The use of poetry as a means of foreign language learning - English, and as a tool to foster student's language skills in Primary Education.
A didactic proposal

El uso de la poesía como medio de aprendizaje de la lengua extranjera - inglés, y como herramienta para fomentar las habilidades lingüísticas del alumnado en Educación Primaria. Una propuesta didáctica

TRABAJO FIN DE GRADO EN EDUCACIÓN PRIMARIA

(MENCIÓN LENGUA EXTRANJERA - INGLÉS)

AUTORA: Carmen Gómez López

TUTORA: Patricia San José Rico

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"A reader takes poetry deep within him or her by accommodating it within his/her range of consciousness. So, there is a possibility that the poems are received and understood differently when they enter to the reader's sphere."

Suman Pokhrel

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ABSTRACT

This Final Degree Project is based on the use of poetry as a tool to promote the learning of English and the language skills of Primary Education students including a didactic proposal. Thus, this project focuses on the intentions and the communicative relationship that exist between this literary genre and the students.

To this end, a proposal based on task-based learning is developed for Year 3 of Primary Education, where poetry is used to achieve the maximum development of the students' language. In this way, I justify the chosen topic and specify the objectives I intend to achieve with this project, as well as dealing with an intervention proposal (*We are poets!*) based on a previous theoretical framework.

KEY WORDS: poetry, English language learning, ESL classroom, children's literature, creativity, language skills, task-based learning.

RESUMEN

Este Trabajo de Fin de Grado se basa en el uso de la poesía como herramienta para fomentar el aprendizaje del inglés y de las habilidades lingüísticas del alumnado de Educación Primaria, incluyendo una propuesta didáctica. De esta manera, este trabajo se centra en las intenciones y la relación comunicativa que existen entre este género literario y los estudiantes.

Para ello, se desarrolla una propuesta fundamentada en el aprendizaje basado en tareas, donde el alumnado de tercer curso de Educación Primaria utiliza la poesía para alcanzar el máximo desarrollo del lenguaje. De esta manera, justifico el tema elegido y concreto los objetivos que pretendo alcanzar con este proyecto, además de tratar una propuesta de intervención (*¡Somos poetas!*) basada en un marco teórico previo.

PALABRAS CLAVE: poesía, aprendizaje de la lengua inglesa, aula de ESL, literatura infantil, creatividad, habilidades lingüísticas, aprendizaje basado en tareas.

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1. INTRODUCTION

In this Final Degree Project, it is developed research and a didactic proposal for Year 3 of Primary Education about the use of poetry in the English as a Second Language (ESL) classroom to foster the students' language skills. This procedure will be established first by contextualising the topic and the development of a theoretical framework based on different authors and theories in relation to the use of the poetic genre to enhance the students' language skills and English learning as a second language. Then, two main interventions will be developed, where the information is demonstrated and put into practice.

Hence, what I intend with this dissertation is to provide a detailed analysis of how poetry can reconstruct students' learning experience, offering an integrated approach that goes beyond mere vocabulary and grammar acquisition. For that reason, the aim of this project is to examine and put into practice the inclusion of poetry in the ESL classroom and how it can improve communicative competence, promoting self-expression among students. Likewise, the exploration of how educators could make a beneficial use of poetry to create a meaningful and enriching learning environment is encouraged.

The idea of combining poetry with English teaching arose from the need to show an approach organised according to different methodologies used in the foreign language classrooms. Based on my personal experience and my internship stances, I could conclude that we, as teachers, must change the theoretical and static procedures based on comprehension and memorisation, and instead engage students in dynamic and creative activities using different techniques, such as whole class response, follow up questions, or students' body movement.

This change comes from the need to renew pedagogies at all stages of education, as the students' learning was not being meaningful and had no value for future life. This type of traditional teaching method does not supply the needs of current life, which is based on the idea that the learner should be the main agent in learning while the teacher should act as a guide in this process.

The research, on the one hand, lays the theoretical groundwork for the use of children's literature and its benefits in childhood, and then focuses on the use of the poetic genre in the ESL classroom through a task-based methodology.

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On the other hand, a practical approach is created, sustained by the theoretical framework, through the implementation of two main interventions: "Our Year 3 B poetry book" and "Year 3 B poetry contest", where students ought to demonstrate their learnings and perform a few poems they would have created in front of an audience (another classroom), and also, to promote families and school participation within the students' own learning process.

2. OBJECTIVES

The main purpose of this project is to demonstrate that using poetry in the foreign language classroom could enhance Primary Education students' both oral and written language skills. This objective is conducted with the design and implementation of a didactic proposal.

I therefore consider it essential to encourage student's enjoyment of literature and reading, as poetic texts have their own literary aesthetics and the acquisition of new language in English is promoted. Poetry allows students to learn new forms of expression, learning new terminologies, linking memory and imagination processes, and it encourages to learn to recite the verses and stanzas.

Nevertheless, in order to accomplish this main objective or target, specific ones are developed, with the aim to complement the main aim and help to acquire it. The specific objectives pursued by this Final Degree Project are:

1. To raise awareness of the importance of children's literature, more specifically poetry, in the English classroom in the Primary Education stage.

2. To consolidate the presence of poetry in Primary Education classrooms.

3. To design and develop different tasks to demonstrate the importance of the poetic text to develop students' language skills in the ESL classroom.

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3. JUSTIFICATION

3.1. JUSTIFICATION OF THE TOPIC

Initially, literature is a means of conveying experiences, adventures, and knowledge. It can be an enjoyable way to discover and learn about social or environmental issues and interests about life (friendship, celebrations, culture, etc.) This way, poetry, as part of literature, is characterised by its great musicality and rhythm, some simple and short structures, with which students can learn a second language (in this case, English), enhancing their language using different tools.

Moreover, teaching a second language - English (ESL) not only involves aspects such as acquiring language skills, but it is also a way to explore and understand diverse cultures worldwide. The English language can therefore be taught with different methodologies, but I believe that the task-based methodology is the most appropriate one for achieving the objectives of this Final Degree Project.

From a pedagogical point of view, poetry favours the development of auditory memory, attention, corporal expression, and it adapts to the characteristics of children's thinking. Moreover, poetry is a curricular content found in *DECREE 38/2022, of 29th September, establishing the organisation and curriculum of Primary Education in the Community of Castile and Leon* (My translation). This reference content for Year 3 of Primary Education is:

> Reading accompanied by short, varied and diverse works or fragments of children's literature, including those of the community of Castilla y León, appropriate to their interests and organised in reading itineraries: stories, legends, fables, **poems** and theatre (DECREE 38/2022, of 29th September 2022, p. 48641. My translation).

As can be seen in the legislative framework of the Community of Castile and Leon, the use of poems in the classroom is based on the students' reading interests, which I consider to be a significant aspect of introducing students to the aesthetic and pedagogical world of children's poetry in Primary schools.

However, according to Jean-Marie Schultz, "poetry holds the most ambiguous position, in terms of the language curriculum" (1996, p. 920). Thus, the poems sometimes present certain syntactic or vocabulary problems which may cause some rejection or

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unfamiliarity to the students. Hence, many students, probably the vast majority, consider poetry as excessively difficult and tend to see it as irrelevant.

What is more, in words of Hadaway et al., "[w]hile reading and writing are the language modes most critical to academic success, the lack of emphasis on more academically oriented oral language, (...) represents a missed opportunity for a natural transition to reading and writing" (2001, p. 797). These words make us reflect that the oral communication part is relatively silenced in Primary Education classes. With this in mind, the aim of this work is to promote this oral part.

For this reason, and in accordance with the information mentioned above, this project is carried out in order to provide a different approach about this topic for Primary Education students to have a different view of it, as it transmits that poetry can be a good way to enrich their language from a playful and pedagogical approach.

3.2. RELATION TO THE COMPETENCES AND OBJECTIVES OF THE PRIMARY EDUCATION DEGREE

This Final Degree Project is strongly related to the competences and objectives of the degree program, due to the fact that it demonstrates those general and specific competences that are acquired through all four years of the Primary Education Degree. The competences and objectives of the Primary Education degree in relation to this topic are listed below:

3.2.1. General Competences

- "Students should be able to possess and understand knowledge in an area of study: education. Furthermore, they can apply different principles and procedures used in the educational practice and the main teaching-learning techniques."

  The main topic of this project is closely related to the field of education, as well as specifying those teaching procedures and techniques (whole class response, follow up questions…)

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- "Students should be able to apply their knowledge to the work or vocation in a professional manner and possess the competences that are usually demonstrated through the development and defence of arguments and problem-solving in their area of study: education."

In this Final Degree Project, scientific and pedagogical arguments about an educational topic are defended and specified to demonstrate the main objective of it.

- "Students should be able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences."

This project is designed to ensure that each section is explained clearly and concisely, enabling everyone to understand and implement it if it would be necessary.

3.2.2. Specific Competences

- "Have an in-depth knowledge of the fundamentals and general principles of the design and evaluate different projects and innovations, mastering active methodological strategies and using a diversity of resources."

The practical approach of this Final Degree Project aims at the implementation of different methodological and pedagogical strategies, using a wide variety of materials and resources that are meaningful to the students' learning process.

- "Know and understand the role of education today, bearing in mind the evolution of the society today, the evolution of the educational system and families, critically analysing the most relevant issues in society, and looking for mechanisms of collaboration between school and family."

Likewise, one of the interventions of the didactic proposal, the written part, focuses on the relationship between school and families, as these ones are important agents in the students' learning process.

- "Use language as a tool at the service of communication and the understanding of reality, at the same time developing the skills and abilities necessary for the interpretation and creation of literary texts."

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Taking into consideration the main topic of this Final Degree Project, communication is essential to foster the student's language skills using the poetic genre. Moreover, the production of literary text is promoted, in both oral and written manner.

- "Plan what is going to be taught and assessed in relation to the relevant foreign language, as well as selecting, devising, and developing teaching strategies, types of activities and teaching resources."

The didactic proposal designed and implemented in this project aims at the development of teaching techniques and strategies that respond to the foreign language teaching process, as well as the assessment implemented in each lesson.

3.2.3. Objectives of the Degree

The main objective of the degree is to train professionals with the capacity to provide educational attention for Primary Education students and to prepare and monitor the pedagogical proposal referred to *Article 16 of the Organic Law 2/2006, of 3 May, on Education for the teachings of Primary Education* (My translation). Notwithstanding, this dissertation is related to the following degree's objectives:

- "To know the curricular areas of Primary Education, the interdisciplinary relation between them, the assessment criteria and the didactic knowledge about the respective teaching and learning procedures."

This objective is mainly achieved in the didactic proposal, as it is contextualised in a curricular area of this educational stage, as well as an assessment criteria that it is created in relation to the objectives and contents of this proposal.

- "To design, plan and evaluate teaching-learning processes, both individually and in collaboration with the other teachers and professionals."

In this Final Degree Project, a didactic proposal is designed to promote students' language learning processes using poetry as a tool to enhance language skills individually.

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4. THEORETICAL FRAMEWORK

4.1. WHAT IS CHILDREN'S LITERATURE?

To start with, the terminology of children's literature has a very unproblematic meaning, as it refers to the materials written to be read by children or young people. According to Clifton Fadiman, "[c]hildren's literature consists of written works and accompanying illustrations produced to entertain people" (2023, n.p.) This quote introduces us to a very crucial term that will be of significant help to us throughout the dissertation: illustrations. Illustrations in children's literature have the same importance, or even more than the text, as they help the reader to create a notion of what is being conveyed, the story that is being told, the emotions and intentions of the characters, etc.

With this information, it is considered that children's literature is constituted by a category of books which absolutely depends on supposed relationships with a particular audience: children (Lesnik-Oberstein, 1998, p. 15). Accordingly, children have different interests than adolescents or adults, so it is established that children's literature presents topics adapted to the tastes and needs of this audience.

Moreover, good children's books have a universal quality that appeals to young and old people, containing the basic elements such as a well-containing plot, worthy content and subject, appropriate style and a format that is attractive to readers. Therefore, there is an enormous difference between writing for adults and writing for children, as authors constantly seek for something meaningful and pleasing for children (Huck, 1964, p. 467).

Another interesting definition or meaning of children's literature is:

Children's literature is a set of artistic-literary productions, with common and "features with other literary productions (...) to which they have access in early stages of linguistic and cultural formation (Mendoza Filloa, 2010, p. 1).

With these valid details, we can say that this type of literature is aimed not only to entertain readers, but also to foster a linguistic development from the earliest childhood to early adulthood. What is more, children's literature has in all its products repetitive patterns which aid to acquire and reinforce language and different linguistic structures.

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4.1.1. Genres and purposes of children's literature

As we read in Pavel, "[n]otions that designate literary genres are most often unstable. First and most obviously, they change with time, as the comparison between Greek and Renaissance tragedy shows" (2003, p. 201).

Children's literature, like literature intended for adults, has three main genres, which are the separate groups or categories into which we can classify literary creations. According to Fajardo-Fajardo & William-Oswaldo (2020), the three main literary genres are the following:

- **Prose or narrative**: this is an extensive narration in prose, often in verse, which recounts the most significant, remarkable, and impressive deeds and exploits of an individual, people, or nation. It follows a normal progression of conversation and syntax. Biographies or fables serve to exemplify this literary genre.

- **Poetry**: it is the manifestation of the poet's innermost thoughts and feelings. In this genre, the poet expresses their own emotions or ideas, using rhyme, rhythm and sound patterns, among others. Some examples are folk songs, sonnets, or epics.

- **Drama**: it is a play that is a written work in dialogue form, often composed in verse and prose, and is intended for theatrical performance. Tragedies and comedies are some examples of drama.

Children's literature constitutes valuable learning on the part of students, since, as can be seen in Bayraktar (2021, p.2), children can learn to use adjectives, pronouns, plurals, and positive or negative expressions correctly and appropriately. By expanding their vocabulary, students can more easily express their thoughts and feelings.

Likewise, children's literature can enhance the students' thinking skills, encourage comparison between stories or information, facilitate classification or subjects, characters, and objects, and promote understanding of cause-and-effect relationships. This is an essential purpose of children's literature due to the fact that through books (regardless of gender) students could learn about some important values and desired personal traits.

In essence, poetry fosters the development of both students' cognitive and emotional skills, promotes their creativity and imagination, supports their language development, and enriches their vocabulary and syntax.

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4.2. THE USE OF POETRY IN THE ESL CLASSROOM

4.2.1. What is poetry?

At the outset, poetry is a literary genre characterised as a manifestation of feelings, emotions, and reflections that humans can express about several aspects of life, and it can be composed in both verse and prose. As can be seen in Arnold (2000, p. 2), the primary purpose of poetry is to interpret life and he argues that poetry can provide self-assurance and nourishment to humanity.

This statement, therefore, evokes the essence of poetry as a form in which human beings express themselves. In this way, it also provides us with the information that, through poetic language, the author comments on his or her thoughts, sensations, or concerns about life.

Furthermore, "[p]oetry can be many things. Poetry can be philosophical, or emotional, or sentimental. It can paint pictures, in a descriptive mode, or tell stories, in a narrative one" (Wolosky, 2008, p. 3). With these words, it can be observed that poetry can bring attention to current issues, such as the state of the environment, while also providing pleasure to the reader. Moreover, as can be seen in this author, the poetic content of a poem can be taken from different approaches or perspectives, depending on what the author intends to convey (p. 5).

4.2.2. The ESL classroom.

At first sight, the English as a Second Language (ESL) classroom is a valuable tool for language learners due to the fact that it aims at providing non-native English speakers or English Language Learners (ELL) with the essential skills to communicate in an effective manner in the foreign language.

For that reason, according to Powel (2004, n.p.), in an ESL classroom, the student is worried about interpreting both verbal and non-verbal communication, as well as understanding the socio-cultural context of the school. In fact, learning in ESL classrooms opens the door to other cultures, as students can understand, with the use of foreign language, the influences and traditions of different social groups around the world.

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Hence, as can be seen in Evastic (2013, n.p.), in the classroom, ELL students should participate in all activities that facilitate language production. For instance, they may respond with gestures, nods, or other physical cues. On the other hand, the teacher ought to strive to create a non-stressful environment and provide understandable language, along with any necessary support. The components of the ESL classroom are shown in Figure 1.

Figure 1

Components of the ESL classroom
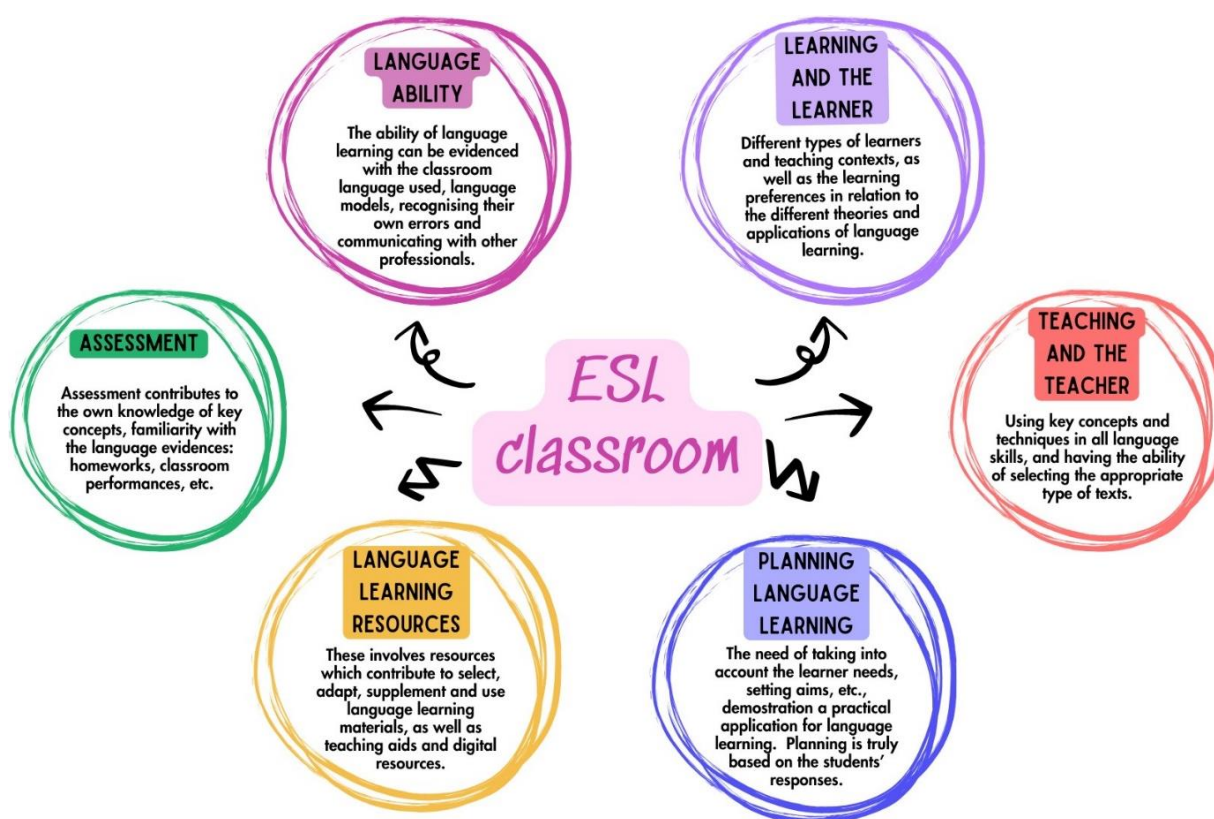
Source*:* brainstorming adapted from Cambridge Framework Components (2019). Own elaboration.

As it is seen in this section, the ESL classroom is a meaningful opportunity for students to work collaboratively, as it encourages them to talk, help each other and collaborate in language acquisition tasks and activities. Additionally, English as a Second Language could be a good tool for working with Information and Communication Technology (ICT), as it improves the students' technological competences.

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4.2.3. Purpose of poetry in childhood. Advantages of using poetry in language teaching in the ESL classroom.

This literary genre, poetry, has many benefits and purposes for children. Thus, the role of poetry in childhood is complex and crucial for fostering emotional, linguistic, and intellectual growth in children's minds.

Primarily, the poetic genre encourages language development, as it tends to use more complex and elaborate syntactic elements. As we read in Panavelil, "[p]oems provide students with an opportunity to enrich their vocabulary in a new way by offering meaningful context, in which vocabulary could be used and hence be remembered more effectively" (2011, p. 12). As a result, it enhances the assimilation and use of unfamiliar words which broaden and improve the student's vocabulary in the second language - English.

In line with this argument, Nation (2005, p. 48) contends that acquiring vocabulary should be viewed as a process of accumulating knowledge through repeated and diverse encounters with the lexical element. It is therefore convenient to follow Santillan & Rodas' words: "the use of poems when teaching/learning a foreign or second language can be promoted on the basis that poems stimulate vocabulary enrichment" (2020, p. 51).

Accordingly, it is essential to persist in teaching poetry because it has benefits for pronunciation, and it is important to focus on the sound structures and the rhythms, which help students to develop their second language (Krams & Mueller, qtd. in Schultz, 1996, p. 921). Moreover, rhythm help students to work on their sociability, as it is created a common link among people, as, for example, when they are talking, walking or reading poems, they are creating rhythm that is accepted by everyone.

Additionally, according to McKay (1982, p. 532), poems encourage students in developing their creativity providing a break from regular classroom routines. Hence, teaching poetry to young students in the ESL classroom could be motivating due to generating strong emotional reactions. As mentioned before, this is a genre characterised by establishing the author's emotions, so poetry holds an impressive, sentimental, and emotional component, and, therefore, provides opportunities for students to project their emotions promoting personal involvement in their self-learning process.

Furthermore, the use of poetry in the classroom stimulates children's both auditory and rhythmic memory, as well as their visual one, due to the fact that poems have different

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structures than narrative compositions (which is what they are more used to). In this way, in terms of intelligences and memories, as poetry can be used in different areas or contexts, it could be a meaningful tool to develop Howard Gardner's eight intelligences.

As we have seen in this section, the use of poetry is present in childhood and has many benefits and advantages for use in the foreign language classroom from a pedagogical and didactic point of view in Primary Education.

4.2.4. Language acquisition through poetry.

As a starting point, one of the targets of this project is to delve into the mechanisms to foster language skills in Primary Education students with the use of the poetry genre. Thus, poetry plays an essential role in developing language, as it facilitates meaningful interactive activities embodying natural and systematic structures that portray the poet's individual feelings (Reazul, 2022, p. 317).

This way, following the words of Reazul, apart from these characteristics, poetry often includes language that is pregnant with allusion, illusionary representations, aphorisms, and figurative language with various rhetorical devices. This multifaceted language of poetry encourages the natural ability of ESL students to infer, deduce and predict the meaning of the content, which can ultimately stimulate interest in learning English through the power of poetry.

Moreover, the use of poetry in the language classroom generates a natural discourse context that directs the reader's attention to textual features of the poem, (Hanauer, 2001, p. 298). What is more, the second language learning is developed in two main ways, according to Hanauer:

1. It directs the learners' attention to the linguistic properties of the input, and thus, offers the opportunity of widening the learners' intake.

2. It enhances the language learners' ability to notice the gap between the input and their own output and thus enhances their ability to evaluate their own implicit knowledge of the language.

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Likewise, what this author wants to demonstrate is that poetry focuses on the learner's attention to the content language, helping them to expand their understanding of the information or the composition's meaning. It also improves the learner's ability to assess their implicit knowledge of the language shown in the oral or written poem. This is a process that is acquired progressively, with the use of poems in all the possible activities among different areas of knowledge.

4.2.5. The use of poetry to develop student's oral and written communication skills.

As mentioned before, the main aim that is pursued by this Final Degree Project is to demonstrate that using poetry as a second language learning tool could foster language skills in Primary Education students. Hence, poetry is widely acknowledged as a powerful means of expression due to its rhythmic language and reminiscent imagery. In addition to this, this literary genre also has considerable potential as a tool for the development of student's both oral and written language skills.

- **Oral communication skills**

Poetry's oral tradition is one of its most captivating features. Throughout history, it has been recited and performed, highlighting the significance of the oral communication process. When we discuss oral communication skills, we are referring to listening and speaking language skills. According to Hadaway et al.:

> [T]eacher's emphasis on reading poetry aloud and talking openly about poetry every day (...) provides the kind of practice with words and language so essential to the continuing oral language development (...). Moreover, such practice is absolutely critical to the students who are learning English at the same time as they are learning everything else. The spoken word has a special power to promote such learning (2001, p. 796).

These authors' words provide us with the information that it is considered essential to develop or awaken the Primary Education students' interest in oral communication through the use of poetry. This development of these oral skills can be promoted through different techniques in the ESL classroom, such as speaking in front of an audience,

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participating in oral presentation in collaborative groups, or mastering the pronunciation of words with the use of progressively more challenging vocabulary.

What is more, "[t]rough these chances to talk and listen, they (students) gain a great many understandings about language and how it functions - how the language sounds in various circumstances from formal to informal, how sentences are structured, and how different words are used with different audiences" (Hadaway, et al., 2001, p. 797). These words let us know that pronunciation is of foremost importance when listening or reading poetry aloud, because having students recite a poem can provide an excellent opportunity to improve their pronunciation of various phonemes in the English language (Khan, 2020, p. 805).

Therefore, in words of this author, "the use of challenging vocabulary can be helpful in making students aware of silent letters, (…) the occurrence of syllabic consonants as well as in making distinction between spelling and pronunciation" (2020, p. 805). The association of these processes is essential to build the students' understanding and own knowledge of the English language.

Furthermore, stress and intonation are two qualities that ESL students ought to develop while narrating poems, due to "[i]ntonation not only helps to make the speech more enjoyable, but also give it musicality that makes it more pleasant, but it is also a key element in revealing the speaker's communicative intention" (Molina, 2014, p. 2. My translation). With this relevant information, it is required that this language skill be worked on and promoted in Primary Education ESL classrooms, as intonation can change the meaning of the poetic composition considerably.

In short, poetry is a good tool to enhance oral communication in the classroom, as well as it allows students to acquire intonation and phonetics in the English language.

- **Written communication skills**

According to Damawati, "[w]riting had an important role either a writer wanted to deliver a message to a reader for a purpose or contrarily a reader wanted to deliver feedback from the written text. Through writing, the writer could explain any things." (2011, p. 54). As a result, the written message allows the reader to obtain information, as it requires the

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ability to express feelings, opinions, or ideas. Therefore, the message can be easily understood by the person who is reading.

Furthermore, in the research made by Mahmud (2017, p. 47), it is concluded that, using poems, the students develop good strategies in their writing skills (reading and writing). What is more, students who were taught to write or develop paragraphs using self-created poems showed a significant improvement compared to those who were not taught using poetry writing.

These results found in Mahmud's research give the opportunity to conclude that poetry, through its rhythmic patterns, rhyme, and musicality, helps students to better organise their ideas, as well as to expand their vocabulary in the foreign language – English. Moreover, the use of poems to develop writing stanzas contributes to enhance the students' creativity to write.

Additionally, as mentioned before, poetry could be used in all areas of knowledge, which means that an abundant variety of themes and topics of poetry help ESL students to enhance and foster their writing skills.

The reading skill is therefore based on the idea that poetry enables students to derive meaning from context, to understand and process meanings, and then to use them through rational and contextual interpretations (Reazul, 2022, p. 317).

Reading, thus, involves a procedure that is acquired progressively by the students. Panavelil (2011, p. 13) establishes three types of activities: pre-reading, while-reading, and post-reading activities, which are developed through the following plan of action: the pre-reading involves those activities designed to brainstorm the students' general concepts about the poem; the while-reading involves activities aimed at helping students to experience the poem developing an interaction between the reader and the poem; finally, the post-reading involves those activities based on the student's reflection about the content and meaning of the poem.

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4.2.6. Techniques and methods to use poetry to learn a second language.

The conventional view of poetry as a highly sophisticated form of literary and linguistic expression makes it difficult to understand for anyone but the most advanced language learners. In the words of Esaa "[t]traditional education does not observe young people's experiences, nor does it match their abilities" (1988, p. 149).

Nevertheless, poetry teaching and language teaching through this literary genre has changed, introducing in ESL classrooms an interactive and more collaborative approach, and that could describe how to promote cooperation, communication, and self-expression. There are diverse types of poetic structures that could be used in the ESL classroom to promote the students' language skills, according to Finch (2003, n.p.):

- **Picture poems**: picture poems provide a visual perspective on word arrangement, making them an effective tool for engaging learners with target vocabulary. Non-grammatical structures allow students to manipulate language, creating both visual and verbal output.

Figure 2

Example of picture poem
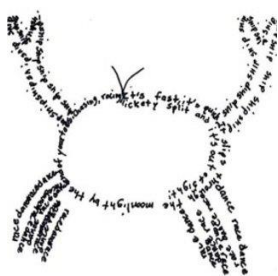
Source: Extracted from Finch (2003, n.p.)

- **Pattern poems**: pattern poems are versatile and suitable for learners of all ages and levels. They are especially useful in the ESL classroom as they can be tailored to teach grammar and sentence structure. The most usual examples are acrostics. In writing, pattern poems have benefits, such as (Frinch, 2003, n.p.):

  ○ Pattern poems play with words and see what fits.
  ○ They help to rehearse correct spelling.

○ They allow to use familiar vocabulary and discover new vocabulary.

○ These poems could permit the use of specific language structures such as phrases, word order and verb tenses.

Figure 3

Example of pattern poem: acrostic

Source: Extracted from Kwon (2018, p. 304).

Furthermore, pattern poems can provide a range number of positive learning experiences or functions, that significantly break away from conventional methods (Frinch, 2003, n.p.):

1. **Interactive modelling**: students work on a poem with the teacher in a playful environment, observing and interacting with the instructor and peers. They interpret the poem using rhythmic patterns or music, while mimicking the teacher's gestures and movements.

2. **Collaborative groups**: small groups collaborate when they work on the same piece of writing together, where the teacher presents and illustrates the learning content giving an example of a poem, encouraging students to make their own poems, employing critical thinking skills, and practising the decision-making language.

3. **Sensory stimulation**: the use of pictures, colours, sounds or video clips can considerably help the student's creative process, while learning a second language.

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4. **Sharing spaces**: students' poems can be shared in the ESL classroom (displays, poetry readings, exhibitions, greeting cards, etc.), where the learners must use intonation and memorise the poems.

Apart from these techniques to use poetry to enhance the student's language skills in the foreign language, Robertson (2023, n.p.) proposed different techniques or methods to familiarise students with various kinds of poems. First, the teacher could provide students with poems that are manageable, that is to say, that have simple or familiar language for them. Then, it is important to give students a chance to illustrate poems, and read a variety of poems aloud, noticing rhythms, rhymes and feelings represented.

4.2.7. Criteria for selecting poems in the ESL classroom.

Initially, in order to successfully use poetry as a teaching tool, the selection of poems for the foreign language classroom is considered to be a very important step. According to Panavelil, "a teacher should be extremely careful while choosing the text that he/she wants to deal with in the classroom. The needs of the students, their motivation, interests, and cultural background should be taken into consideration" (2011, p. 112). Tomlinson (1986, pp. 35-36) defined seven criteria or basic concepts for selecting poems in the ESL classroom:

Firstly, the **universal appeal** consists of global issues such as age, sorrow, love, death, education, etc., owing the fact that there are some poems that could appeal to few people, but not to the majority. Then, the **surface simplicity** is related to considering poems linguistically accessible for all learners, not only with higher intellectual capacities, which is essential to have a meaningful learning.

Moreover, the **potential depth** addresses the meaning of poems, which have to be focused on the students' own interests, as well as the **affective potential**, which is referred to the expression of strong emotions, attitudes, feelings, opinions, or ideas that students could feel or know through the lived experiences.

The **contemporary language** therefore refers to the importance for the foreign language learner to identify the language that resembles their own language that they are being asked to learn. Likewise, **brevity** is essential for children's poetry, as poetry is much more challenging than the reading assignments and exercises in the textbooks. Finally, the

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potential for illustrations is crucial for language learners, as visual, auditory, or tactile illustration helps to enhance the meaning and aims of the poem.

In summary, ESL teachers should select the poems used in their classroom according to specific criteria and taking into consideration the students' preferences, their language level and creativity. For this reason, it is important to make effective use of poems that are related to the course objectives and topics, as poetry is a cross-disciplinary tool to work in all areas.

4.2.8. The use of 'the travelling book' to establish a connection between families and school.

One of the interventions of this Final Degree Project's proposal is "Our Year 3 B poetry book", which is a travelling book that is considered to develop students' individual writing skills. According to Benítez, "a travelling book is a great activity for the development of literacy and written expression in any cycle of Primary Education" (2010, p. 5. My translation).

With these words, we can conclude that a travelling book is a book with blank pages that will arrive each day at the home of a student, who will have to write (in this case, a poem) which he/she thinks is convenient or of interest to him/her. The next day, their compositions or projects will be shared with the rest of their classmates. The students' productions could be presented in several ways, giving them the opportunity to discover or create different poem structures.

Besides, the travelling book is a good tool to involve families in the teaching-learning process of their children, because families should help students to create and complete the travelling book, giving them ideas on what they can write about, helping them with the writing they want to do or giving them advice on their speaking the next day.

To conclude, the use of the travelling book fosters that students would feel the true main character of their learning process, as well as it promotes the development of some values, such as tolerance, respect, collaboration, etc.

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4.3. TASK-BASED LEARNING

Firstly, it is essential to emphasize the idea that the didactic proposal that is developed in this dissertation is based on a methodology that is called task-based learning. This method has gained popularity in recent years due to the many advantages it has for students' learning in the ESL classroom.

Hence, "[a] task refers to a language learning effort that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real world language" (Richards, qtd. in Ismaili, 2000, p. 292). Tasks are activities in which communication is the main tool to achieve an outcome in the Primary Education classrooms. Likewise, task-based learning, according to Ellis (2003, n.p.), involves the following components:

- The meaning is predominant.
- There is a problem that must be solved.
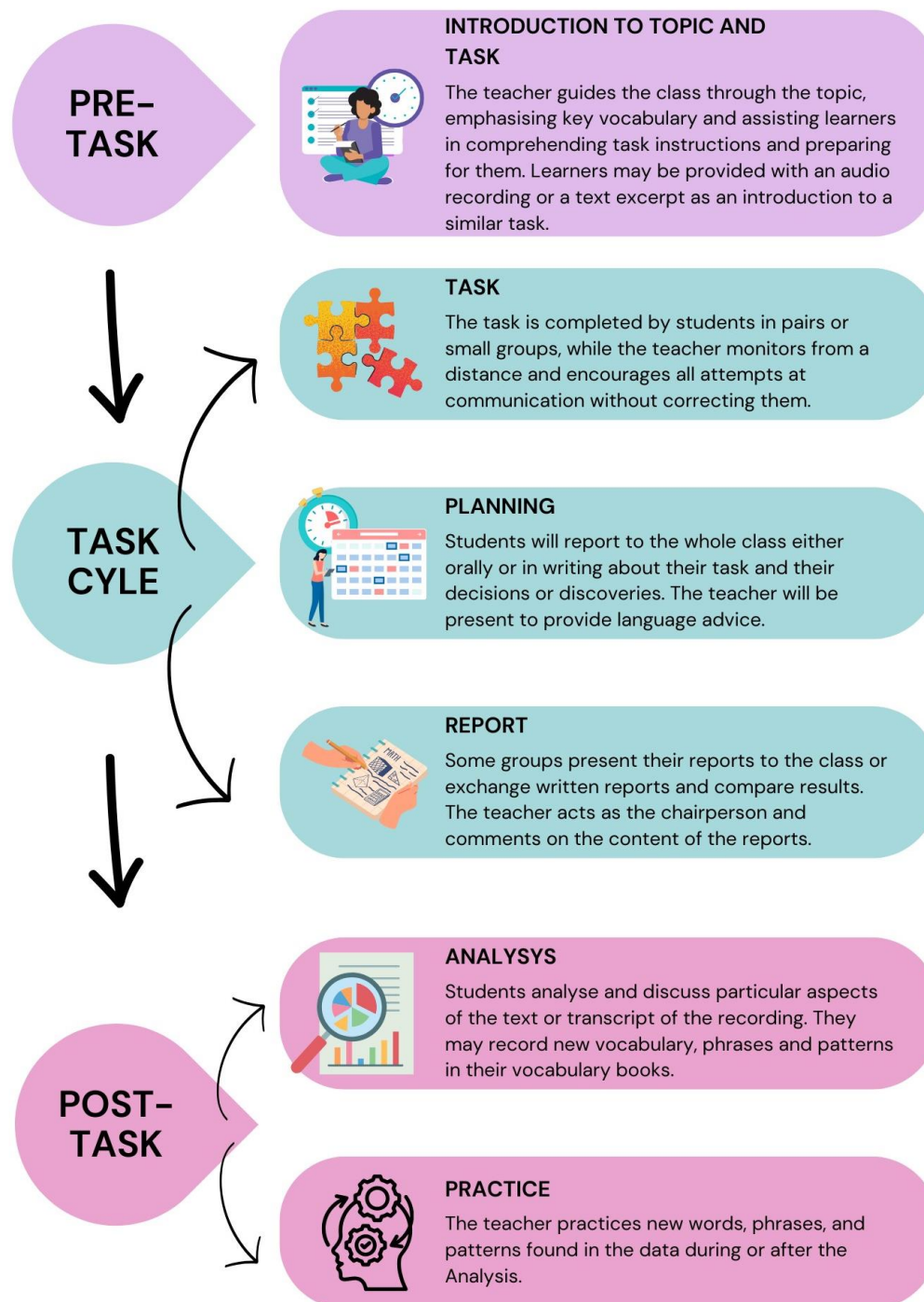- The performance is outcome evaluated.
- There is a real-world relationship.

In addition, the term sub-task can be used to divide the work of an assignment into smaller ones, and they operate as independent activities with the purpose of improving clarity, conciseness, and formality. They are intentionally arranged to internalise concepts, to develop skills and to encourage a greater understanding of a topic.

Moreover, this author emphasizes that this method (task-based learning) "is a form of teaching that treats language primarily as a tool for communicating rather than as an object for study or manipulation" (2003, n.p.). In this Final Degree Project, developing communication is the main topic, thus it is indispensable that this method is completely developed in the ESL classroom with the aim of accomplishing the objectives of this dissertation.

Task-based learning consists of three main phases: pre-task, task cycle and post-task stage. As can be seen in *Figure 4*, there are different components of task-based leanings, as well as the teacher and the students' roles in this process.

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Figure 4

Components and agent's roles in the Task-Based Methodology

PRE-TASK

INTRODUCTION TO TOPIC AND TASK

The teacher guides the class through the topic, emphasising key vocabulary and assisting learners in comprehending task instructions and preparing for them. Learners may be provided with an audio recording or a text excerpt as an introduction to a similar task.

TASK

The task is completed by students in pairs or small groups, while the teacher monitors from a distance and encourages all attempts at communication without correcting them.

TASK CYLE

PLANNING

Students will report to the whole class either orally or in writing about their task and their decisions or discoveries. The teacher will be present to provide language advice.

REPORT

Some groups present their reports to the class or exchange written reports and compare results. The teacher acts as the chairperson and comments on the content of the reports.

POST-TASK

ANALYSYS

Students analyse and discuss particular aspects of the text or transcript of the recording. They may record new vocabulary, phrases and patterns in their vocabulary books.

PRACTICE

The teacher practices new words, phrases, and patterns found in the data during or after the Analysis.

Source*:* Brainstorming adapted from Ho & Do (2020, n.p.) Own elaboration.

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In Badrus' words, task-based learning has many advantages for ESL students, as they are free to express themselves, using all their language tools instead of merely performing and memorising the knowledge (p. 140). Moreover, "this methodology provides students with more opportunities to introduce themselves to the target language and internalise language skills" (2020, p. 141).

This author expresses the idea that task-based learning is very beneficial for the learning process of students, as well as for teachers (p. 140). In this way, students are much more involved in the classroom environment, as well as acquiring more meaningful learning which helps them to acquire practical skills.

In essence, in accordance with Ismaili's words (2000, p. 296), task-based teaching improves the students' learning process as it encourages them to complete tasks and activities, leading to improved performance. Furthermore, it enables students to acquire new linguistic knowledge using poetry in the ESL classroom, and to develop their existing knowledge.

With this methodology, students are more motivated to learn during the development of the different tasks, which are especially beneficial in mixed-ability classrooms as they support cooperative learning. This method allows students to work together and help each other, fostering a positive and engaging learning environment.

In conjunction with poetry in the ESL classroom, task-based learning plays a crucial role in the students' learning process. Taking into consideration *Figure 4*, pre-tasks should be in line with the interests of the students, so the teacher should introduce the topic in a way that will engage them and make them participate in the project. It is important to explain to them the importance of rhyme and rhythm in poetry, and that poetic compositions could explain anything: their interests, feelings, worries, etc.

Learning motivation is essential in this methodology, so dividing students in several groups during the task cycle allows students to create a good learning atmosphere, as well as the knowledge of how to create a poem using new vocabulary and acquiring language skills in the foreign language. Finally, practice in both oral and written manner is essential for the students' learning to become meaningful.

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5. DIDACTIC PROPOSAL DESIGN

We are poets!

In this section of this Final Degree Project, it is developed a didactic proposal about using children's poetry to learn a second language (English), and to enhance the students' both oral and written language skills. This project is proposed for the second cycle of Primary Education, more specifically for the students of Year 3. In order to implement this practical approach, it is carried out a didactic proposal called *We are poets!*

With the aim of making this proposal enriching for the Primary Education students, two main interventions are developed: "Our Year 3 B poetry book" to reinforce written skills, and "Year 3 B poetry contest" to promote oral ones. It should be considered that those two interventions are interconnected and complement each other. With this project, what I intend is to make students aware of their learning process and to transmit them that poetry could be an enjoyable tool to learn English.

5.1. CONTEXT

The context where this didactic proposal is put into practice is a state and bilingual school located in the city centre of Palencia. Given the bilingual nature of the school, the areas taught in foreign language (English) are: Natural Sciences, Arts and Crafts, and Physical Education, as well as the compulsory subject of English. Communication is one of the most important values of this school, so it is considered essential that students express their opinion and communicate it in a respectful way.

The class, Year 3 B, is composed of 25 students aged between 8 and 9 years old, of which 14 are girls and 11 are boys. The class has two students with high intellectual capacities and one student with dyslalia (difficulty in pronouncing the /r/ sound). These students do not have significant adaptations in bilingual subjects, but they do require some support in order to benefit from the learning process.

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5.2. OBJECTIVES

The main objective of this didactic proposal is to foster both oral and written language skills in Primary Education students (Year 3) with the use of the poetry genre. Nevertheless, there are several general and specific objectives that contribute to reach the main one. These objectives are listed below:

5.2.1. General objectives

1. To promote the development of language skills of Primary Education students through the reading and writing of poems.

2. To achieve greater mastery in articulation, intonation, and pronunciation of words, while polishing and enriching the students' language

3. To establish a connection between the students' learning process and the families' implication.

4. To promote memory, imagination, creativity and reading comprehension through motivational tasks and techniques related to poetry.

5.2.2. Specific objectives

1. To raise students' awareness about the importance of children's literature and the poetic genre.

2. To encourage an interest in discovering the beauty and qualities of good poetry, developing a taste for literature.

3. To encourage literary interest and critical thinking among Primary Education Students.

4. To promote students' cooperation and collaboration in both small and big groups.

5. To develop an environment free of discrimination where social relationships take place.

6. To appreciate the use of foreign language as a means of meaningful learning and as a way of communicating with the rest of the people.

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5.3. METHODOLOGY

The methodology pursued by this didactic proposal is the one previously mentioned in the theoretical framework: task-based learning (TBL). Additionally, a methodology in which communication is an essential tool is applied, encouraging all students to participate and emphasising cooperation among students in different groups.

Following task-based learning, students are expected to reach a final product through the completion of a series of tasks leading to the achievement of the proposed objectives. The student's role, therefore, is fully active in the learning process, whereas the teacher acts as a guide or facilitator of this learning.

Thus, cooperative learning is promoted, as it facilitates the group processing by reflecting on the learning process the effectiveness of the members of the group, the interpersonal and social skills due to the fact that students work together and interact with each other, and they cooperate to reach the different tasks' learning objectives.

Furthermore, the implementation of experiences that involve or have a certain positive emotional component is promoted, while students acquire meaningful and constructivist learning that is close to the children's interests.

5.4. FIRST INTERVENTION: "OUR YEAR 3 B POETRY BOOK"

This first intervention, called 'Our Year 3 B Poetry Book', corresponds to the implementation of a travelling book that reflects the students' learning and productions about writing poetry, that is to say, the written part of this proposal. For this purpose, before handing out the book for the students to fill in daily, a preparatory session will be held, in which the students will be introduced to the concept of rhyme and rhythm in poetry in the foreign language - English.

Regarding the temporalisation of this intervention, it must be taken into consideration that in the Year 3 B class there are 25 students, so it will last approximately five and a half weeks (from the 4th of March to the 16th of April 2024). *Tables 1 and 2* below show the sessions corresponding to this first intervention.

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Session 1

This first session it is introduced the purpose and premises of the elaboration of the 'Our Year 3 B Poetry Book', which contributes to develop the students' competence in linguistic communication, as they ought to use the foreign language (English) to communicate with each other. Additionally, the digital, and the personal, social, and learning to learn competences are fostered, as students should participate in groups using a technological device that helps learners to acquire literary knowledge.

Table 1

Session 1 development (first intervention)

Session 1 – Introduction to 'travelling book'.	
Date	4th March 2024
Timing	60 minutes
Objectives	• To recognise the importance of poetry to develop communication. • To carry out cooperative learning strategies using social relationships. • To encourage thinking strategies in the foreign language.
Sub-task 1	This first activity is called **What are the functions of a poet?** This activity specifies what poetry is, what it consists of, and the functions of the poem. To do this, students are told how poets make their compositions through rhyme. They are also taught about the interdisciplinary nature of poetry; in other words, that it can be about whatever they want: their interests, concerns, feelings, etc. In order to transmit this knowledge to the students, a brainstorming discussion will take place in big group so that the students can organise their ideas and get to know the purpose of making a 'travelling book'. It will last 20 minutes approximately.
Sub-task 2	After introducing students to the process of making the 'travelling book' and guidelines to be followed, the second activity of this first session, called **We create rhymes!** will be carried out. Learners are going to be divided

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	into small groups of about five people, where they must cooperate and work together to achieve the same goal: to create a child's poem.
	In the first step, students will be introduced into an activity on the *Wordwall* web resource, where different fragments of a poem will appear. Students will have to make the vignettes appear until all of them are visible **(Appendix 1**). I am going to give each small group these same-coloured vignettes in physical form, and they must arrange the fragments to form the poem correctly **(Appendix 1).**
	Finally, the students will show the rest of their classmates how they have arranged the fragments, and then on the board the original one will appear. With this activity, they will have acquired the necessary notions to work on the travelling book. Moreover, I will transmit students the importance of families in their learning process, collecting information about the implication of each student's family members. It will last about 40 minutes.
Materials	In this session the materials used are: the digital board, the fragment's vignettes, and the digital resource *Wordwall.*
Assessment	To assess this session, I will consider the teacher's direct observation, as well as the students' communicative production throughout the different activities. Moreover, for this lesson I will design an assessment for learning rubric, in which I am going to assess the group's learning process **(Appendix 1).**

Following sessions

After the explanation of the first session, over the period of approximately five weeks, the Year 3 B students will take the travelling book with them each school day in order to fill it in with their productions. For this purpose, this session develops primarily the competence in linguistic communication due to the fact that students must use the written language to create their poetic productions. In addition, plurilingual competence is promoted, as students must use English as a second language.

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Table 2

Session 2 development (first intervention)

Following sessions – 'Our Year 3 B poetry book" completion.	
Date	5th March 2024 – 16th April 2024
Timing	10 minutes each day when reading aloud the poem.
Objectives	- To make a good use of written language to create poetic compositions, with language adapted to the age of the children. - To encourage students to use English as a foreign language. - To instil in students an appreciation for literary language.
Development	In order to complete the travelling book, each pupil will take home this valuable material where they will fill in a poem adapted to their level. In the corresponding section, they will find the title, the space to write the poem and they will have to draw a picture about the poem.
	Although the aim is for them to write the poems themselves using their knowledge of the foreign language, pupils who, after my observation, have more difficulty with English will be given help by being told that they can get inspiration from some poetry on the Internet, or they can ask a family member if he or she knows English.
	The next day, the learners must read their own poetry aloud to the rest of their classmates, using intonation and rhythm (with the help of the teacher), show their drawing and explain in their own words the content of the poetry.
Materials	The main material or resource that it is used in those following sessions is "Our Year 3 B poetry book" **(Appendix 2).**
Assessment	To assess these sessions, I will use the direct observation in which I will take into consideration the students' communicative productions. Furthermore, the poetic compositions will serve as the main tool of assessment for learning, which is assessed with a rubric **(Appendix 2).** Moreover, as assessment of learning, students will fill in a self-assessment target about the intervention **(Appendix 2).**

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5.5. SECOND INTERVENTION: "YEAR 3 B POETRY CONTEST"

The second intervention of this didactic proposal, called 'Year 3 B poetry contest', primarily responds to the development of students' oral language skills. To achieve this, following the task-based methodology, pupils will follow a process to progressively develop their written and oral skills to create together a children's poetry contest. As mentioned above, both interventions are connected, so the two are based on oral and written skills, even if the purpose is different.

In terms of temporalisation, this intervention will last for 7 days distributed over two weeks in the third term of the academic year 2023/2024, that is to say from the 3rd of April to the 11th of April 2024.

Pre-Task – Sessions 1 and 2

Following the brainstorming adapted from Ho & Do (2020, n.p.) about the components of the task-based learning, the pre-task is the first step for achieving the poetry contest, which establishes first the basis or introduces to the learners what is the project about and the purposes of the proposal. This section is based on the implementation of several preparatory tasks or activities in order for the learner to acquire the notions for what the final task or product will entail.

Regarding the basic competences it involves, the competence in linguistic communication is promoted, as learners ought to use English as a vehicular language to complete the different pre-tasks required. Additionally, the plurilingual competence is fostered, as students must use foreign language to communicate with each other using literary language. Finally, with the personal, social, and learning to learn competence, learners ought to participate in group projects using the communicative skills with respect.

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Table 3

Session 1 development (second intervention)

Session 1 – Pre-task (1) *We start our journey!*	
Date	3rd April 2024
Timing	60 minutes
Objectives	• To encourage Year 3 students to use English as a way for communicating with each other, and with the teacher. • To introduce the premises of a poetry contest. • To promote verbal and non-verbal language through role-playing.
Sub-task 1	As an introductory activity, that is called **Introduction to poetry contest!** a discussion will be first promoted where I will explain to the students the proposal and what they must do to make it successful. After this short discussion, students will be provided with different videos explaining what poetry is, and several examples of poetry contests held by children, so that they can observe the non-verbal communication, especially that is conveyed in this type of contest **(Appendix 3).** After the videos, the following questions will be proposed to the students, so that they can question themselves and it is created a space of reflection in the classroom: • What is a poetry contest about? • Is non-verbal language important in a poetry contest? • What are the most important gestures in a poetry contest? • Are the rhythm and musicality essential to recite a poem aloud? It will last approximately 20 minutes.
Sub-task 2	After watching the videos and reflecting on the tasks to be done, I am going to divide the students into small groups of five people and give each group a children's poem by Michael Rosen **(Appendix 3).** This will last approximately 7 minutes. I will explain that they should agree on how to perform the poem, as seen in the videos beforehand. In this way, children must agree on the

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	fragments to be represented, the gestures to be made and the intonation to be used so that the poem is performed in the best possible way. This task will last approximately 35 minutes.
	Afterwards, each small group will be asked to act out their poem, telling what gestures they have performed, what Michael Rosen's poem is about and what they have learnt from this task, all in the foreign language – English. It will last about 5 minutes.
Materials	The materials used in this session are the three YouTube videos, the sheets containing the Michael Rosen's poems and the digital board to show students the videos.
Assessment	To assess this session, the teacher's direct observation will be the main assessment tool, as he/she can see how students have understood the main purpose of these pre-tasks, the language used and their improvement from the previous sessions.

Table 4

Session 2 development (second intervention)

Session 2 – Pre-task (2) *Warming up to go!*	
Date	4th April 2024
Timing	60 minutes
Objectives	• To introduce students to new and different poetry techniques. • To promote written language skills through poetry. • To encourage students to produce different poems using the foreign language – English.
Sub-task 1	To begin with this second session, which will be conducted individually as a whole, the students will start with the sub-task *A cup of rhymes,* with the help of a worksheet where they will be given a series of words and must circle those that rhyme **(Appendix 4).**
	Through its café aesthetic, in which students are going to find different coffee cups with several words inside them to rhyme, which students are

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	going to find a challenging and fun way to learn poetry. After circling those words that rhyme with the main word, a group discussion will take place where the students show those words they have circled and, together, more words that rhyme with each other will be provided in the digital board. It will last 10 minutes approximately.
Sub-task 2	After the rhyming activity, which is the most basic one in this session, the learners will individually produce an acrostic in order for them to experiment and learn that there are different techniques for writing and reciting poetry. This task, called **We create an acrostic!** will consist of students creating an acrostic about animals through a worksheet **(Appendix 4)** that I will give to them, taking advantage of the fact that this is the main topic of Unit 4 of the students' English book. Through rhyme and rhythm, students must use the vocabulary they have already learned and acquired to create an acrostic. After this, students will recite their acrostics, which will then be displayed in the Year 3 B section of the corridor. It will last over 25 minutes.
Sub-task 3	Finally, in this third sub-task, called **Picture poem!** the students, individually, must freely create a picture poem choosing any shape they wish, e.g. a car, a rocket, a house, a tree, etc. **(Appendix 4).** Through this sub-task, what we encourage in students is their own literary expression through their interests and needs. After this, each student will present their picture poem to the rest of their classmates so that they can express themselves both orally and in written form. Finally, the picture poems will be displayed in the corresponding section of the corridor. It will last 25 minutes.
Materials	The materials used in this session are the worksheets and the digital whiteboard.
Assessment	To assess this session, the main technique or tool will be the teacher's direct observation, as well as the students' productions along the different

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	sub-tasks. Moreover, an assessment of learning checklist will be used **(Appendix 4).**

Task cycle – Sessions 3, 4, 5 and 6

The task cycle is the second component of the Task-Based Learning (TBL), and it is divided into three different steps: the task, the planning, and the report. This generalised information has been adapted in this proposal with the purpose of better achieving the project's objectives. The following sessions show the process of realisation and completion of the proposal: creating a poetry contest. To do this, the student must show progress through the steps of TBL, to finally be able to carry out the contest.

With regard to the basic competences, these sessions are based on the development of the competence in linguistic communication, as students ought to use English as a vehicular language to communicate with each other and with the teacher. Moreover, the personal, social, and learning to learn competence is encouraged, as students have to establish social relationships in learning groups.

Table 5

Session 3 development (second intervention)

Session 3 – Task *We create our poems for the contest!*	
Date	5th April 2024
Timing	90 minutes
Objectives	• To create poems remembering the contents acquired previously. • To develop students' creativity. • To encourage students to use English to create their poems. • To use different poetry techniques, considering pupils' interests.
Development	To begin this session, I will explain to the students what they intend to create: a poem. To do this, I will divide the students into small groups of about five people and guide them through the creation process. This will last 5 minutes approximately.

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	First, they should think about and agree on the content or topic of the poem they are going to write. Then they will write the title of the poem. In the rest of the process, students will start writing their poems, taking into account rhythm and rhyme, while I act as a support or guide to the creative process **(Appendix 5).** Furthermore, students can search for information in the classroom's tablets. Finally, when finished, the compositions will be handed in to me, who will provide some communication improvements, such as some spelling mistakes or pronunciation advice.
Materials	The materials used for this session are a sheet of paper, pencils, and the tablets to look for information or inspiration.
Assessment	To assess this session, as the previous ones, the direct observation is the main technique. With this, I can assess lexical and semantic knowledge in relation to the poetic compositions the students have produced.

Table 6

Sessions 4 and 5 development (second intervention)

Sessions 4 and 5 – Planning *We rehearse!*	
Date	8th and 9th April 2024
Timing	60 minutes each session. In total 120 minutes
Objectives	• To rehearse the performance for the poetry contest. • To provide language advice.
Development	Throughout these two sessions, the small groups organised in the previous session will continue to finish their poems, if they have not already done so, and those who have finished their poem will begin to rehearse their performance, adopting gestures and intonation as required. I will act as a guide in the performance, giving the small groups language advice or some support with the gestures.

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	Finally, at the end of session 5, each group will represent their own poem with the best possible intonation, rhythm and gestures. At the end of this, each group will receive a few comments of the other groups with things to improve.
Materials	The materials used are the poems created by the small groups.
Assessment	In order to assess these sessions, I will use the direct observation through the students' rehearsals and subsequent performances, analysing the connection between the gestures and the poem's content, and if the learner has a good use of intonation and oral language.

Table 7

Session 6 development (second intervention)

Session 6 – Report *The poetry contest!*	
Date	10th April 2024
Timing	30 minutes
Objectives	• To promote oral language through the students' interaction. • To encourage the presence of poetry in Primary Education classrooms. • To make visible and promote a taste for poetry among children.
Development	For this last session of the task cycle, the Year 3 B students will go to the Year 5 A class to take part in the poetry contest. Thereby, each formed group will recite their poem in front of their classmates and the audience: the children of Year 5 A. Each learner will recite the corresponding lines of the poem they have created themselves in groups, while making the corresponding gestures for each word they recite. In addition, they must recite through intonation, pronouncing correctly the words to facilitate understanding. Finally, the Year 3 B students will return to their classroom to make brief comments on their impressions, while I will be acting as chairperson.

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Materials	The materials used in this session are the different poems recited by the different groups.
Assessment	To assess this session, I will use the systematic observation while the students are reciting their poems, taking into consideration the communication used, the gestures connected to the words spoken and their presence on the "stage". To do so, I am going to use a rubric **(Appendix 5).**

Post-task – Session 7

Finally, the last part of this project corresponds to the analysis and proposals for improvement, or practice. After the poetry contest that is carried out the day before, the students will begin by analysing their work to end up proposing improvements if they were to do it again.

Regarding the basic competences for Primary Education, the competence in linguistic communication is essential, due to the fact that students ought to communicate with each other and with the teacher to assess their learnings, as well as the plurilingual competence.

Table 8

Session 7 development (second intervention)

Session 7 – Analysis and practice *We assess our contest!*	
Date	11th April 2024
Timing	60 minutes
Objectives	• To analyse the intervention "Year 3 B poetry contest". • To deepen the proposal for improvement about this project. • To make a general assessment of the importance of the project, and the benefits it has for the learners themselves.
Sub-task 1	To begin with the analysis of the intervention proposal, in big group, Year 3 B students will start a small debate or discussion where they will talk

	about the strengths of the intervention, what they have learnt, if they have improved their vocabulary and language, etc. At the same time as the debate is taking place, I will write down the ideas that are being argued on the digital whiteboard in order to finally make a joint assessment of what has been done: an individual questionnaire, in which the students must answer some questions about the experience **(Appendix 6).** This will last over 30 minutes.
Sub-task 2	After completing the questionnaire, small groups will be formed again where, with their own poem in front of them, they will agree on how to improve some verses, how the poetry contest came out or how they felt when reciting the verses in front of an audience. Finally, in big group, students are going to comment to their classmates the proposals for improvements and end the project with a small game that serves as a self-evaluation, where I say a series of questions about the proposal, and each student must raise a green, yellow, or red cardboard, with green being positive and red negative **(Appendix 6).** In the last five minutes, each student will be awarded with a certificate for having participated in and completed the project *We are poets!* **(Appendix 6).** This will last 30 minutes on a whole.
Materials	The resources used in this last session are the digital whiteboard, the questionnaire, the three different colour cards, and the certificate for having participated in the project.
Assessment	To assess this session, I will use the direct observation to see what the students' impressions about the two interventions are, as well as the linguistic productions in this session. Moreover, some tools to assess this session are the questionnaire (assessment for the teacher) and self-assessment with the coloured cards.

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6. RESULTS

Having put into practice this didactic proposal based on two main interventions, it could be observed that students were highly motivated to produce their own poems and to work in a cooperative way in order to represent and recite those poems in front of an audience. Nevertheless, the results obtained through student productions, rubrics, and other assessment tools, and particularly by the systematic observation, have been heterogeneous.

Regarding the first intervention 'Our Year 3 B poetry book', the poems written by the pupils showed that some of the pupils were able, with the help of their families, to create a poem about their own interests, problems, or worries. However, many of the pupils have had to seek help on the Internet in order to complete their poems. When asked, some of the reasons were that the families had difficulties or did not have any knowledge of the language, or that they could not find words that rhymed.

This limitation aside, it was observed that through the 'travelling book', pupils were enthusiastic to participate in it, and were able to show an increase in their knowledge of the foreign language, in terms of vocabulary and in their written language skills. Moreover, the previous *Wordwall* game was an activity in which students were active in their learning process because of the use of the digital whiteboard.

On the other hand, as the second intervention, 'Year 3 B poetry contest', followed task-based learning (TBL) more closely, it could be observed that students did experience a progression in the development of their language skills. This methodology has been significant for the pupils, as it has allowed them to put into practice the linguistic contents associated with this proposal, as well as fostering the autonomy of the learners, as the teacher has acted as a guide in the learning process.

With reference to the different tasks and sub-tasks, through observation and the various assessment tools used, students have shown learning and expansion in their vocabulary and knowledge. In addition, during the poetry contest, the children showed their fluency in public speaking and learned that poetry, as well as rhythm and rhyme, and also the non-verbal language showed with the body movement and gestures in the contest.

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Although not all pupils have fully developed their knowledge of the foreign language, many of them have seen their oral and written expression considerably improve. Those who have had more difficulties with the assessment results have had more support in carrying out the sub-tasks, either from their peers or from their teacher.

7. CONCLUSIONS

After carrying out this Final Degree Project, it has been concluded that poetry is a good tool to promote language skills (both oral and written) in Year 3 Primary Education students. Poetry is a literary genre which, although it is present in childhood through songs, poses a certain difficulty for pupils, given its literary aesthetics and its elaborate vocabulary. Nevertheless, this intervention proposals demonstrates that it is not impossible to foster language skills using lyrics.

As demonstrated through the theoretical framework, poetry in childhood has numerous linguistic, emotional, and cognitive benefits. Thus, this literary genre promotes experiences in meaningful contexts that stimulate the remembering of certain terminologies in a more effective way. Additionally, as has been observed throughout the second intervention of the didactic proposal, the poems produced by the pupils focus on their interests and tastes, action in which the teacher is a guide, providing language advice in the process.

In conjunction to the English as a Second Language (ESL) classroom, this project is set in a bilingual context, that is why most of the pupils show certain knowledge of the language and its more primary structures. The ESL classroom is based on experiences which contribute to the development of the students' motivation in learning situations. Furthermore, as seen in the proposal, applying technology in the learning environment helps students to improve their language skills and creativity.

As we have been able to observe and demonstrate, the English language is today essential for the future of our pupils, as oral and written communication implies the encounter and knowledge of other cultures different from one's own, as well as the development of the language as a means of self-expression.

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The use of different poetry techniques and working methods has made the didactic proposal optimal for achieving the objectives of this Final Degree Project. Task-based learning, which is the main methodology used in this project, is, as seen in the results, a way for students to progressively develop their learning and increase their working autonomy. However, other secondary methodologies are also used to help carry out the project, such as cooperative learning or design thinking of the proposal, which have many benefits for students to acquire a meaningful learning experience.

Moreover, both interventions ("Our Year 3 B poetry book", and "Year 3 B poetry contest") provide optimal learning of oral and written language skills. It has been observed that poetry can be a cross-curricular and interdisciplinary element, taking advantage of the topics that are being taught in the different areas of the curriculum.

Regarding assessment and evaluation, the techniques and procedures used to assess both in individual pupils and the different small groups have demonstrated that the students' learning has been progressive and meaningful. Both student self-assessment techniques, as well as rubrics to be completed by the teacher, have served to see the progress of each student. However, in this proposal's assessment the most important factor is systematic or direct observation, which is of great value in filling in the rubrics and getting a general idea of the children's learning.

In short, this project has shown that it is possible to use poetry in a curious and enjoyable methodology in which most of the students have learned to develop their English language skills with the use of a literary genre that is commonly referred to as difficult and not accessible. Rather than using textbooks as the only source of knowledge, the focus should be on tasks or activities that provide attractive experiences that are closer to the reality of Primary Education children.

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9. APPENDIX

Appendix 1. Session 1 resources - First intervention

Wordwall resource:

Figure 5

Wordwall poem

Source: own elaboration. Link: https://wordwall.net/es/resource/70695932

Poem used in Wordwall:

It is hot.

The sky is blue.

A little cloud comes

looking for you.

More clouds come

they bring rain.

Sing and dance.

It's cool again!

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Poem's vignettes sub-task:

Figure 6

Poem's vignettes arranged by students.

Source: own elaboration.

Teacher's group rubric:

Table 9

Assessment for learning (group) – Teacher's rubric lesson 1

Category	1	2	3
Communication of ideas	Group's oral communication is poor	Group's oral communication could be improved	Group's oral communication is optimal
Language development	Group shows very little language structures	Group shows good use of language structures (oral and written)	Group shows excellent use of language structures (oral and written)
Thinking development	Group manifests poor development of literary and critical thinking	Group manifests improved development of literary and critical thinking	Group manifests optimal development of literary and critical thinking
Group environment: social relationships	Group demonstrates poor social relationships among its members	Group demonstrates good social relationships among its members	Group demonstrates excellent social relationships among its members

Source: own elaboration.

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Appendix 2. Following sessions resources - First intervention

Poetry book:

Figures 7 and 8

Poetry book and an example of a poem.

Source: own elaboration.

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Teacher's rubric:

Table 10

Assessment for learning (poetic productions) – Teacher's rubric following sessions.

Category	Needs improvement	Good	Excellent
Content	Writing is limited in communicating knowledge.	Writing is purposeful and focused.	Writing is confident and clearly focused. It holds the reader's attention.
Organisation	No sense of organisation.	Good overall organisation and includes the main features.	Well-organised. Includes title, the poem's development, and a picture.
Grammar & Mechanics	Continuous errors in grammar, spelling, syntax, and punctuation.	A few errors in grammar, spelling, syntax, and punctuation, but not many.	Excellent grammar, spelling, syntax, and punctuation.

Source: own elaboration.

Student's self-assessment target:

Figure 9

Self-assessment target – Following sessions

Source: own elaboration.

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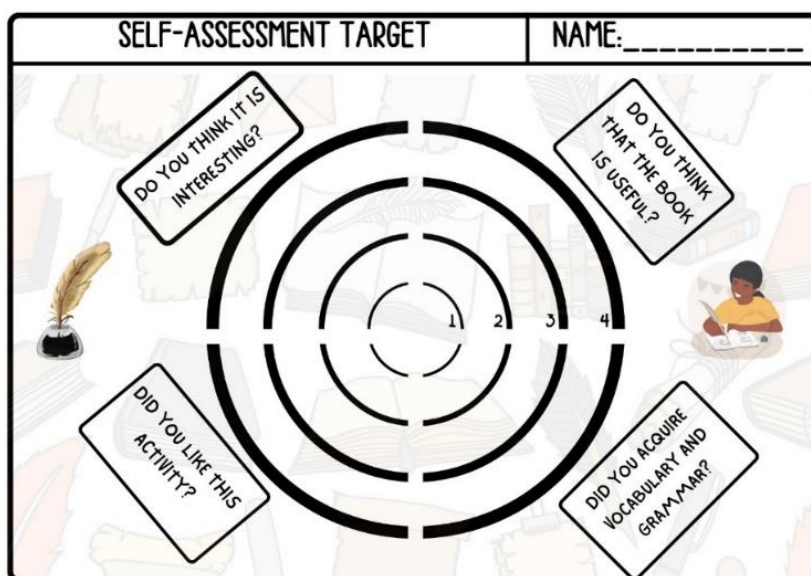
Appendix 3. Pre-task (Session 1) resources - Second intervention

Videos' links:

- https://www.youtube.com/watch?v=sKm95mfd00I
- https://www.youtube.com/watch?v=drPoZMqHTAw&t=1s
- https://www.youtube.com/watch?v=YKPtRY3bC_Y

Michael Rosen's poems:

Table 11

Poems represented by students, by Michael Rosen's poetry book.

Poem Group 1:	Poem Group 2:
Laughter Rap in Plastic Town	**Elephant**
One day I was passing through plastic town I happened to pass a school playground yet I couldn`t hear one laughing sound. Can you imagine a school playground and not a single laughing sound? But that's how it was in plastic town. For though they were playing as children play, plastic children do so in most unusual way. Not one was laughing, not one I say. Every mover they made was made of plastic it was sad to see children so robotic. They could do with a touch of my laughing magic. I promise my magic will bring you right back. **JOHN AGARD**	It is quite unfair to be obliged to be so large, so I suppose you could call me discontented. Think big, they said, when I was a little elephant; they wanted to get me used to it. It was kind. But it doesn't help if, inside, you are carefree in small ways, fond of little amusements. You are smaller than me, think how conveniently near the flowers are, how you can pat the cat by just half bending over. I would give anything to be able to do a tiny, airy, flitting dance to show how very little a thing happiness can be really. **ALAN BROWNJOHN**

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Poem Group 3:	Poem Group 4:
Rain falls down.	**Cow in the Cornflakes**
The clouds begin to rub together soft as the stroke of a silky feather then the rain begins to fall.	Mum, there's a cow in my cornflakes. Don't be silly, darling, how could a cow fit in? Mum, there's a cow in my cornflakes. It's the cow the milk was in.
The rain falls down like tip tip tapping the rain falls down like clap clap clapping and the rain comes falling down.	Mum, there's sea in my fish fingers. Don't be silly, darling, a sea couldn't possibly fit in. Mum, there is a sea in my fish fingers. It's the sea the fish swam in.
The rain falls down tumbling under the rain falls down like the sound of a thunder and the rain comes falling down.	Mum, there's a farmer in my egg cup. He fed the hen the grain. Mum, there's a cloud in your teacup it was the cloud that held the rain.
The clouds begin to rub together soft as the stroke of a silky feather and the SUN comes out again.	Mum, everything's in everything it's all joined up together There's a mountain in my sand pit And a whole sky in a feather.
MARGOT HENDERSON	**MARGOT HENDERSON**

Poem Group 5:

Yes

A smile says: Yes.
A heart says: Blood.
When the rain says: Drink,
The earth says: Mud.

The kangaroo says: Trampoline.
Giraffes say: Tree.
A bus says: Us,
while a car says: Me.

The millionaire says: Take.
The beggar says: Give.
The soldier cries: Mother!
The baby sings: Live.

The river says: come with me.
The moon says: Bless.
The stars say: Enjoy the light.
The sun says: Yes.

ADRIAN MITCHELL

Source: extracted from Rosen (2009, pp. 10-158).

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Appendix 4. Pre-task (Session 2) resources - Second intervention

Worksheets:

Figures 10 and 11

Worksheets for the second session of the Pre-task stage.

Name:

Date

A CUP OF RHYMES!

Circle the words on each cup that have the same final sounds as the word on the spoon.

hit

sat mit jig
sit hat
pit

pen

pet hen pin
tin ten
pat

mat

mit cat sat
met hat
net

log

hag fog lag
dog leg
hog

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Source: own elaboration

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Picture poem:

Figure 12

Example of a picture poem made by a student.
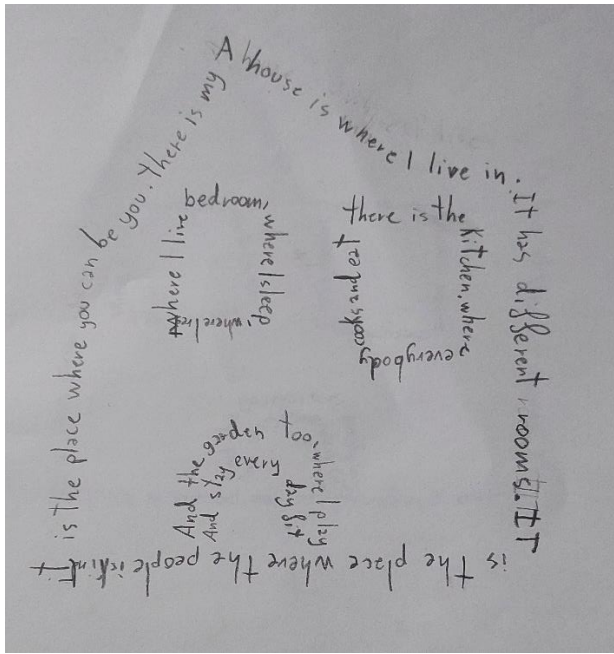
Source: own elaboration.

Assessment checklist:

Figure 13

Assessment for learning checklist (session 2).

Source: own elaboration.

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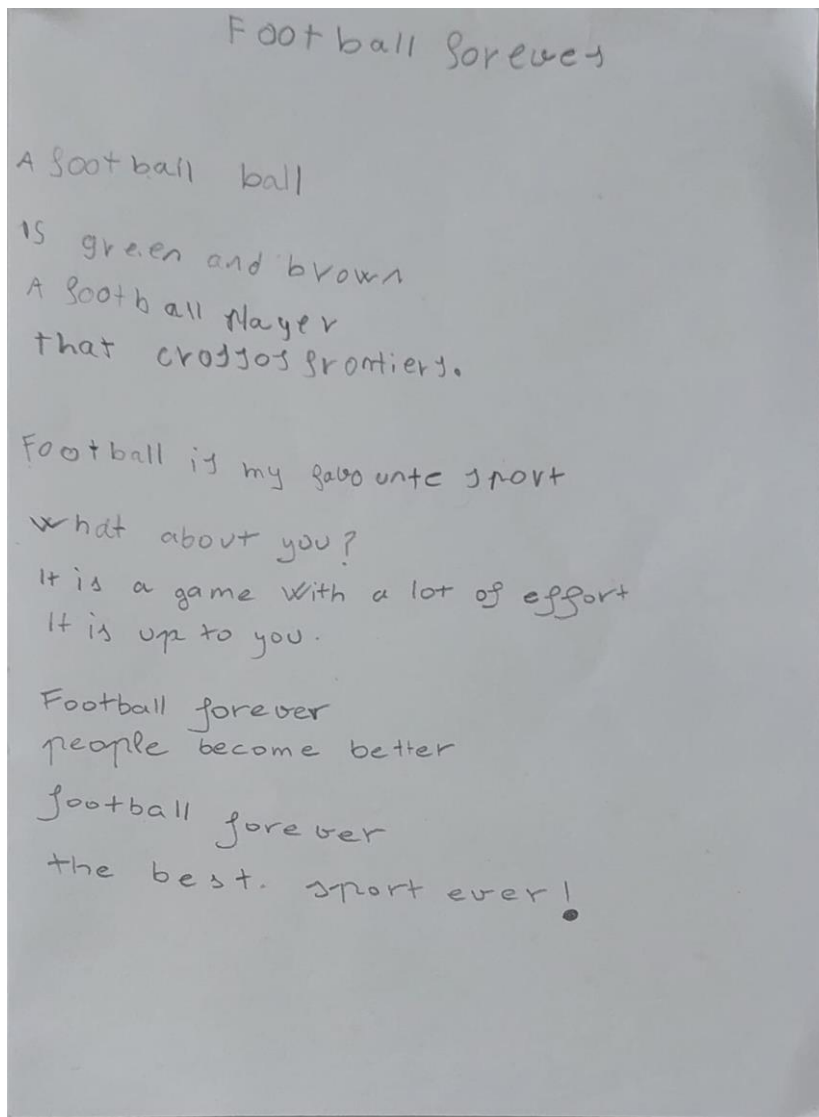Carmen Gómez López

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Appendix 5. Task cycle resources - Second intervention

Poems made by students for the contest:

Figures 14, 15, 16, 17 and 18

Poems written by small groups for the contest.

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Source: own elaboration.

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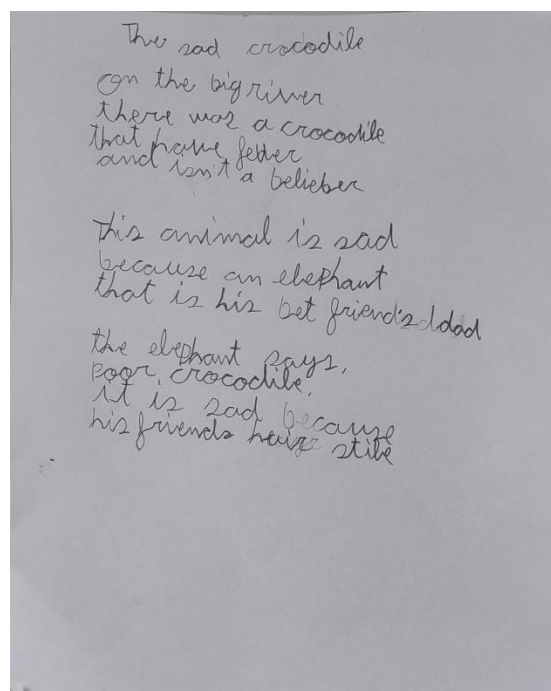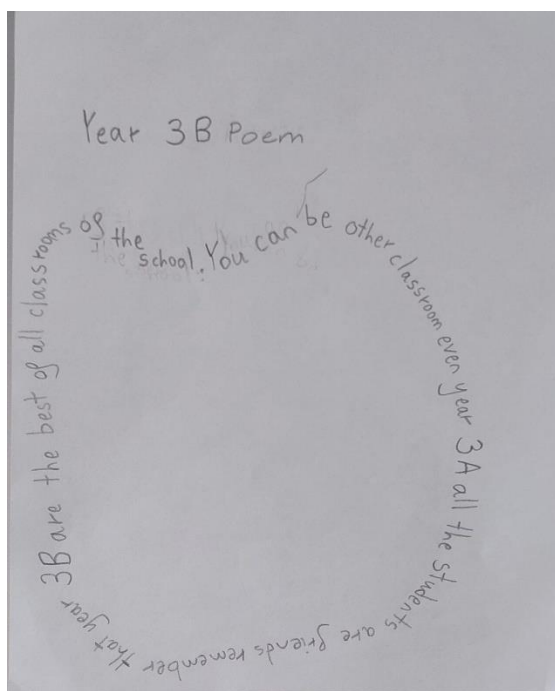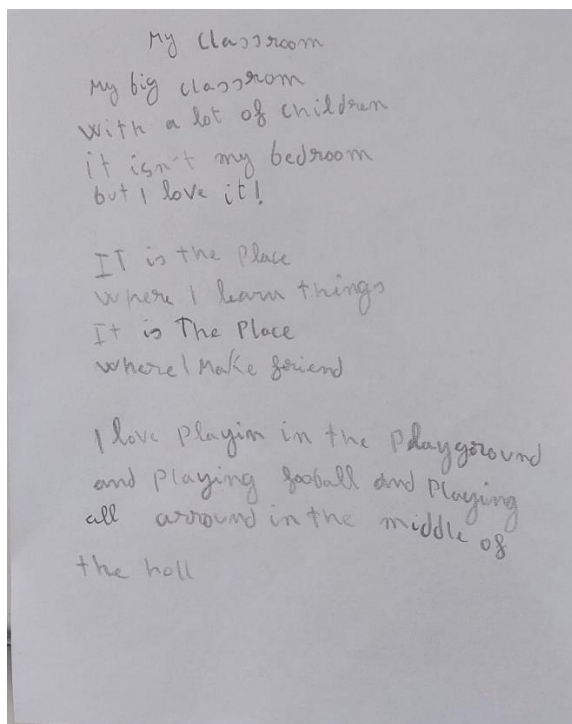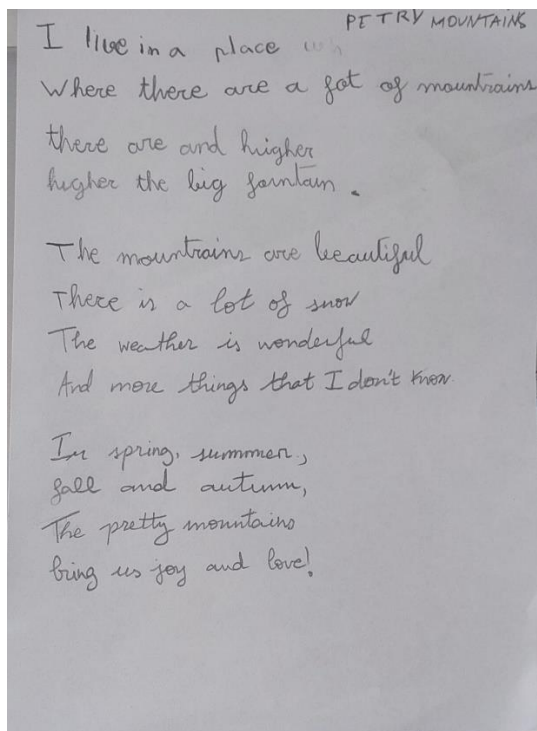
Task-cycle report rubric:

Table 12

Poetry contest rubric for the teacher.

ITEM	COMMENT
Delivery: Did the student recite the poem clearly and with appropriate volume, speed, and tone? Did he/she express to convey the intended meaning and emotions?	
Memorisation: Has the student memorised the poem and recited it without relying on notes or prompts? Has he/she paused appropriately between stanzas or sections of the poem?	
Pronunciation: Did the student pronounce all words correctly, including any challenging or unfamiliar ones? Did he/she convey the rhythm and meaning of the poem with correct stress and intonation?	
Interpretation: Did the student clearly communicate the meaning of the poem to those listening? Did the student use appropriate gestures or body language to make the performance more effective?	
Overall performance: Was the student's recitation engaging and enjoyable? Did they capture and maintain the audience's attention?	

Source: own elaboration.

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Appendix 6. Post-task resources - Second intervention

Questionnaire :

Figure 19

Questionnaire used in the last session.

Source: own elaboration.

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Coloured cards assessment technique questions:

- Are you satisfied with the project and the activities done?

- Was it easy to write down the poem?

- Did you find working with your classmates easy? Did you have any problems with them?

- Have you improved your English?

- Do you think the time spent on this project is excessive?

- Would you recommend this project to another classroom?

Certificate:

Figure 20

Certificate for improvement and attendance to the project.

Source: own elaboration.