	Backpack	Cloudy	Adventurous	Apple
Have a shower	Peach	Pink	Brave	Green	Fish	Disgusted	Talkative
Brush my teeth	Book	Pencil	Baby	Rainy	Pig	Yellow	Turtle
Go to school	Funny	Pen	Father	Pineapple	Scared	Mother	Sharpener
Sister / Daughter	Windy	Red	Horse	Strawberry			



Activity N° 2
Stage in **GBA:**
Modelling **and**
Deconstruction

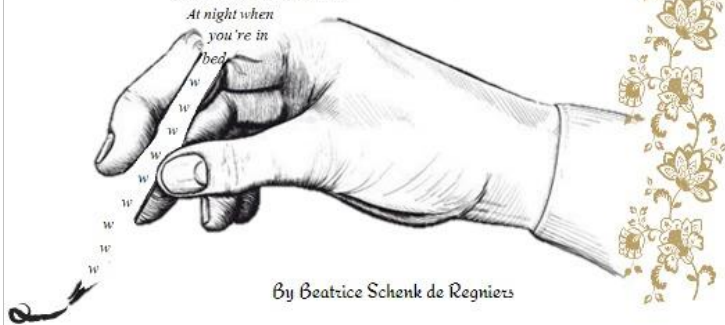
Time: 20 minutes

Resources:
 Board and markers.
 Physical poem printed.
 Flashcards with the pictures of the unknown vocabulary.

Poem of the day reading.

Keep a poem in your pocket

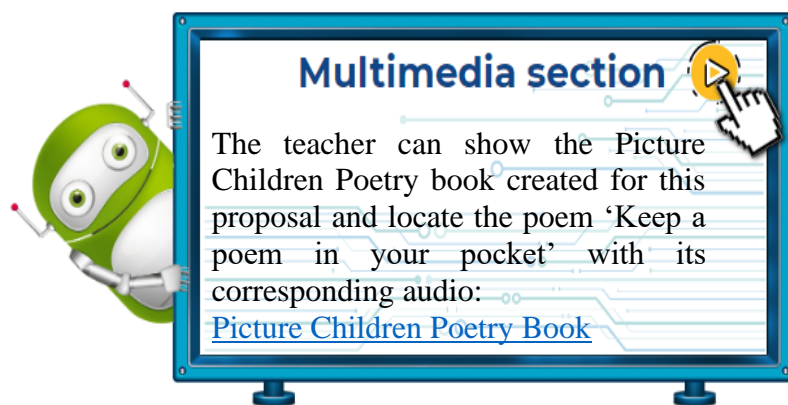
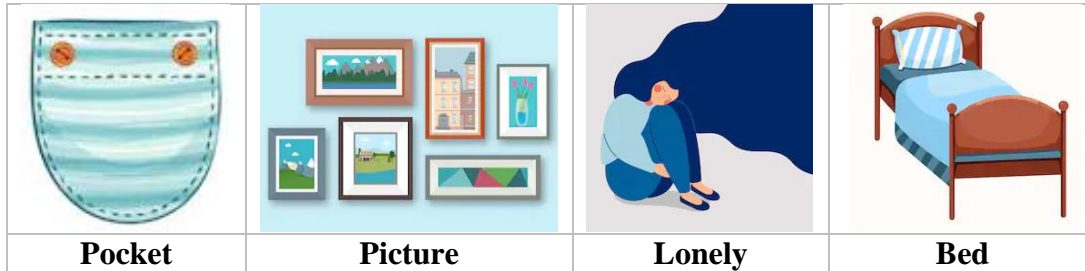
*Keep a poem
 in your pocket
 And a picture in your head
 And you'll never feel lonely
 At night when you're in bed.
 The little poem will sing to you
 The little picture bring to you
 A dozen dreams to dance to you
 At night when you're in bed.
 So - Keep a poem in your pocket
 And a picture in your head
 And you'll never feel lonely
 At night when
 you're in
 bed.*



By Beatrix Schenk de Regniers

1. The teacher will write on the board the word 'calligram', and will ask about its meaning. The teacher will explain that a calligram is a poem that forms the shape of something: an object, animal, or person.
2. The teacher will write on the board the title 'Keep a poem in your pocket', she will say that it is an example of a calligram and will read the poem aloud.
3. The teacher will ask general perceptions about the poem through the following questions:
 - How is the title related to the content of the poem?
 - What do you think about the image that forms the poem? Do you like it?
 - What are the lines and strophes in the poem?

- What do you think about the sound of the poem read? Does it rhyme?
 - Did you understand the meaning of the poem?
 - Do you like the poem?
 - What do you think about the sound of the poem read? Does it rhyme?
 - Did you understand the meaning of the poem?
 - Do you like the poem?
4. Some students will answer the previous questions individually.
 5. The teacher will stick the poem on the board and explain the following words through their corresponding image:



6. Multimedia section: the students will read and listen to the poem within the Picture Children Poetry book. (This activity is optional depending on the school's technological resources).

7. The teacher will ask about the students' thoughts regarding the poem read and if its general idea was understood.

Activity N° 3 Stage in GBA: Independent construction	Time: 30 minutes	Resources: Board and markers. Sheet of paper per student.
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Calligram construction

1. In this stage, the students will be able to create their poem without most guidance.
2. The teacher will tell the students that they will create a calligram. The students will use the vocabulary learned during the entire process in English classes.

Instructions:

- Talk about yourself in the poem: include adjectives that best describe you, a month or day you like as well as a fruit, animal, and color you love.
 - You can either choose one of your preferences to create the shape of your calligram or draw something that represents you.
3. The teacher will create her calligram as an example of what students will do.

4. The teacher will give a sheet of paper to each student.
5. The students will make their calligrams.
6. The teacher will walk around the classroom by clarifying doubts.

Activity N° 4

Time: 15 minutes

Resources:

Poems written by the students.

Sharing poems

1. The teacher will present her poem to the students.
2. Five chosen students will read their poems to the rest of the class

Activity N° 5

Time: 20 minutes

Resources:

All the poems written by the students.

Choosing a poem

1. The teacher will bring all the compositions written by the students in the whole process and will deliver them to each student.
2. The students will choose their favorite poem and will have ten minutes to practice its pronunciation in order to be ready to recite it aloud.

Preparation:

The teacher will organize the students' poems per name, **scan** them to keep the evidences and give the physical compositions to the students.

Activity N° 6

Time: 60 minutes

Resources:

Poems written by the students.

Tape.

Voice recorder.

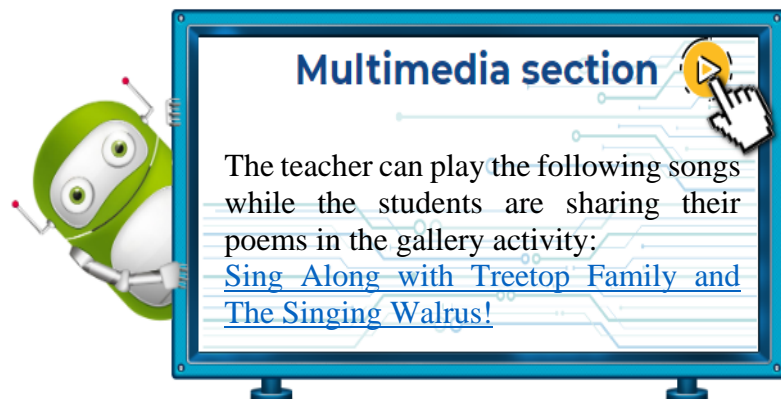
Gallery activity

1. All the students will be divided into two groups, each one composed of around 20 students.
2. One group will first exhibit the poems while the others will be attendants to the art gallery and vice versa.
3. The first group will stick the poems carefully on the space provided. They will recite their favorite poem to their classmates each time they pass by.
4. The second group will walk around the classroom individually; they will listen to their classmates and see their work.
5. While the learners recite their poems, the teacher will record their voices to have the audio of each student as an outcome of the process.

Preparation:

- The tables and chairs will be around the classroom in such a way that they help create a gallery environment.
- The teacher will prepare a voice recorder (it can be from the cell phone) to register the students' recitation of poems in the gallery activity.

6. After 30 minutes, the groups will shift roles: the second group will present and the first will attend.



7. **Multimedia section:** As background, some songs will be played while the art gallery activity is going by. (This exercise is optional depending on the school's technological resources).

Activity N° 7

Time: 15 minutes

Conclusion

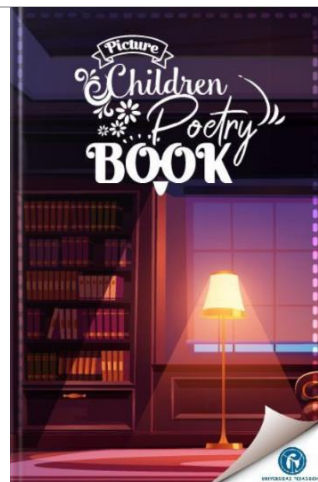
1. The teacher will ask the students their general perception of the entire process within the English class through the following questions:
 - Did you like to write poems in English class?
 - How did you feel?
 - Was it difficult for you?
 - Do you think that your vocabulary improved?
 - Do you believe that you can communicate better now?
 - Do you consider that your writing skills in English have strengthened?
 - What comments would you like to give about your own process?
2. The learners will give their opinions about the whole process.

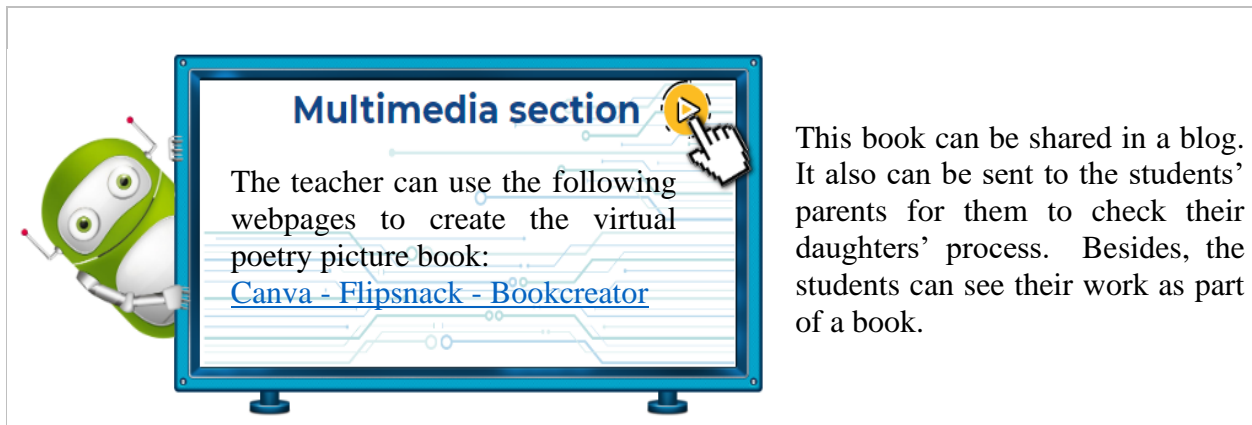
Virtual picture poetry book

As the teacher already scanned the students' poems, a virtual picture poetry book will be created as an end of the process outcome. Likewise, the teacher will use the voice recording from the students' recitation of poems in the gallery activity to add audio to the picture poetry book.

The following Picture Children Poetry Book used during the lesson plans is shown as an example:

[Picture Children Poetry Book](#)





Multimedia section

The teacher can use the following webpages to create the virtual poetry picture book:
[Canva](#) - [Flipsnack](#) - [Bookcreator](#)

This book can be shared in a blog. It also can be sent to the students' parents for them to check their daughters' process. Besides, the students can see their work as part of a book.

In this chapter, visions around language, learning, teaching, and classroom were explained, as well as the pedagogical intervention, and the form of assessment proposed. The subsequent chapter draws up the pedagogical implications and innovation, along with the limitations from the current proposal.

CHAPTER 5

PEDAGOGICAL IMPLICATIONS AND INNOVATION

This chapter displays the pedagogical implications and innovation of this proposal. It seeks to outline the innovative and beneficial aspects from the GBA, applied to Children Poetry and integrated with multimedia resources to promote writing skills in an EFL classroom. Moreover, it indicates some limitations that possibly emerge during the pedagogical intervention.

Pedagogical implications and innovation

This pedagogical proposal is directed to educators who want to promote writing skills in an EFL environment. It outlines the intervention elements required to put into practice the lesson plans in English classes. One of the suggested essential requirements is the allocation of one (1) hour time per week. Within the classroom it is recommended that chairs and tables be arranged depending on the activities in the learning development process. Some of the suggested materials identified in the study are flashcards, pieces of blank paper, along with the accessibility to print the presented exercises. Finally, the use of technological tools such as a projector or TV are also suggested, but not necessary required. In terms of the language ability of the learners in the course, it is recommended that it includes students who have reached a pre-A1 level on the CEFR scale (CambridgeAssessment, 2020).

This study was mainly conducted on fifth-graders from Liceo Femenino Mercedes Nariño school. This intervention is deemed as innovative and a significant proposal since no similar

project(s) have been carried out. Additionally, it will also add some benefits to the population. Some of the foreseeable implications of this proposal include advantages from the GBA application, the mediation of Information Communication Technologies (ICT) to implement the activities, and benefits related to the Children Poetry focus applied within this proposal.

Firstly, the employment of the GBA in writing instruction for beginner students by using Children Poetry results in innovation. As a result of no studies being found with such as parallel research, the current study embraces a new proposal in the EFL field as well as at an institutional level. Moreover, this approach involves certain advantages for learners (Hyland, 2004). GBA is supportive, as it allows a collaborative environment in which teachers and students work steadily to achieve the control of the genre. An empowering benefit is also noticed since the students have the opportunity to write poetry, a genre preconceived as challenging in a general viewpoint. Lastly, a communicative convergence is noted as it gives students the situations to talk and write about their immediate surroundings through their written compositions.

Additionally, the use of ICTs is suggested as an innovative segment to support the pedagogical practice. Based on the demands of modern society, a multimedia section was designed within the lessons to incorporate new learning opportunities that enhance the vocabulary and grammar patterns learned. Besides, a virtual picture children poetry book with audio was created to be used within the lessons proposed; it becomes a sample of what can be done as an outcome with the students' compositions at the end of the process. In this line, some advantages can be perceived from ICTs within the class. It entails engagement from students who are immersed in the new technological era. Moreover, customized materials become appropriate for the specific students' needs since the teacher can create particular exercises. Although public institutions in

Colombia are characterized by facing difficulties with dealing with ICT resources, these types of activities are taken as optional depending on the school's technological resources.

The Children Poetry focus is another part of the innovative proposal. Neither development of the genre linked to the GBA, nor applied with starter learners has been worked at the institution. This provides a new approximation and use of Children Poetry within the EFL community. Moreover, Children Poetry encounters possible impacts on the students English learning process. According to Maley and Duff (1989), some writing poetry benefits in language learning include Motivation and Hands-on stages. Thus, this proposal intends to promote an increasing encouragement from learners in terms of participation and personal response. Besides, it is expected that Children Poetry positively affects pupils' English language skills during the process.

Finally, the employment of the GBA through Children Poetry in writing is innovative and advantageous due to its functional and self-expressive effects. These perspectives are remarkable since no merit is normally given to them within the classroom, which usually focuses on subject knowledge. Likewise, some benefits from the functional position include the learners' usage of written language situated in a social context, which assists the expression of significant concepts or perceptions to them. Meantime, the self-expressive view embraces the pupils' meaningful engagement to use language, and communicate their thoughts when involving their interests and affective concerns. In this fashion, the activities proposed become relevant to them as they encourage the conveyance of feelings and ideas related to their immediate contexts, along with their personality through their written poems.

Limitations of the study

The main limitation of the process includes the impediment to apply the pedagogical proposal within the English classes. The reason for such an obstacle was caused by the Public Health Emergency of International Concern given the outbreak of COVID-19. This situation led to the disease prevention by closing all the institutions and the activities developed in them. Therefore, the pedagogical intervention with the participants described was not able to be carried out as it was previously programmed.

Nevertheless, possible limitations of the proposal can emerge, and it is necessary to consider them. One constraint can involve the limited timing to develop the lesson plans in the classes; as it is a steady process, not enough time dedicated to the activities may affect the students' responses to the strategy proposed. Additionally, since this study integrates ICTs as supportive optional resources in the development of the lessons, institutions without the suggested technological tools may find an impediment to carrying out these activities. The last limitation can be related to the final step of the pedagogical proposal in which learners write independently; in this stage, students could need more guidance until they feel comfortable enough to write a simple poem by themselves.

To conclude, the pedagogical implications and innovation of the proposal account for new learning opportunities and advantages regarding the employment of Children Poetry being blended with the GBA, along with the incorporation of ICTs to promote writing skills in starter EFL learners. Additionally, some limitations of the process can arise during the development of this pedagogical proposal.

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ANNEXES

ANNEX A. QUESTIONNAIRE

UNIVERSIDAD PEDAGOGICA NACIONAL IED LICEO FEMENINO MERCEDES NARIÑO

ENCUESTA DE CARACTERIZACIÓN



HELLO!!
 Quisiera conocerte un poco mejor.
 Por favor responde las siguientes preguntas.
 Recuerda que no tienen nota.

¿Cómo es tu nombre?: _____

¿Cuántos años tienes?: _____ ¿En qué barrio vives? _____

¿Con quién vives?



1. ¿Qué es lo que más te gusta hacer en tu tiempo libre?

- Jugar
 - ¿Qué juegos? _____
- Leer
 - ¿Qué lees? _____
- Escribir
 - ¿Qué escribes? _____
- Bailar
 - ¿Qué bailes? _____
- Cantar
 - ¿Qué cantas? _____
- Dibujar
 - ¿Qué dibujas? _____

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- Colorear
 - ¿Qué coloreas? _____
- Ver televisión
 - ¿Qué programas ves? _____
- Escuchar música
 - ¿Qué tipo de música? _____
- Navegar en internet
 - ¿Qué páginas visitas? _____
- Otro
 - ¿Cuál? _____

2. ¿Quién te ayuda a hacer las tareas?

3. ¿Cuánto tiempo fuera de la escuela dedicas a hacer tareas?


- 0 a 2 horas
- 3 a 4 horas
- 5 a 6 horas
- Otro ¿Cuánto? _____

4. ¿Qué materias te gustan más?

¿Por qué? _____

5. ¿Qué tanto te GUSTA el inglés?

Nada Poco Regular Mucho Demasiado




¿Por qué? _____

UNIVERSIDAD PEDAGOGICA NACIONAL IED LICEO FEMENINO MERCEDES NARIÑO

6. ¿Qué tan IMPORTANTE es aprender inglés para ti?


No es importante Poco importante Neutral Importante Muy importante



¿Por qué? _____

7. Aprender inglés es:


Muy difícil Difícil Normal Fácil Muy fácil



¿Por qué? _____

8. ¿Estudios inglés en otros espacios diferentes a la clase de inglés?

Nunca Raramente Algunas veces Usualmente Siempre




9. Si la respuesta anterior es afirmativa ¿En qué espacios aprendes inglés?

- En casa
- Ayuda escolar
- En un instituto de inglés
- Otro ¿Cuál? _____

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10. ¿Qué actividades haces en la clase de inglés?

- Leer
- Jugar
- Escribir
- Dibujar
- Ver videos
- Cantar
- Otro ¿Cuál? _____



11. ¿Cuáles crees que son tus FORTALEZAS en inglés?

- Hablar
- Leer
- Escribir
- Escuchar
- Otro ¿Cuál? _____

12. ¿Cuáles crees que son tus DEBILIDADES en inglés?


- Hablar
- Leer
- Escribir
- Escuchar
- Otro ¿Cuál? _____

13. ¿Qué te gustaría aprender en la clase de inglés?

- A escribir
- A leer
- A hablar
- A escuchar
- Otro ¿Cuál? _____

14. ¿Qué actividades te gustaría desarrollar en las clases de inglés?

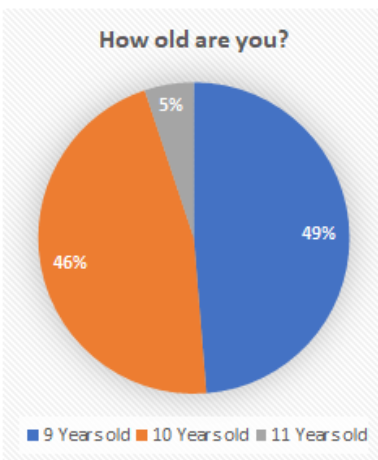
- Leer cuentos cortos
- Escribir poemas cortos en inglés
- Escuchar canciones en inglés
- Crear pequeñas obras de teatro en inglés
- Otro ¿Cuál? _____



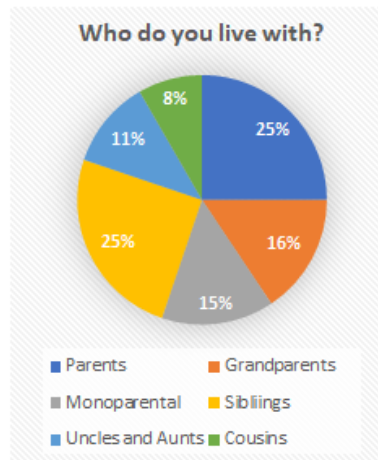
THANK YOU!!!

ANNEX B. TABULATION OF THE QUESTIONNAIRE

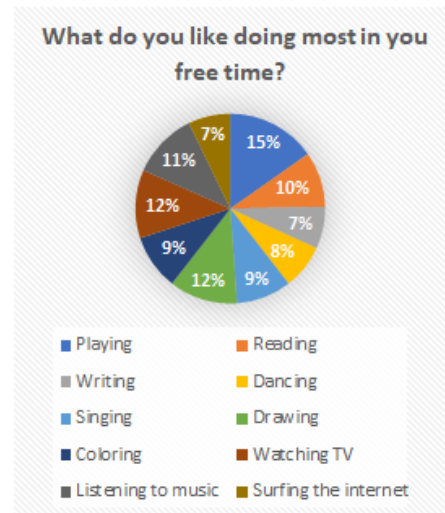
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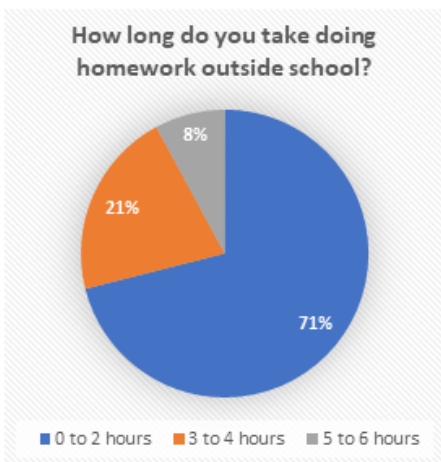
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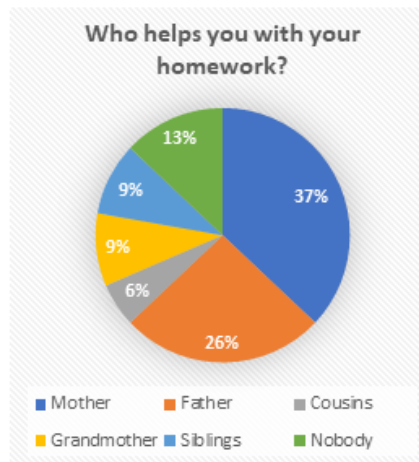
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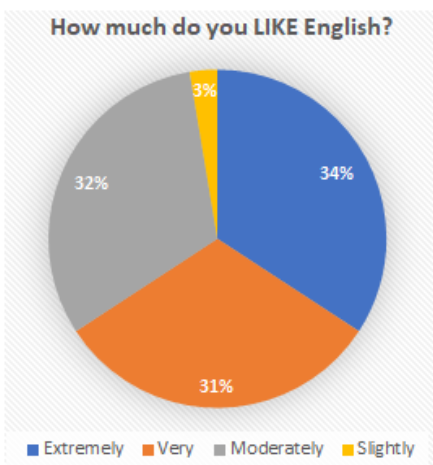
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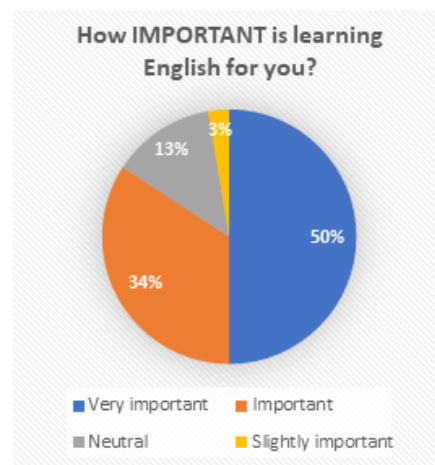
Graphic 5



Graphic 6



Graphic 7



ANNEX C. DIAGNOSIS

UNIVERSIDAD PEDAGOGICA NACIONAL
IED LICEO FEMENINO MERCEDES NARIÑO

DIAGNOSIS TEST

Hello
My name is _____ My age is _____
My grade is _____

VOCABULARY
Occupations - Match the word with the corresponding picture.

Architect Chef Singer Veterinarian Lawyer



GRAMMAR
Verb TO BE - Match the personal pronoun with the verb TO BE.

YOU IT WE THEY
AM ARE IS
HE YOU I SHE

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READING

This is Veronica.
Veronica is 23 years old, she is a singer and she has brown hair. Veronica wakes up at five a.m., she takes a shower at half past five a.m., she has breakfast and she goes to work at ten to six a.m.


1. Veronica is:
 Twenty years old.
 Twenty-three years old.
 Twelve years old.
 Twenty-five years old.

2. Veronica has:
 Brown hair.
 Red hair.
 Black hair.
 Orange hair.

3. Veronica is:
 A lawyer.
 A model.
 A chef.
 A singer.

4. Organize Veronica's routine: (1,2,3,4)
 — She goes to work.
 — She takes a shower.
 — She wakes up.
 — She has breakfast.

5. What time does Veronica TAKE A SHOWER?



5:00 a.m. 5:30 a.m. 5:50 a.m. 6:00 a.m.





6. The text is about:
 Veronica's routine.
 Veronica's description.
 Veronica's age.
 Veronica's occupation.


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LISTENING

1. What number do you hear?
 9 3
 5 6

2. What letter do you hear?
 B T
 S G

3. What color do you hear?
  
  

4. What family member do you hear?


5. What food item do you hear?
    

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WRITING

Complete the following conversation with your personal information.



— Good morning

 — How are you?

 — What is your name?

 — How old are you?

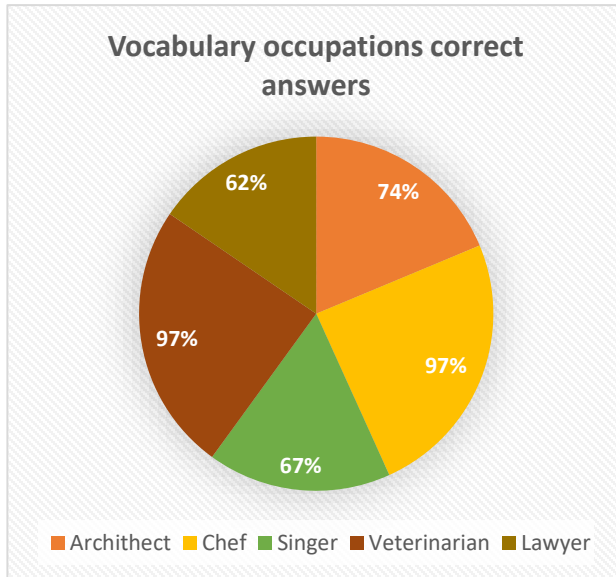
 — Where are you from?

SPEAKING
 Introduce yourself.
 Name.
 Age.
 Nationality.

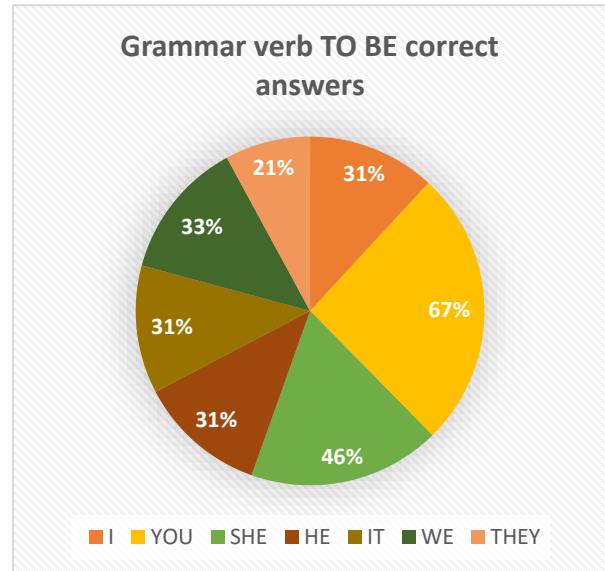
Talk about your likes and dislikes.
 I like...
 I don't like...

ANNEX D. TABULATION OF THE DIAGNOSIS

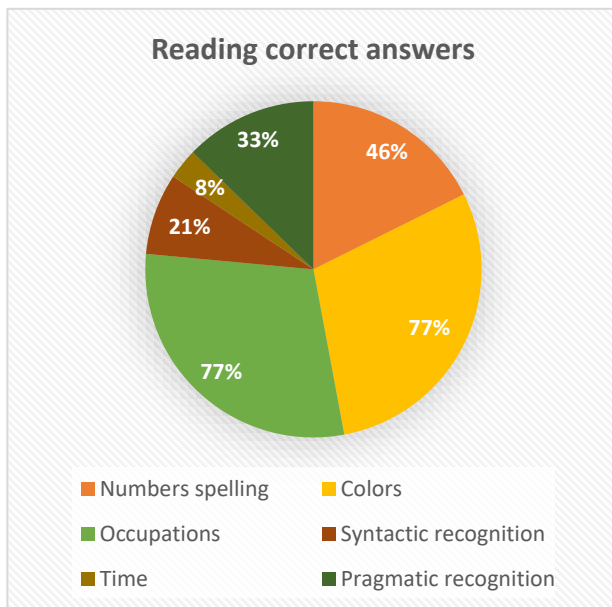
Graphic 1



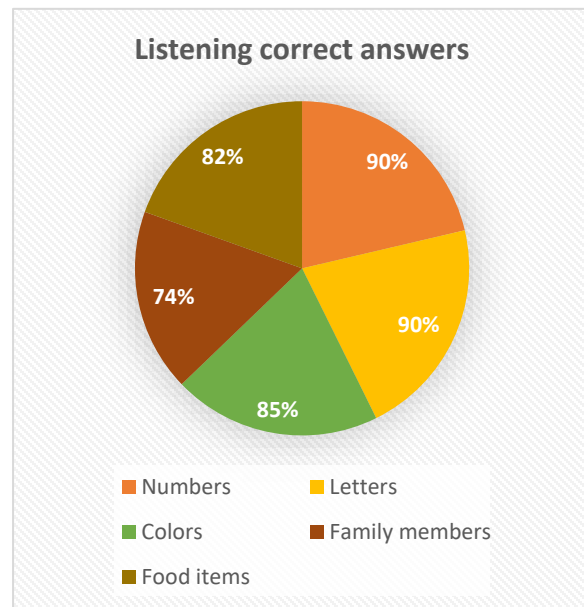
Graphic 2



Graphic 3



Graphic 4



ANNEX E. WRITING TEST

Student 5

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
 it is lo not

How are you?
How to die

What is your name?
Real post

How old are you?
7

Where are you from?
It's

Student 13

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
como estas

How are you?

What is your name?
JO

How old are you?
10 años

Where are you from?
Boquilla

Student 14

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
bu buenos

How are you?
my name is _____

What is your name?
9 años Lana Guaidá

How old are you?
my is huge 9

Where are you from?
Colombiana

Student 21

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
ay fax tequi

How are you?
my name is ay fax tequi

What is your name?
my name is _____

How old are you?
10 años

Where are you from?
Colombiana

Student 23

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
Good morning

How are you?
Am feeling

What is your name?
Isabella

How old are you?
10

Where are you from?
from Colombia

Student 24

UNIVERSIDAD PEDAGOGICA NACIONAL
 IED LICEO FEMENINO MERCEDES NARIÑO

WRITING

Complete the following conversation with your personal information.

Good morning
How are you

How are you?
bien

What is your name?
ans

How old are you?

Where are you from?

ANNEX F. SPEAKING TEST

Date: October 20 th , 2019
SPEAKING TEST
Student 12: Je m'appelle Danna Michelle Castellanos, my age is once ans, soy de Colombia. [dʒēmā'pɛl'ðānāmī'ʃelkastɛ'ʒānðs / 'mɪʃhɪs'ðnse'āns / 'soɪðeko'lɔmbja ///]
Student 25: Name, Sara Chala Reyes, age, diez años, nationality de Colombia, I like Gusalat. ['nāmē / 'sara'ʃala'rejes / 'ahe / 'djes'āpðs / nātjo'nālitiðeko'lɔmbja / i'likeɣusa'lat///]
Student 32: My name is Daniela García Sánchez, my age is ten, my from is Colombia, I like is broccoli, I don't like is walker. ['māɪ'nēɪmɪʃ'dā'njelɑɣɑr'sjɑ'sānʃes / 'māɪ'ɑʃɪʃ'tɛn / 'māɪfrɔmɪsko'lɔmbja / alɑɪkɪʃ'βrokoli / aɪ'dɔn'lɑɪkɪs'wɔlker ///]
Student 33: My name is Alexandra, nueve, Colombia, no me gusta jugar. [māɪ'nēɪmɪs'alek'sɑpdrɑ / 'nweβe / ko'lɔmbja / nɔmē'ɣoʒtɑhɔ'ɣɑr ///]
Student 39: Yo me llamo Sara Sofia Suárez, tengo nueve años, nací en dos mil diez, de Colombia, me gustan las frutas y las verduras, no me gusta la comida chatarra. [dʒomɛjāmɔ'sarasɔ'fiɑ'swɑres / 'tɛŋgo'nweβe'āpðs / nā'sjɛn'ðɔʒ'mɪl'ðjes / deko'lɔmbja / mē'ɣoʒtānlas'frutasɪlɑʃβer'ðuras / nɔmē'ɣoʒtɑlakɔ'mɪðɑʃɑ'tɑrɑ ///]

ANNEX G. FIELD NOTES

Classroom Observation #3

Institution: IED Liceo Femenino Mercedes Nariño **Course:** 403 **Subject:** English
Observer: Paula Andrea Carrillo Quintero **Date:** 03/09/2019
Instructor: Leidy Carolina Sánchez **Time:** From 7:15am to 8:15 am
Topic: The time **Students number:** 38

Activities and interactions			
Guiding questions	Descriptive level	Interpretative Reflexive level	Label of issue
<p>What is the sequence of activities?</p> <p>How do students interact with the activity and with one another?</p> <p>What is the use of English within the activities?</p> <p>What norms or rules structure the activities?</p>	<p>Before the class started, the teacher got the material ready for the lesson. The teacher had a big analog clock and started to explain the different ways to say the time in English.</p> <p>The lesson started and some students drew the clock on their notebook and copied the information that was on the board about the time.</p> <p>The activity continued with some students passing in front of the class to say the time in English.</p> <p>The class finished without concluding.</p> <p>The structure of the activity was based on working individually on the students' notebook and going in front to say the time.</p> <p>English was used in different ways to say the time in English, but it was not used in the explanations about the topic or instructions within the activity.</p>	<p>The teacher brought props to interest the students.</p> <p>The teacher did not have in mind the possibility that some students did not know how to read an analog clock.</p> <p>Copying on the notebook the information was the task all the students were asked to do.</p> <p>The activity was not made to include all the students; while some students went in front, the others stayed without a task assigned.</p> <p>There's a lack of conclusion and the major point of the lesson can be missed by the students.</p> <p>Preference for individual work activities.</p> <p>The use of English is limited, the teacher does not use English in the activity, she prefers translation.</p> <p>The students that passed in front of the class were the only ones of the group who tried to speak in English.</p>	<p>Copying as the written task.</p> <p>Class sequence.</p> <p>Use of Spanish.</p>
Participants			
Guiding questions	Descriptive level	Interpretative Reflexive level	Label of issue
<p>What is the students' participation level?</p>	<p>At the beginning of the class, the teacher had the students' attention when explaining the topic about the time.</p> <p>Then, at the time of drawing the clock on the students' notebook, half of the</p>	<p>The students were engaged at the beginning of the class, but while the class went on, the students did not have a task assigned to do, but listen to their classmates in front of the classroom or copy on their notebooks. That fact made them lose</p>	<p>Students motivation.</p>

What is the students' level of commitment and responsibility in the class work?	learners finished and the others only started the task.	their interesting and do other not related class activities.	
How is the social environment in the group?	Some students talked about the topic, went in front of the class and asked if they had questions or raised their hands to ask.	In addition, although the only task assigned that involve all the students was copying and drawing, only half of the students did it, what showed the students' lack of motivation towards the activities.	
Power relationships	Less than 10 students went in front of the classroom to participate in the activity. At that time, most of the students got scattered and started talking or playing.		
Socializations forms	With respect to the social environment in the group, there are some small groups within the course that can be identified when the students turn their chairs to talk or go to other tables with their friends.	The taller and older student can be seen as a behavior influential element; but the responses from other students to her behavior are negative. Students did not lend her their school supplies and they tried to leave her apart from the rest of the class, which made her feel more attention needed.	
Students' discourses			
Students' dynamics and routines.	In the power relationships field, there is a student, taller and older that wears her uniform in another way, who seems to want the attention of the group, although most of her classmates reject her, there is an evident rivalry between them-		
Solving problems or conflicts in the group.		The students' dynamics and discourses showed that the learners had the time to develop all their socialization forms and routines in English class.	
How does the teacher interact with the students?	The discourses they used were about a game they had for the friendship day called "Secret friend".	Further, the students' dynamics indicate normal behavior from kids at the age of 9, 10 and 11 years old, who get bored easily and look for different activities to do.	
	Their dynamics are: writing, drawing or playing on the last page of the notebook, coloring, playing with physical objects or talking.		

My own behavior

Guiding questions	Descriptive level	Interpretative Reflexive level	Label of issue
What is my role? What do I say or do?	I walked around the classroom and asked the students if they were doing or not the task assigned and why.	My role started changing from being a complete observer to be a participant observer. When I walked around the classroom seemed to affect the students' behavior since they started to copy what the teacher had proposed.	

Checklist:

Respond to each statement using the following scale:

1=Not observed 2=More emphasis recommended 3=Accomplished very well

Organization

Presented overview of lesson.	1	2	3
Paced lesson appropriately.	1	2	3
Presented topics in logical sequence.	1	2	3
Related today's lesson to previous/future lessons.	1	2	3
Summarized major points of the lesson.	1	2	3

Presentation

Explained major/minor points with clarity.	1	2	3
Defined unfamiliar terms, concepts, and principles.	1	2	3
Used good examples to clarify points.	1	2	3
Showed all the steps in solutions to homework problems.	1	2	3
Varied explanations for complex or difficult material.	1	2	3
Emphasized important points.	1	2	3
Writes key terms on blackboard or overhead screen.	1	2	3
Integrates materials (examples, cases, simulations) from "real world".	1	2	3
Active, collaborative, and cooperative learning favored over passive learning.	1	2	3

Interaction

Actively encouraged student questions.	1	2	3
Asked questions to monitor student understanding.	1	2	3
Waited sufficient time for students to answer questions.	1	2	3
Listened carefully to student questions.	1	2	3
Responded appropriately to student questions.	1	2	3
Restated questions and answers when necessary.	1	2	3
Demonstrates respect for diversity and requires similar respect in classroom.	1	2	3

Content Knowledge and Relevance

Presented material at an appropriate level for students.	1	2	3
Presented material appropriate to the purpose of the course.	1	2	3
Demonstrated command of the subject matter.	1	2	3

Off-task behavior Diagram



Student 1 A	Student 2 T
Student 3 A T	Student 4 A T L
Student 5 A T	Student 6 A T
Student 7 A	Student 8 A W
Student 9 A	Student 10 A
Student 11 A T	Student 12 A B

Student 13	Student 14 P
Student 15 T L	Student 16 A
Student 17 A T	Student 18 A L
Student 19	Student 20 P
Student 21	Student 22 A P
Student 23 P	Student 24 P
	Student 25 A T P D

Student 26 L	Student 27 T L
Student 28 T L	Student 29 L
Student 30 T	Student 31 T
Student 32 A	Student 33 A
Student 34 A L	Student 35 P A T L
Student 36 A	Student 37 A T L
Student 38 A T P	Student 39

T Talking not related to the task assigned.

D Drawing, coloring or doodling.

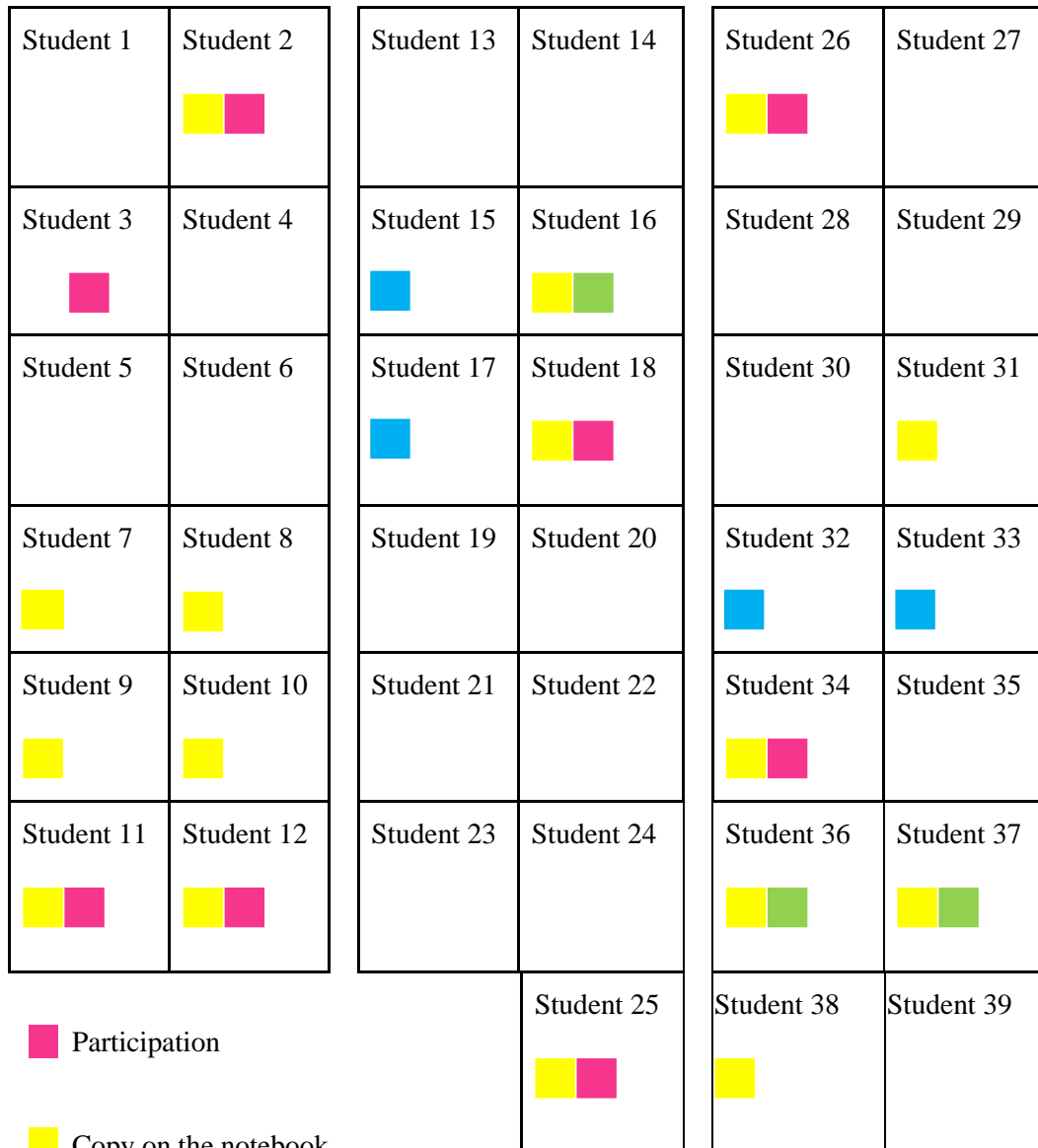
P Playing on the last page of the notebook.

L Playing with something physical.

W Working at another subject

B Verbally bothering other pupils.

On-task behavior Diagram



ANNEX H. INTERVIEW TO THE HEAD TEACHER

Date: October 15 th , 2019	INTERVIEW # 1
Interviewed: Sandra Patricia Montaña Pedraza	T: Teacher
Interviewer: Paula Andrea Carrillo Quintero	I: Interviewer
Line	Interview to the head teacher of the group.
1	I: Buenos días. Esta entrevista es para conocer su percepción sobre el colegio y sobre el grupo
2	403. Entonces comenzando con una información general ¿Cómo es su nombre completo?
3	T: Mi nombre Sandra Patricia Montaña Pedraza.
4	I: ¿Con qué especialidad académica cuenta?
5	T: Yo tengo mi licenciatura y tengo la especialización en pedagogía de la lúdica
6	I: ¿Cuánto tiempo ha ejercido la profesión docente?
7	T: 28 años
8	I: ¿Cuánto tiempo ha trabajado como profesora en el Liceo Femenino Mercedes Nariño?
9	T: Llevo 16 años. Desde el 2004.
10	I: ¿Qué piensa acerca de las necesidades del colegio en general?
11	T: Son necesidades como cualquier otro colegio. A pesar que tiene espacios amplios, necesita
12	muchas cosas como herramientas tecnológicas y audiovisuales, de cosas que hagan que la
13	clase sea un poquito más dinámica.
14	I: ¿Y cree que el PEI y la visión y la misión del colegio corresponden a estas necesidades?
15	T: Sí. Realmente el PEI está dirigido a formar niñas autónomas y críticas, estudiantes que
16	manejen habilidades básicas en cuanto a tecnología y a los idiomas. Pienso que realmente sí
17	cumple con esas necesidades.
18	I: Ahora hablando del grupo 403 en específico ¿Hace cuánto es directora del grupo 403?
19	T: Solamente en este año
20	I: ¿Cuál es su percepción del grupo? ¿Había trabajado con este grupo cuando era 303?
21	T: No, hasta este año las cogí. Son niñas que venían pequeñas en su madurez, ya ha pasado
22	el tiempo y ya se nota que las estudiantes han entendido que deben esforzarse mucho más
23	con los trabajos. Que tienen una exigencia correspondiente del grado porque ellas venían de
24	un grado donde no había rotación de maestros. Entonces ellas poco a poco se han ido
25	acoplado a este sistema y es algo que les sirve porque cuando lleguen al bachillerato,
26	necesitan saber y manejar diferentes tipos de caracteres y de metodologías de trabajo
27	dependiendo del docente.
28	I: ¿Qué piensa sobre el desarrollo académico y motivacional de los estudiantes en las clases?
29	T: Pues aquí nosotros los docentes siempre pensamos en traer cosas novedosas, en traer cosas
30	diferentes para el desarrollo tanto académico como convivencial de las estudiantes. Es como
31	todo, hay niñas que aprovechan y hay otras que no. También está la parte familiar, que no
32	vemos como el apoyo desde las casas, normalmente nos toca como batallar a nosotros solitos,
33	porque hay muchos papás que no colaboran; no digo que todos, pero sí una gran parte.
34	Y la parte motivacional, las niñas igual vienen contentas empezando porque tienen un colegio
35	muy bonito, espacios para jugar; entonces para ella sí es bonito venir a estudiar.
36	I: En su opinión ¿cuáles cree que son las principales necesidades de las estudiantes de este
37	grupo?
38	T: Yo pienso que como todas las niñas de sus de sus edades, las principales necesidades es
39	el desarrollo en la parte lógico-matemática y lógico-verbal, que son prácticamente las
40	herramientas para las demás áreas. Las niñas manejando estas dos áreas prácticamente están
41	transversales al resto de sus conocimientos. Pienso que son las necesidades más que todo de
42	

43	ellas: el desarrollo de comprensión lectora, de oralidad, de escritura; y en el campo de
44	matemáticas y la lógica, el desarrollo del pensamiento matemático.
45	I: Ahora hablemos del inglés ¿cuál cree que es el papel del inglés y de su enseñanza en este
46	contexto específico del Liceo Femenino Mercedes Nariño?
47	T: Lo que pasa es que precisamente uno de los de enfoques o de los ejes del PEI del Liceo es
48	el manejo de una segunda lengua. Afortunadamente cuenta con dos, que son las enseñanzas
49	del inglés y del francés. Nadie desconoce que el inglés es la lengua que se maneja a nivel
50	mundial, entonces las niñas desde pequeñas deben aprender a manejar esta parte de los
51	idiomas. Además, que están en la etapa que son como esponjas, ellas absorben bastante todo
52	lo que tenga que ver con la enseñanza de los idiomas.
53	I: ¿El colegio cuenta con algunas actividades de inglés fuera del aula? ¿Como cuáles? ¿Las
54	estudiantes de este grupo han participado? T:
55	En el colegio existen dos eventos grandes que son la francofonía y el English Day y ellas
56	participan ahí. La idea es que las estudiantes se motiven a participar de sus intereses, por
57	ejemplo, trabajan canciones que les encantan a ellas.
58	La francofonía sí es más un taller, un proyecto que trabajan desde bachillerato, pero igual las
59	niñas desde ya están preparándose y cuando lleguen a bachillerato será más sencillo la
60	participación en la francofonía.
61	I: ¿El grupo 403 cuenta con un titular docente del área de inglés?
62	T: Pues titular como tal no, no tienen. Ellas trabajan acá es con practicantes de las
63	universidades, pero sí existe una docente que es la encargada de dirigir estas actividades con
64	los practicantes, que es la profesora Clara Díaz ; pero generalmente se trabaja es con los
65	practicantes de las universidades de la Salle y la Pedagógica.
66	I: Y en este caso, como directora de grupo ¿Usted está al tanto del desempeño de los
67	estudiantes en la clase de inglés con los practicantes?
68	T: Sí, porque normalmente nos corresponde a nosotros estar ahí al tanto para estar pendientes
69	del comportamiento y que las estudiantes estén atentas. También para saber qué niñas están
70	atentas y a cuáles se les presenta dificultades.
71	I: ¿Y usted tiene alguna noción de las habilidades de los estudiantes en inglés?
72	T: Hasta donde yo tengo entendido manejan vocabularios básicos y construcciones de frases
73	sencillas. Algunos docentes las han puesto a hacer diálogos. Manejan todo lo que tiene que
74	ver con el verbo To Be. Pero principalmente es como ampliación de vocabulario, entonces
75	ellas practican en las clases la escritura y la expresión oral del idioma.
76	I: Para terminar ¿Cuáles cree que podrían ser las necesidades en el aprendizaje del inglés
77	como lengua extranjera?
78	T: Yo pienso que se debería intensificar más porque es solo una hora a la semana. Si el
79	colegio está apuntando en el PEI a que se deba manejar lenguas, pues deben intensificarse
80	esas clases. Y en lo posible sí se debería tener maestro titular; los docentes en formación
81	vienen y sí son muy creativos y muy buenos, pero sí se requiere como más de la presencia
82	del maestro que ya es especialista en eso. Los practicantes podrían venir como ayuda y
83	también con la oportunidad de aprender y desarrollar sus habilidades. También veo que ellas
84	tengan espacios donde puedan practicar el inglés, como el caso de la francofonía, que es un
	espacio donde pueden hablar el francés.

ANNEX I. INTERVIEW TO THE PRE-SERVICE TEACHER

Date: October 15 th , 2019	INTERVIEW # 2
Interviewed: Lady Carolina Sanchez Aldana	PT: Pre-service teacher
Interviewer: Paula Andrea Carrillo Quintero	I: Interviewer
Line	Interview to the English teacher practitioner.
1	I: Good morning. I'm going to ask you some questions about the school "Liceo Femenino
2	Mercedes Nariño" and also about the specific group 403. You are the teacher practitioner in
3	that group. So that's the reason of the questions. First, what is your full name?
4	PT: My name is Lady Carolina Sanchez Aldana.
5	I: What academic titles do you have?
6	PT: Well, I'm graduated from school. Now I am studying a bachelor degree in modern
7	languages and also, I'm studying a master degree in didactics.
8	I: How long have you been working as a teacher or teacher practitioner?
9	PT: A year
10	I: And how long have you been working as a teacher practitioner here at "Liceo Femenino
11	Mercedes Nariño"?
12	PT: I started my practicum here. I have been for a year here.
13	I: So, about the school. What do you think are the school's needs that you can observe in your
14	experience this year?
15	PT: Well, I think that the needs of the school is to promote diversity and also to promote
16	qualification of life because of the context. I think that they have a lot of good things because
17	I think that the school has a great budget to the education, but I also think that here they need
18	maybe more qualified teachers and also to support in a better way the budget for materials.
19	I: Do you think the school's PEI, Mission and Vision answer to these needs?
20	PT: Yes. Personally, I think that they want the girls to be critical thinkers. They want to be
21	them autonomous and I think that with the curriculum and the kind of education that they
22	bring, they support the needs.
23	I: That was about the school. And now about English, because you are an English teacher and
24	the specific group 403. What do you think is the English role and English teaching function
25	within this specific context at the Liceo Femenino Mercedes Nariño?
26	PT: I think about the English role here is maybe to bring them more opportunities in their
27	lives. So, to be like competitive in this field and also in a future like the professional field.
28	I: Okay and about the English teaching function?
29	PT: I think that being a teacher (an English teacher) is to let them understand that the world
30	has diversity and that they have to learn more about different contexts to be a cultural person,
31	not only focused on their context; but also taking into account that there are more cultures
32	and they have to learn, at least, a little bit of them.
33	I: Now about your specific classes. So, do you use a lesson plan in your English classes?
34	PT: Yes, each class we have a lesson plan where we have the activities, the time and the
35	assessment of all of the classes.
36	I: Ok, but do you plan these lessons?
37	PT: Yes because of the practicum, so it is together and we plan the classes.
38	I: What kind of methodology do you use in class? If you use one...
39	PT: Well, I think that I don't have a specific methodology because each class has different
40	necessities, different needs. So, it is hard to say like: this is my methodology. It is changing
41	all the time.
42	I: What kind of activities do you develop in class? Do you see any props?

43 **PT:** Well, usually I try to use like visual activities like with professions with routines. So, I
44 try to be very visual with them. I also try to make them interact between them. And also
45 writing activities because they have to be competent in different skills

46 **I:** Do you give your classes in English or in Spanish? And why?

47 **PT:** I use both. I try to use both languages because well, it is an English class, but because of
48 the context, because of the level of the students, it is hard to speak just in English. So, I give
49 instructions in English, but if they don't understand I try to explain them in Spanish and also
50 like the activities, so I use both of them.

51 **I:** What is your perception of the course 403: the student's motivation, performance...in your
52 general view?

53 **PT:** Well, I think that there is a lack of motivation. I think that the students think that it is an
54 obligation like they have to study and English is just another class. So, we need, as an
55 educational system, to change that concept that the students have of education. I think that
56 they're not motivated enough. They are not conscious of the role of Education in their lives.
57 So, I think that is a lack of everything here.

58 **I:** And about their performance in English class?

59 **PT:** They don't want to speak in English. They don't want to write. They don't want to
60 interact because they think that English is boring. So, I don't understand and I don't know
61 how to say that. I'm not going to make an effort; I'm not going to try. So, it is hard to make
62 them interact.

63 **I:** In your opinion, what are the student's English weaknesses and strengths?

64 **PT:** Well, strengths; I think that they have a good memory. So, we need to keep like repeating
65 things and, as they are children, they have a big memory, I think that is one strength. And
66 weaknesses: they are very lazy. So, they don't want to do anything. They just want to talk
67 with the partners. They just want to be running all the time, talking or eating. So, there are
68 more weaknesses than strengths. **I:** What do
69 you think are the student's principal needs in terms of English?

70 **PT:** Well, maybe materials. I think that here there is a lack of materials. We don't have
71 enough budget. I think that they should have books or a laboratory...there is a laboratory, but
72 it doesn't complete the necessities, so it is hard to teach them in a better way. Also, the level
73 of the English teachers is sometimes like bad, like basic English because there are teachers
74 that have been here for many years. So, they do not have like new knowledge, like new
75 methodologies and strategies. So, it is necessary to have new people to the new necessities
76 and needs of the changing world.

77 **I:** And to finish, what do you consider is the writing process of the students in class?

78 **PT:** Well, I try to not make them write a lot. But it is hard because they are in an age that they
79 do not write a lot. So, if it is hard for them to write in Spanish, in English is more difficult to
80 them, so they get confused. They do not try to write and when they write, they do it in a wrong
81 way. They write it as they want and they do not ask "How do you write it?" They just say:
82 "how do you spell it? or how do you pronounce it?" And they just write it as they hear it
83 because of the Spanish also. So, it is hard the writing process.

84 **I:** Okay. Thank you so much. So, that was all.