

ENHANCING WRITING SKILLS IN 11TH GRADERS USING R2L AND  
GAMIFICATION

FINAL INTERNSHIP REPORT

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LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES-

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GAMIFICATION

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INTERNSHIP REPORT SUBMITTED IN FULFILMENT FOR THE DEGREE OF  
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## ABSTRACT

This paper describes the internship, which was carried out at educational institution Victoria manzur, located south of Monteria city. It was carried out with the 11<sup>th</sup> graders of this place in a completely virtual way during an academic semester, throughout this process three main steps were developed, the first one was to diagnose the level of literacy that the students had at the beginning of the process, the second one was working with them using the Reading to learn approach to improve their levels of literacy, the third one, was to find results that showed significant change in the literacy of 11<sup>th</sup> grade students.

This process faced many pitfalls, especially because this internship was developed virtually in an unexpected way due to the COVID-19 pandemic, which caused the students to start classes with little technological tools to work comfortably and learn in a better way. Regardless of the difficulties, all these events were part great experiences that enriched the teaching experience, which will be immensely valuable for future projects. Working with youngsters in a new reality for teachers promotes reflection about how challenging can be fulfilling the goal of teaching a foreign language such as English when teaching virtually.

**Keywords:** literacy. enhancing, reading, writing, production, comprehension, knowledge, virtual classroom, meaningful

## **ACKNOWLEDGEMENT**

Initially, I am really grateful to God for allowing me to carry out each of the steps that had to be fulfilled in this internship. I consider it to be a hard and challenging job but actually I am pleased that I did it. By going back from the first day in this process to the completion date, I can say that it was an enriching experience for both my professional and integral life. I want to express my deepest and sincere thanks to Professor Yanilis Romero who was in charge of my process and constantly advancing, her guidance, commitment and accompaniment were essential to achieve what we had proposed.

Additionally, I am very grateful to my family and relatives who were always ready to help me, especially I am grateful to my parents for all the unconditional support they gave me. Certainly, without their help this would have not been possible. I also want to thank my classmate Emanuel Marulanda Arrieta who helped me with his views and comments about my work.

**INDEX**

Introduction . . . . . Page 7

Chapter I: Pedagogies . . . . . Page 9

Chapter II: Methodology . . . . . Page 13

Chapter III: Results..... Page 20

Chapter IV: Limitations . . . . . Page 25

Chapter V: Conclusions and recommendations . . . . .Page 27

References. . . . . Page 29

Appendices . . . . . Page 31

## **1.INTRODUCTION**

This internship was carried out with 11th-grade students at the Victoria Manzur educational institution, which was founded in 1989 in response to the needs of the great human settlement that was formed in the neighborhood known as Cantaclaro. This educational center is located in a sector that has suffered the impact of criminal groups since its foundations, which has been reflected in the entire community, especially in the youngsters who are starting their educational path.

Victoria Manzur began its educational history in a pasture with really poor conditions where the pioneers of this school were in charge of building two ranches to teach 350 children. whereas now, there is a suitable infrastructure to carry out the learning processes in each of its grades. Moreover, the 11th-grade students of this institution are from the few in the city of Monteria who have the help of some government technological resources.

This project aims to improve the levels of reading comprehension and text production in 11th-grade students since the SABER 11 test assesses reading skills as well as language use. The Colombian Institute for the Evaluation of Education, (ICFES) Currently, the outcomes of the standardized test SABER 11 revealed that students lack literacy skills to effectively deal with reading comprehension activities that proposed literal and inferential understanding.

Instead, learners seem to be memorizing grammar rules and established structures. Additionally, students write sentences to address grammatical patterns framed into traditional teaching approaches. As a consequence, learners are doing badly when it comes to reading comprehension tasks, a reason why it was decided to implement the Reading to Learn (R2L henceforth) approach with variation to present texts using gamification techniques. The approach presented along with gamification is intended to make reading more engaging for students and boost their motivation.

As a consequence of the global world pandemic, Victoria Manzur had to offer the classes virtually, using applications such as WhatsApp. This situation forced the pre-service teacher to execute this internship using online communication platforms such as Zoom and Google Meet for a period of 16 weeks. Some of the decisions made to effectively help eleventh graders was to use the Reading to learn pedagogy which has proved to be an efficient approach to the teaching of literacy since it provides teachers with strategies to develop students' writing and reading abilities. Rose (2006), on the other hand and Shum (2016), both carried out a study to examine the effectiveness of the R2L pedagogy, claims to have positive outcomes after implementing. The studies concluded that students with different learning abilities are capable of writing longer and better-organized texts with genre-based schematic structure and different lexicogrammatical resources after experiencing R2L pedagogy.

After considering the context and the strategies chosen the main objective of this paper is to explore the use of R2L and gamification to improve the understanding and production of different texts with 11th-grade students in Victoria Manzur. The main question is: To what extent does 11th graders' text writing and comprehension improve after receiving R2L instruction and gamification?



The following chapter deals with the theoretical framework that contains the most important concepts that guide this research such as R2L, writing skills, and Gamification.

## **2. PEDAGOGIES**

Guiding Victoria Manzur's students on the path of reading was quite important to strengthen their literacy, especially because they are the ones who present the National Standardized test called prueba SABER 11 which tests students' literacy in a foreign language such as English. The following lines will give an account of some of the theories and pedagogies that supported the implementation of this internship report.

### **READING TO LEARN**

Reading to learn (henceforth, R2L) is a new version of the Genre-based pedagogy. While genre pedagogy is an approach developed by Rose and Martin (2005) which aims to teach reading and writing through types of genre. This approach follows a cycle proposed by Rothery (1994). It features three main phases of activity, they are: "deconstruction", "joint construction" and "individual construction" Rose & Martin (2005). In this sense, R2L is a new pedagogical approach developed by Rose (2004) which aimed at providing teachers with a set of strategies that will allow learners to read and write at levels they are supposed to be. This new approach uses the principles of GBP and a set of strategies to scaffold students' instruction. The R2L cycle offers six stages that when applied carefully result in a powerful approach for the teaching of reading and writing. These stages are: "prepare before reading", "detailed reading", "sentence or note making", "joint rewriting", "individual rewriting", and "individual writing" Rose (2006).

The image below describes the reading to learn cycle. The image below describes the reading to learn cycle.

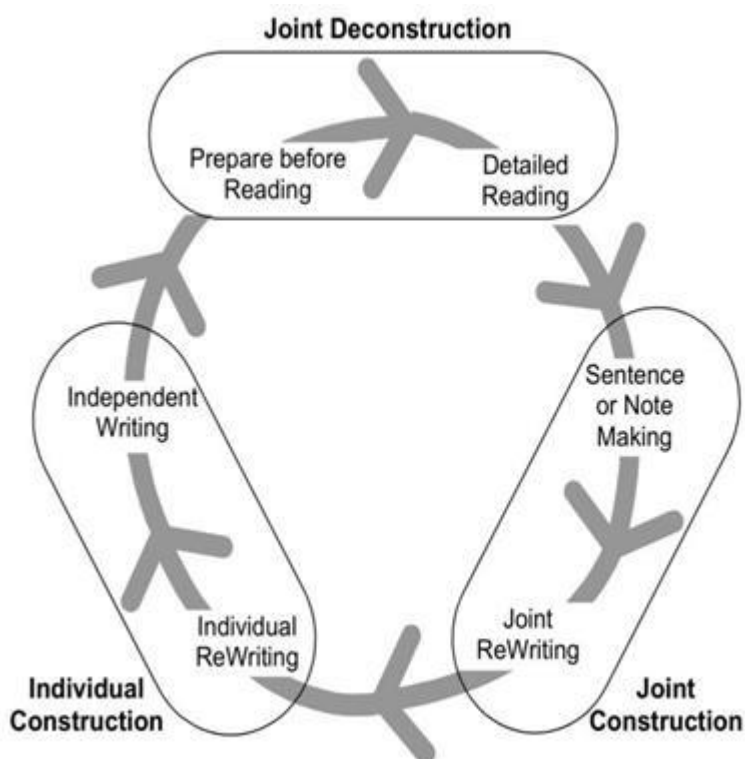


Figure 1. Reading to learn cycle. Adapted from *learning to read reading to learn* (p. 5), by D. Rose, 2006, University of Sydney.

The stages outlined above are carefully developed in order to enable weaker students to learn to read and write at levels appropriate to their age, and for strong learners to go beyond that level. The R2L cycle starts with the “prepare before reading stage”, this is the stage in which the text is analyzed and summarized by the teacher. Here, the teacher explains the field and genre of the text, what the text is about and whether it is narrative, argumentative, descriptive

or expository text (Rose, 2015). In this stage, the text is read aloud by the teacher or stronger students in order to help them recognize sound-spelling connections.

In “detailed reading” the text is read aloud by the teacher and learners sentence by sentence in order to understand the text better. This stage contains three sub stages labeled as “prepare”, at this point sentences are paraphrased in easier words and they are related to the context. “Identify”, here students highlight words or complete phrases. and “elaborate”, they discuss the meaning of any word they highlighted or phrases (Rose, 2008, p. 11). The next stage is the “sentence or note making”. Here, whilst reading the text aloud by the teacher and students, students are asked to take notes and write them on the board, these notes will be used in the next stage. Ergo, this is an effort to keep the class engaged in the process. Then follows the joint rewriting stage; here is when the teacher and learners create a new text from the notes written on the board, this new text must be paraphrased following the same genre features from the original text. Rose (2015). In “individual rewriting” learners create a new version of the text taking into account the one written along with the teacher. Finally, in the last stage learners are provided a new text to work on and complete the writing process on their own. Rose (2015).

## **GAMIFICATION**

Gamification is defined as the use of game design in non-game contents. Gamification of educational processes can be described as the successful integration of the gamification framework into the curriculum in order to improve students' motivation, academic achievement, and attitudes toward lessons. (Yildirim, 2017) in other words The core and the objective of gamification as a pedagogical strategy is to implement game elements aiming to boost motivation and encouragement, so that students become active participants in learning by facing

different challenges that make them want to achieve and at the same time they enjoy the process because they are not focused on the knowledge they are gaining.

The concept of distance education over time has become increasingly elevated by the spread of the internet and the availability of technology, today more than ever we have had to face a sudden reality using everything that is within our reach in terms of technology so as not to desist from our affairs, whether academic or work. Flores et al (2016) in their case study claim “gamification is an important ally because it can be applied in education to motivate and use new ways to enjoy activities that are often tedious, which is very convenient when addressing complex topics”. By drawing conclusions, gamification has valuable elements for the comprehensive training of students by training the student with Cognitive, emotional and social aspects quite solid.

### **3. METHODOLOGY**

This chapter describes the procedures and techniques that were applied during the internship process at the Victoria manzur educational institution. To develop this internship, some aspects of quantitative and qualitative research were included. This internship was carried out during the second semester from August to November 2020 where 23 students from 11th grade students fully participated.

Classes were weekly and 100% virtually with a workload of 6 hours a week. The first part of the internship was devoted to identifying the student's level of reading comprehension through online quizzes. The second part intervention which was virtually supported had the dual purpose to focus on improving learners' reading skills with method Reading to learn and gamification as well as to meet students to help them gain confidence and get familiar with new teaching methodology. A third phase is proposed to display students' advances in terms of reading comprehension.

To carry out everything planned for the first phase of this project, students had two classes where in the first class they had an online quiz which contained 10 questions, all of them with multiple choice answers. The time given was 15 minutes and the sessions were monitored by

the pre-service teacher who provided learners with a password to fully execute the exam (see appendix 1 and 2).

The second phase consisted of several lessons that were developed with the reading to learn methodology and some of these sessions are illustrated below.

For instance In the third synchronic session, the teacher started the class by showing some pictures related to the base text of that class and making some questions to involved and call the student's attention, not only that but the teacher read aloud the text in order to help them recognize sound-spelling connections, at first they do not get the idea of the text thus, students read again the text with the help of the teacher sentence by sentence in order to understand the text better, in this part students started to highlight and discuss the meaning of wording and they paraphrased it with easier words with the help of the teacher.(see appendix 3)

After having carried out the previous process, the teacher proceeded to ask the students to take notes in their notebooks of structures and specific vocabulary related to the reading of that class while the teacher read it aloud once more, the students used the notes in their notebooks To create a new text, this new text was paraphrased following the same genre characteristics of the original text, this new text was developed with the guide and help of the teacher (see appendix 4)

One class was not enough to develop everything planned in the lesson plan so we took one more class to fully develop everything. in this class, we started by remembering everything we had previously worked on and the students proceeded to create a new text taking into account the one written along with the teacher. (See appendix 5)

In this instance, the students had already worked hard following all the steps of the approach (R2L) but there was still a further step to be developed, so the teacher guided the students and provided scaffolding to how to make an independent text following the structure of the original text thus, first of all, the teacher made his text and shared screen where everyone could observe and then the students made their own independent writing in padlet (see appendix 6)

Another strategy implemented was creating timelines. There were some sessions in time, students developed time tables at the end of the class as homework to break up text in a sequence of actions that might be clearer for learners to understand, it also helped to connect the classes with one another as a result student would remember what they previously worked on and reinforce the strategies proposed by R2L. In addition, some students volunteered to share their screen to show their timelines. (see appendix)

Another strategy used was to ask random questions to check students' understanding of the texts. Inquiries also helped to check instructions and to keep them active during the schematic activation process which was done at the beginning of each class. After having carried out some meetings, the methodology intensified more the inclusion of games and other platforms to promote genre based pedagogy, students had the opportunity to identify the genre and the type text to better understand the main ideas and details of the texts provided by the pre-service teacher.

In order to accomplish the objective of the internship, classes were organized with questions proposed by texts that are used in the Prueba Saber. This source of texts helped the implementation of different types of questions (Which will be detailed further). Type 1 was related to vocabulary; students have to choose the best answer after looking at several advertisements in different places. Type of question 5 focuses on the comprehension of texts, that is why students are asked to infer and to deduce information provided in the texts. The aforementioned types of questions were included during the process of teaching and learning with eleventh graders, with the aim to improve the level of students' comprehension and motivation towards reading.

The celebration of the English Day was another chance to show others what eleventh graders were able to learn while reading and writing. The way students participated with different products; an opening sentence, words from the teachers, a PowerPoint presentation on American culture, questions from the students, also there were some students who wanted to recite some words in English and others who decided to sing. In addition to enjoying the celebration, this scenario was appropriate to learning and strengthening the online social skills with others.

The lessons planned were organized into a format that was provided by the committee of teaching practicum in Universidad de Cordoba. 14 lessons were designed following all the steps to a meaningful class. The following lines, there will be samples of the format and some of the lesson plans. The parts of the sessions proposed the teaching points, the objectives, and the main three stages of the lessons: Warm-up. core activities and closure.

The assessment and evaluation is proposed at the end of the lessons. Marks were taken just as a way to value students' progress and commitment to execute the activities proposed by the



classes. Marks were also socialized during the process, learners were aware about their improvements as their products, exercises, games and others were sent back to them with feedback notes to help them understand the process.

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**LESSON PLAN**

**STUDENT TEACHER:** Ronny Samir Muñoz Peinado **SCHOOL:** Victoria Manzur **GRADE:** 11 **HOURS/WEEK:** 2 **UNIT TITLE:** keep in touch **LESSON DATE:** September 07 2020 **TIME:** 2 hours

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
	•	

**INSTRUCTIONAL ACTIVITIES**

Warm-up	Resources/Materials	Time
<b>Core activities</b>		
<b>Closure</b>		

<b>ASSESSMENT:</b>
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Below is presented a paradigm of the lesson plans that I created, in this format is shown the different tasks, activities warm ups I implemented with my students in virtual classes even, it can be evidenced the different methods, approaches, tools and techniques that were mentioned throughout all the development of the internship

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<b>TASK/PROJECT/PROBLEM</b>	<b>Learning outcomes</b>	<b>Lesson Teaching Points</b>
<p>Learners will create a new text with the help of the teacher using some previous notes written.</p> <p>Learners will create a new version of the text taking into account the one written along with the teacher.</p>	<ul style="list-style-type: none"> <li>● Identify the type of genre text.</li> <li>● Compose short texts in a coherent way.</li> <li>● Identify structures in the past tense.</li> <li>● Write in sequence to facts using linking words.</li> </ul>	<ul style="list-style-type: none"> <li>● Verb to be in past, past simple structures. Past progressive structures.</li> <li>● Numbers and dates to talk about the past.</li> <li>● use of connectors to compose texts</li> </ul>

**INSTRUCTIONAL ACTIVITIES**

<b>Warm-up</b>	<b>Resources/Materials</b>	<b>Time</b>
<p>The teacher will show some images related to the base text that they will be working on during class and will ask some random questions about the same images that the students are seeing.</p>	<p>Flashcards PowerPoint zoom</p>	<p>20 minutes</p>

<b>Core activities</b>	<b>Resources/Materials</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>● Students Read aloud the text and recognize words and expressions.</li> <li>● Learners Highlight unknown words and paraphrase in easier words.</li> <li>● The teacher read the text aloud and students will be asked to take notes and write them on their notebooks.</li> <li>● The teacher and learners create a new text from the notes written.</li> <li>● Learners will create a new version of the text taking into account the one written along with the teacher.</li> <li>● Learners will be provided with a new text to work on and complete the writing process on their own.</li> </ul>	<p>Flashcards PowerPoint Pictures Padlet</p>	<p>50 minutes</p>

<b>Closure</b> For the closing we will take advantage of the options offered by the tool padlet to comment and have reactions, learners will have 10 minutes to express and share opinions about how they found the work of their classmates.	Padlet	20 minutes
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**ASSESSMENT:**

The teacher will implement the summative assessment, at the end of the class, the students will create a text by themselves using the vocabulary and structures previously worked, later they will upload it to a personal folder on Google drive

They will do a cumulative work for a long period, this consists of accumulating all the writing that they do at the end of the classes and of which they will receive weekly feedback.



#### 4. RESULTS

After carrying out this internship it is possible to say that the objective proposed in this paper was accomplished. Students evidenced more motivation when participation, executing the reading activities proposed in the different lessons.

At the beginning of the internships around 15 learners were able to answer correctly only three of ten questions in a reading text. Then after several lessons, it was possible to see that at least 20 students could choose around 7 questions correctly. This improvement was witnessed as the platforms used were quizzes and kahoot showed the results and offered a grip of students positions and number of questions that were good.

The methodology R2L helped students manifest small results. For instance, the third class that we developed the students were able to deconstruct a text and to extract the unknown vocabulary to later use it in short sentences. Some learners wrote small paragraphs. Besides, the level increased and this was evidenced when the students went from creating short paragraphs to creating longer texts and with coherence. The impact of the Reading to Learn proposed methodology seemed to be effective as a small percentage of pupils showed some superior progress in reading comprehension and production of texts which was motivating.

There was still a long way for these 11th graders to master good levels of reading comprehension through virtual meetings, but they are open to continue the process. The beginning point was the production of the texts which most of the students produced very well

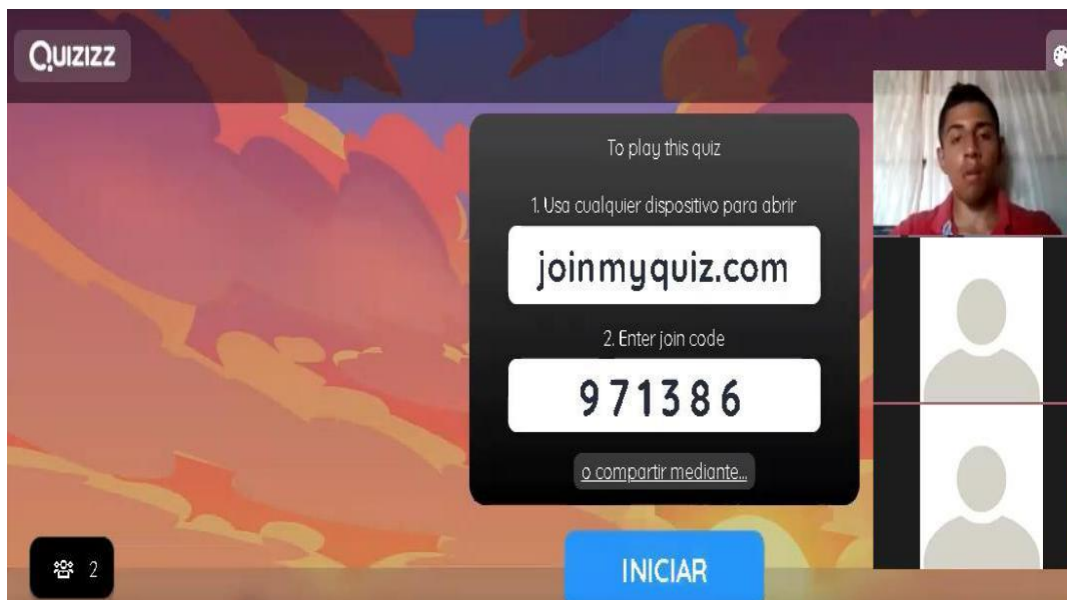
elaborated texts on the website padlet or in physical material. The process needs to be continued to guide them until they become capable of producing totally independent writings.

During my interventions in the virtual classroom, With the purpose to accomplish the objective proposed gamification was a plus for the classes. An aspect that increased was the motivation and the interest for the class, this was seen because at the beginning few students were able to connect but as the time passed, more were connected with the classes. A possible reason was they commented among them about the new methodology and these were possible factors to promote that extrinsic motivation.

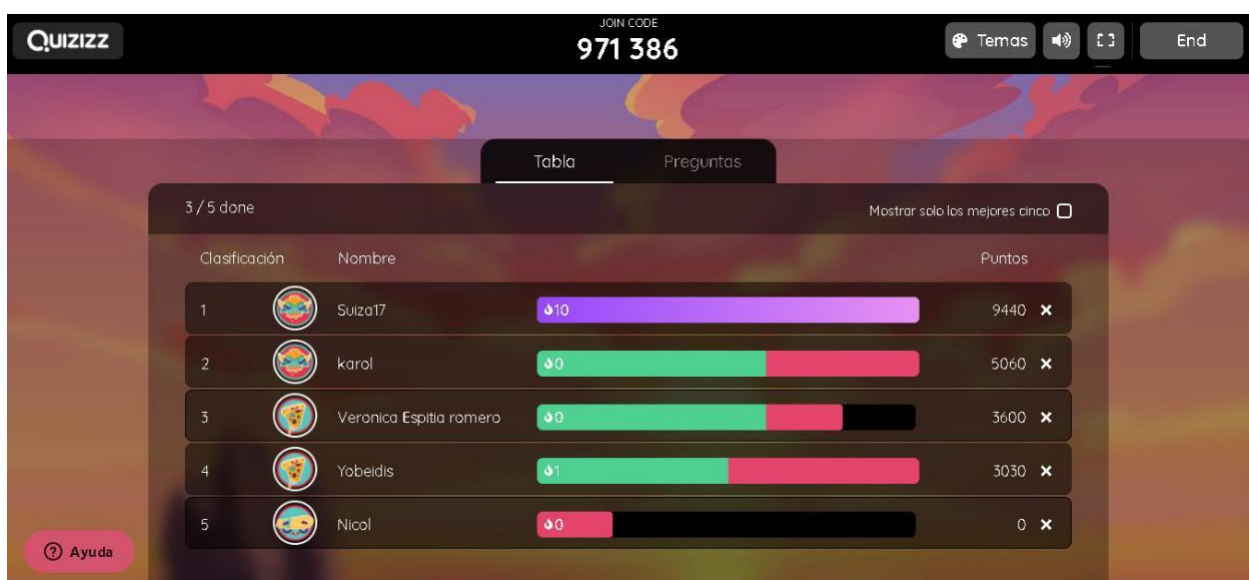
The results obtained with gamification and R2L were outstanding because by gamifying the texts in synchronous session had a really good balance.

It was possible to see where they stated and see their way until they finished. The students went to deep analysis of texts and they focused on studying and analyzing the texts and then the students proceeded to produce texts as a game on these digital platforms called quizziz - kahoot – educaplay. See pictures 1 and 2 below

(figure number 1 gamified activity)



(figure number 2)



It was something complex to include the preparation of the test SABER 11 within the lesson plans for the students with a different focus, it was certainly a challenge faced with great determination because the approach that is needed to carry out this preparation is commonly based on grammatical structures. Even though classes had to extrapolate the approach R2L within the need that arose, the (icfes) has three types of questions which are

based on the comprehension and production of texts, which was taken into advantage to strengthen students' knowledge and preparation. That is to say, the students showed significant progress and stayed focused both in improving their literacy and in training for this important test

Regarding the administrative activities that normally an intern carries out in the institution, they could not be fully achieved due to the difficulties that exist when working virtually, although it was managed to organize and develop the virtual English day in this educational institution. This occasion, gave the pre-service teacher the opportunity to interact with many students in the foreign language and additionally the students had the opportunity to learn more about American culture and share their knowledge with others.

A totally different scenario taught us that virtual settings can be as useful and face to face classes. See pictures below


(figure number 1)

## PARTE 4

## RESPONDA LAS PREGUNTAS DE LA 16 A LA 23 DE ACUERDO AL SIGUIENTE TEXTO.

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio. En las preguntas (16 - 23), marque la letra correcta A, B ó C en su hoja de repuestas.

**THE MOZART EFFECT**



You have probably (0) \_\_\_\_\_ of the Mozart effect. By 1982 Don Campbell (16) \_\_\_\_\_ studying the idea that if children or even babies listen to music composed by Mozart, they (17) \_\_\_\_\_ become more intelligent. He says that (18) \_\_\_\_\_ kinds of music can affect our learning and our health. We use music to (19) \_\_\_\_\_ us relax. However, Campbell says that music can (20) \_\_\_\_\_ reduce the stress of (21) \_\_\_\_\_ sick Campbell believes that Mozart's music is popular because it's (22) \_\_\_\_\_ and makes your brain more alert. Music not only makes you more intelligent, but also it can improve your memory, too. In one study, students who listened to music doing a test, got much (23) \_\_\_\_\_ marks than those students who didn't.

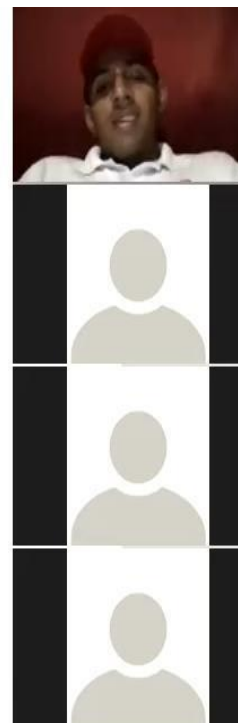
## EJEMPLO:

0. A. Heard. B. Hear. C. Hears.

Respuesta:

0  A  B  C

<p>16.</p> <p>A. Begins. B. Began. C. Begun.</p>	<p>18.</p> <p>A. Every. B. Both. C. All.</p>	<p>20.</p> <p>A. Also. B. Once. C. Yet.</p>	<p>22.</p> <p>A. Planned. B. Planning. C. Plans.</p>
<p>17.</p> <p>A. Shall. B. Will. C. Must.</p>	<p>19.</p> <p>A. Helping. B. Helped. C. Help.</p>	<p>21.</p> <p>A. Been. B. Being. C. Be.</p>	<p>23.</p> <p>A. Highest. B. High. C. Higher.</p>



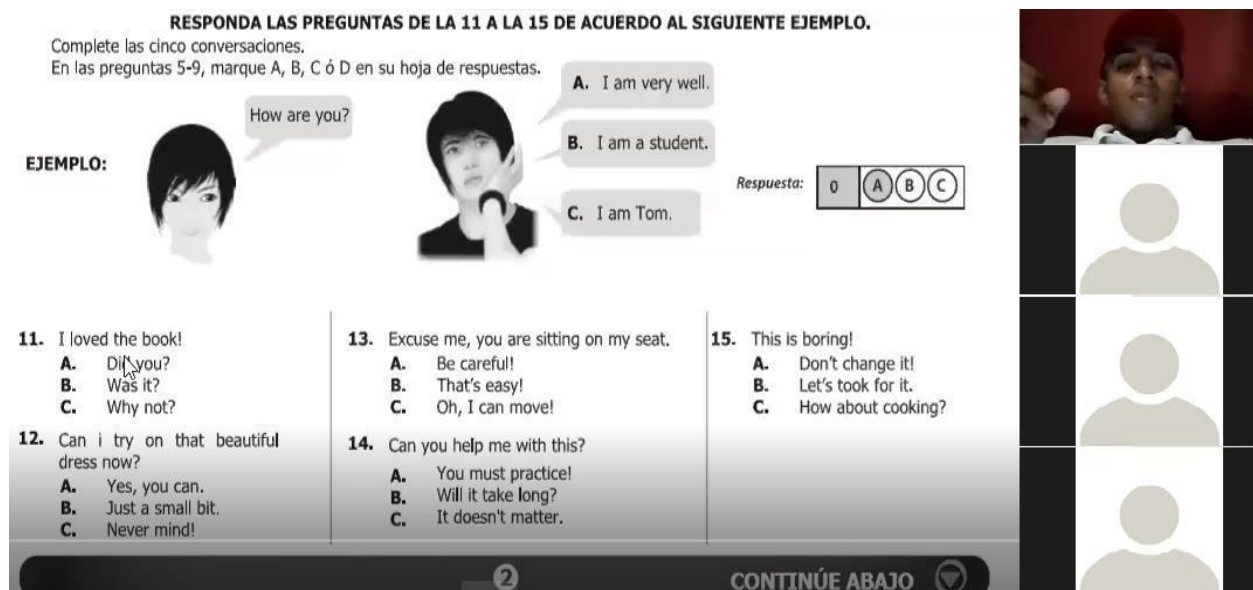
(figure number 2)



**RESPONDA LAS PREGUNTAS DE LA 11 A LA 15 DE ACUERDO AL SIGUIENTE EJEMPLO.**

Complete las cinco conversaciones.  
En las preguntas 5-9, marque A, B, C ó D en su hoja de respuestas.

**EJEMPLO:**



How are you?

A. I am very well.  
B. I am a student.  
C. I am Tom.

Respuesta: 0  A  B  C

**11.** I loved the book!  
A. Did you?  
B. Was it?  
C. Why not?

**12.** Can i try on that beautiful dress now?  
A. Yes, you can.  
B. Just a small bit.  
C. Never mind!

**13.** Excuse me, you are sitting on my seat.  
A. Be careful!  
B. That's easy!  
C. Oh, I can move!

**14.** Can you help me with this?  
A. You must practice!  
B. Will it take long?  
C. It doesn't matter.

**15.** This is boring!  
A. Don't change it!  
B. Let's took for it.  
C. How about cooking?

2 CONTINÚE ABAJO

As a future English teacher many good lessons were learned:

- ❖ It is difficult and challenging to work virtually with people who lacked tool and the necessary resources
- ❖ It was truly a challenge not only to teach but to deal with all the problems that the students presented not only for academic reasons but also because of the problems that technology also causes
- ❖ Working with students in the last grade of high school which made me more prepared than usual for classes and presentations because I knew from the beginning of the internship that these almost adult students would be very aware of any errors or failures that I could have, and this really helped me because the students began to treat me with respect in the virtual classroom and we began to fulfill what was planned step by step in a successful way.

I consider that I learned many things, having worked with these teenagers and see how they reflected problem in the texts written helped me understand that each student is different and as teachers

As teachers, we must pay attention to each one of them, all these experiences helped me reflect on how laborious, challenging and beautiful is the work of a teacher. I definitely became a more recursive teacher so as not to hold traditional classes on digital platforms. Additionally, I learned to be patient when facing situations that previously stressed me out quickly.

## **5. LIMITATIONS**

Certainly there were several limitations within the plan of activities for this academic semester. Limitations revolve within the virtualization that we had to assume as an option to continue with the academic process during the confinement time that the pandemic COVID 19 unleashed.

The main problem that both the students and I had was the fickle connection to the internet. This was the biggest limitation because everything depended on it. Some of the synchronous sessions were canceled because there was not a good connection or sometimes it was inconsistent.

The internet connection was a total problem to develop the classes because there were moments when the connection went away and those moments turned into stressful ones knowing that the students were in the middle of the session literally alone. It felt uncomfortable that many students were there waiting for the teacher to do something in addition, platforms did not turn out the way they expected. In some other cases most of the students could not have a good connection and therefore classes were canceled.

Another limitation that I would like to bring up is the fact that I could not observe all my students in terms of expressions and participation, during the sessions the most of them were very participative although some were very shy and quiet because they never turned on the camera or the microphone, even though they were asked to participate, it seemed as if they were not "there". From my perspective during this academic semester, I managed to realize that motivating the shyest and quietest students through virtual platforms is more complex than in a face to face context for a teacher. On the other hand, I must also say that the management of the platforms and virtual tools was a limitation that we had, especially at the beginning of the internship because the students did not have the necessary knowledge to work on them and I only had a basic knowledge about the use of them, which is why in the first classes we had some complications with the performance of these gamified activities and the adequate time for them.

## 6. CONCLUSIONS AND RECOMMENDATIONS

The main objective with these 11th-grade students from the Victoria Manzur School in the city of Monteria was to increase their literacy through the R2L approach. In sum, it is possible to mention that

11 graders went through a process that produced results to an extent that was perceived during the classes. Students were able to positively respond to the R2L pedagogy and the production although limited was evident during and after the process. An example was that during the classes learners started from the deconstruction of a text and the extraction of unknown words, which is known as joint deconstruction until the production of short written texts, clear advances in a slow but meaningful process.

Another possible conclusion is that new vocabulary in the texts, provided learners with input to create sentences and produce written ideas in the independent construction. These productions were evidence that there was understanding of the texts and the ideas that were developed in the lessons were assertive. The individual construction was a great source to see students growing in terms of understanding and vocabulary building.

During all this semester, having applied all my classes under the R2L method, it was possible to see that the students showed a significant advance in what I was looking for. For this reason, I can conclude that R2L is an effective and precise approach to apply with our students if what we want is to increase their literacy levels and improve their production of texts. It is also a very enjoyable and meaningful way to encourage reading and make students fall in love with reading.

Taking into account the different limitations that some students had regarding their literacy, let me say that the educational institution Victoria Manzur should implement a reading project based on R2L to improve and maintain the good production levels of its students. Not only for the 11th graders but also for their youngest students because it is from there that the strongest foundations of literacy are acquired.

Despite all the difficulties and inconveniences that have arisen during this period, I feel very happy not only to have completed my internship but also to have achieved the work that I had proposed with my students. Today I flash back to my first day of college and it gives me a bit of nostalgia to remember all the significant moments that I lived and everything I had to face and do to get to this point. I want to first thank God and my family for the unconditional support also to my teachers and classmates.

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## APPENDICES

### RADIO WAVES

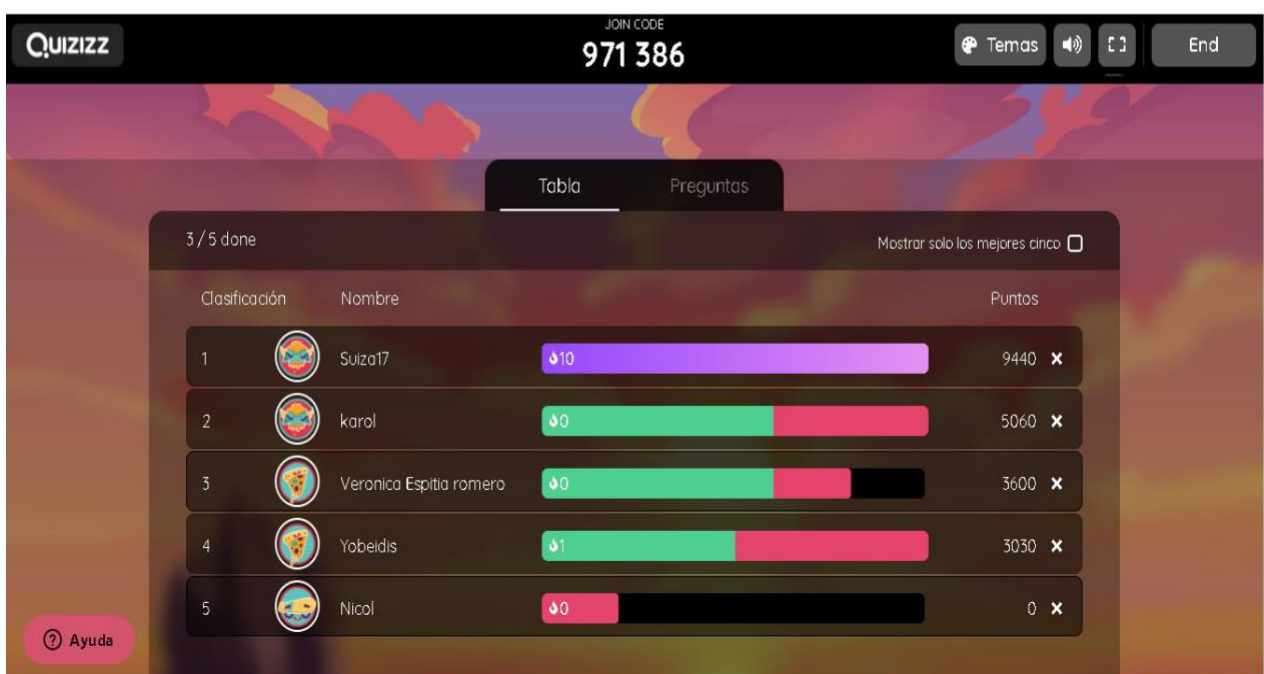
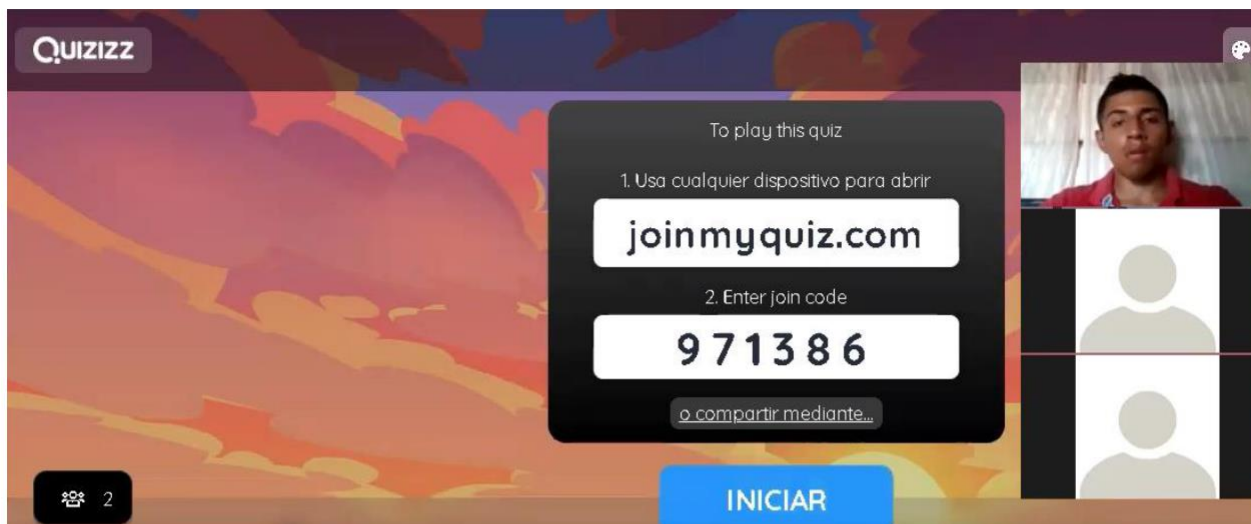
*95 when Marconi was only 21, he built a machine which could send and receive signals through radio waves. Until then, people had to use wires to send voice messages over long distances. However, nobody in Italy was interested in him only his mother believes that it was something important, so in 1896 she sent her to England.*

The British Navy became interested in Marconi's invention immediately. With this machine, their ships were able to communicate with each other and with the mainland. Marconi continued working hard on wireless communication. In 1901, he was able to send a radio message from England to America. In 1903, he started a regular news service between England and the USA. The first radio station opened in the USA in 1920. Hundreds more followed worldwide and people were able to listen to music and to the news.



(appendix 1 reading for diagnostic)

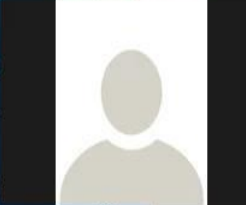






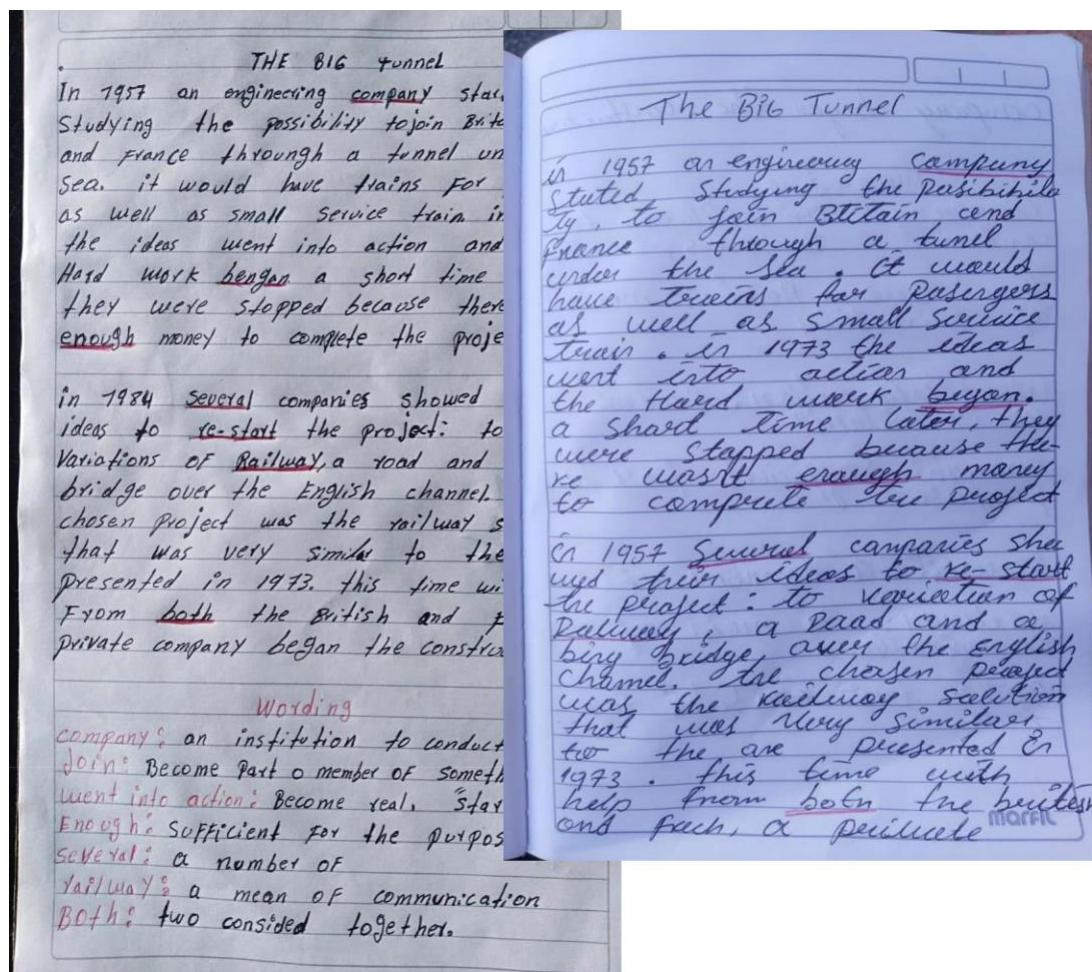
(appendix 2 the diagnostic quiz)

## THE BIG TUNNEL

- In 1957 an engineering **company** **started** studying the possibility to **join** Britain and France through a tunnel under the sea. **it would** have trains for passengers as well as small service train. in 1973 the ideas **went into action** and the Home Office **Work** **began**. a **short time later**, they were stopped **because** there was **enough** money to complete the project.
- in 1984 **several** companies **showed** their ideas to **re-start** the project: variations of **Railway**, a road and a big bridge over the English Channel. The Chosen project was the railway solution that was very similar to the one presented in 1973. **this time with help from both** the British and French, a private company began the construction.



(appendix 3 read aloud the text highlight and discuss the meaning of wording)



(appendix 4 the students used the notes in their notebooks to create a new text)

I started to study in 2008 in Santa Maria school, I join to the group of classmates

The scholar year went into action in February but my parents did not have enough money to buy me new shoes and backpack

I had several friends and in the middle year we stopped but in august we re- started the scholar year. I remember I walked for a long road every day to school.

Luisa Quintero.

I began to practice basketball in 2010, I joined into a good team and I meet several friends

When I start I could do school and sport but little time now I have problems with school

Because I don't have enough time for both things.

I need to re-start to do everything well.

Juan David Aguirre.

(appendix 5 students create a new text taking into account the one written along with the teacher.)

## My student life in high school

Hecho con un cálido abrazo

### life in the school

in april of 2014 i came of medellin and started classes in nacional school and i was there until 2016 and some time later i lost a scholar year because my disorder but i re-started classes in victoria manzur and i began to obtain good marks. i won several subjects and i had enough friends to speak. in 2018 i worked harder to pass my year and i was good in spanish and science and in 2020 i am good with the subjects.

Rafael agudelo

### hello, my student life.

i started to study in victoria manzur in 2015 when i was 12, when the scholar year went into action i didn't have enough friends but several days later i started to have someones, in 2017 i began to study harder because i want to be better. in 2018 i was a good student in math but i had problems with biology but in 2019 i began to win biology exams. in 2020 we stopped by the disease covid but we re-started better.

Luisa quintero.

### my life in the school

i study in 2015 at villa margarita school and i joined with many friends and in 2016 i moved to the neighborhood cantaclaro and i starting to study in victoria manzur when the school went into action i was afraid because i did not have friends but short time later i had someone, in 2017 i showed good advances in academic grades in 2018 i felt good in this school and now i am in finishing school year.

veronica

### my scholar life

in 2015 i start to study with my sister at this school and we were in different classrooms but we had friends in both classrooms in 2016 we went to study to another school but in 2017 we re-started in victoria manzur because my father had several work here in monteria. in 2018 we practice basketball and played in a group. later, in 2019 i had problems with a subjet but i passed this and in this 2020 i am in my last year.

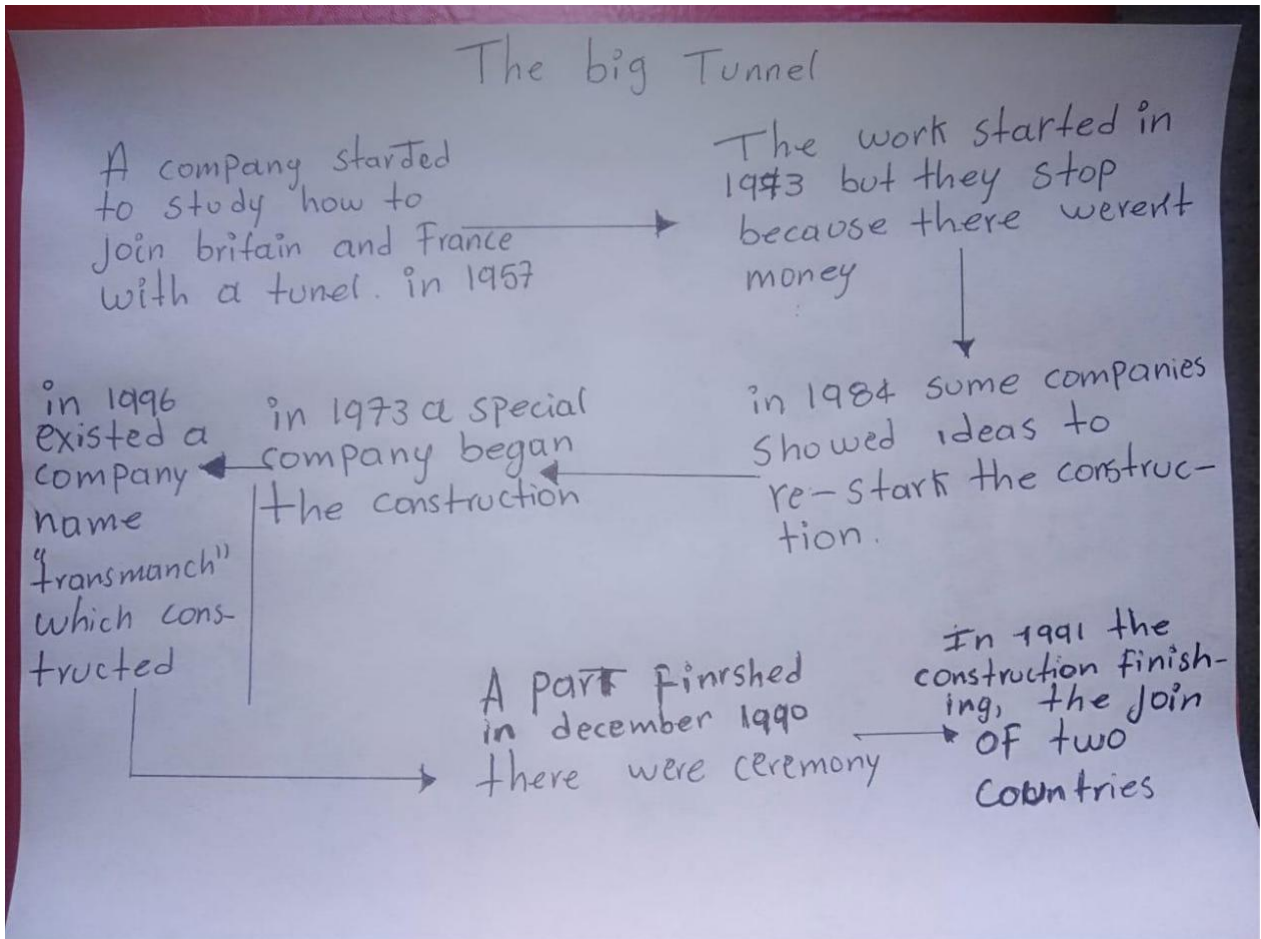
juan david aguirre

### my student life in high school

when i began school in la pradera school in 2014 i joined with many classmates, short time later i lost my year and went to victoria manzur to re-start my student life. in 2016 i was a nice student and liked me play soccer. in 2017 i had problems with some subject but with the help of my father i passed the year. and in this year 2020 i am near to graduate. thanks...

patricia

(appendix 6 students made their own independent writing in padlet)



(appendix 7 timelines)



(see appendix 8 English day)