

Dialogues as a tool to promote listening and speaking skills in B1 level students at Antonio

Nariño school-Yopal

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University of Pamplona

Faculty of Education

Foreign Languages Bachelor Degree

Teaching Practicum

Yopal-Casanare

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Dedicatory

I dedicate this thesis mainly to God for having given me life and allowing me to have reached this stage during my professional training. To my parents José Maria Mesa and Eliana Mendivelso Romero for being those important Pillars, during this process and for always showing me their love and their unconditional support regardless of the conditions in which we are living.

To my brothers (Fernando, Nidia, Junior and Carolina Mesa Mendivelso) for being part of this process in which they gave me a lot of motivation and inspiration to be able to improve myself more every day and thus be able to fight for life in a world of job competition. To my best friend Tania Gómez for offering me her friendship during my stay at the university. To my couple Wilington Segua for having helped me in this last process of my career by supporting me emotionally and for his sacrifices made at the end of my career for the well-being.

To my colleagues, my university teachers and the school Antonio Nariño where I carried out my Practicum who throughout my process, without expecting anything in return, shared their knowledge of joys and sorrows that managed to remain in my mind and heart, and to all those people who during these six years were by my side supporting me and made this dream come true.

Thank you so much....

Dialogues as a tool to promote listening and speaking skills in A2-B1 level students at Antonio Nariño school-Yopal

Chapter I: General Presentation of the project

The foreign language program of the University of Pamplona requires its undergraduate students practice and explore their role as preservice-teachers in Colombian public and private schools to accomplish their final part of this process that demands the program to obtain the degree of foreign language teacher. In order to carry out the practicing student, on that account, carries out an appropriate practice, a pedagogical project and research, this study is divided into four chapters, which are institutional observation, pedagogical and research, outreach, and Intra-institutional activities that define the teaching practicum of the teacher.

Secondly, institutional observation shows the most relevant aspects of the Antonio Nariño institution, in which the following aspects; the PEI, coexistence manual and the different methodologies used by the English teachers and the rest of the academic and administrative staff of the institution were reflected inside the institution.

Thirdly, the pedagogical and research component contains the proposal Dialogues as a tool to promote listening and speaking skills in B1 level students at Antonio Nariño. This project arose from the idea of continuing with the improvement of the most important skills

that the institution works the most according to the observation made by the practicing student.

Concerning the fourth chapter "Outreach Component", which reflects the strategies in which practicing students use in primary school to promote the teaching of English, giving children a possibility of learning and inclusion to learn more than the second language, in which they know new aspects of the language and culture. To carry out this component, the practitioner focused on the use of educative videos to promote the learning of English as a foreign language.

In the fifth chapter entitled "intra-institutional Component", the extracurricular activities developed by the institution that the practicing student participated in were reflected in order to enrich their knowledge about the processes that the institution carries out with the academic community.

In the last chapter entitled "reflexive approach of the practicum, describes the reflective process that the pre-service teacher carried on his stay within the school.

Introduction

The 21st century has become one of the most successful regarding industrial and technological advances, consequently, some languages have increased their number of speakers, it is the case of English that has been accepted as the global language, which allows better communication in the fields, such as; economic, political, social and cultural, giving way to a better world globalization, for this reason English is considered “the first world language, is said to be the first global lingua franca and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and other books” (SRINIVAS, 2019, p. 66).

In terms of teaching English as a foreign language in Colombia, it can find this process as a tool that allows students to have better opportunities in this world globalized, taking into account it, the Ministry of National Education (MEN) proposes some programs to consolidate the English learning and teaching. According to the MEN for the 2018-2022 four-year period, “Colombian students must speak English, since the learning of foreign languages lies in the fact that they are vehicles of communication, interaction, generation of opportunities and development, both for our children, adolescents. and young people in the educational system, as well as for their communities and regions (p, 46) ”, for this reason, the MEN continues with the National Bilingualism program, of which objective is “ to strengthen the teaching and learning of foreign languages in Preschool, Basic and Middle Education with in order to guarantee comprehensive training, the development of skills of global citizens and the XXI century and promote the generation of cultural, academic,

social and professional opportunities according to the needs of the Educational Institutions and the regions” (p, 21).

Given that English learning programs must follow certain standards, the National Plan of Bilingualism (NPB) proposed by MEN in 2006 adopts the Common European Framework of Reference (CEFR) as the national standard.

However, the challenge of this plan has become a great dare today, given the lack of interest of students to learn the language and the great health emergency COVID-19. Since nowadays, digital tools such as translators make it easier for students to know what they are reading or viewing without having to know the language in which is found the text. On the other hand, there are private institutions, in which their levels of English are much higher than public education institutions. This is the case of the Antonio Nariño Educational Institution located in Yopal - Casanare, which has an Institute of Foreign Languages and Cultures, is an educational unit, which is part of the Antonio Nariño School, which favors the purpose of bilingualism to which the school is oriented; this program adopts the British Council standard.

In view of the fact that the institution emphasized the reinforcement of speaking and listening skills, the proposal: Dialogues to promote listening and speaking skills B1 level students at Antonio Nariño school-Yopal, was proposed with the aim of enhancing the skills previously named through dialogues to contribute students' English level.

In addition to this, into three components are organized this project, which sought the pre-service teacher had a significant learning that favored their abilities as a future teacher.

Provided an accompaniment to elementary students, in relation to the teaching of English, as well as understanding and being a participant in the extracurricular activities of the institution where was carried out the practicum.

By the way, it should be clarified that all the components that were developed by this project required a direct and indirect presence with the students, administrators and teachers, since this institution is private and has all the requirements made by the Ministry of Health against the COVID-19 health emergency. For this procedure, the institution created a letter addressed to the parents in which the authorization of the alternation was specified by institution. Therefore, the parents who authorized and signed this circular allowed their children to return to the classrooms under the security plan designed by the institution. This plan consisted of allowing access to a maximum of 10 students per classroom and maintaining a distance of 2 m, from each student during the school day, in the same way, sharing all kinds of food, items, or objects were prohibited that could contain the virus.

The students who did not return to the classrooms remained at home working under the platform for the full time; this means that both the face-to-face and virtual students received the same academic load and the same teaching. However, in the last three weeks due to the high contagion in the municipality of Yopal, the alternation modality was canceled in the municipality to avoid a greater rise in infections by COVID-19, considering that the

institution returned to the virtual modality during the last three weeks of the pre-service teacher's practicum.

Justification

English for decades has taken a great boom in the life of the human being, since the demand for learning and teaching has been growing over the years, because it is considered as the global language, since it allows the growth of the market National and international. For this reason, it is stated that it is of the utmost importance that learners manage basic competences (speaking, writing, listening and reading). In the MEN document entitled Basic Standards of Proficiency in Foreign Languages: English (2006), which sets out the language levels to be obtained by school grades, for grades one to three (A1), from fourth to seventh grades (A2), and from eighth to eleventh grade (B1), it should be clarified foreign languages teachers to teach should have B2 level.

This proposal emerged from the observation week in B1 level students, where it was analyzed that students have shortcomings in these two competencies, one of the first shortcomings found is the lack of work on listening and speaking, since they only focus on reading texts and writing phrases. And another of the factors seen is the perception of the principal and supervisor, since they notice that students are afraid when speaking and

therefore do not listen too much. For these reasons, dialogues are used as a strategy to promote students' interest in speaking and writing.

Likewise, this proposal not only focuses on the pedagogical and research component, but also on the outreach and inter-institutional activities component. On the other hand, the outreach component is essential, since it allows practicing students to have direct contact with primary school teaching, which favors primary school students, since they have an accompaniment from the practicing students. Related to the intra-institutional activities' component, practicing students participate in extracurricular activities.

Objectives

General objective

Develop integral practicum at Antonio Nariño School in Yopal, in order to benefit A2 level students and preservice teacher through development of a project in three components

Specific objectives

- To promote listening and speaking skills through dialogues in A2 level students at Antonio Nariño school.
- To incorporate the foreign languages teaching on primary students at Antonio Nariño.
- To know and participate in the intra-institutional activities organized by Antonio Nariño school.

Conclusions

The development of this integral practicum in the Antonio Nariño institution located in Yopal, favored the compliance of the pre-service teacher regarding his career, which allowed him to acquire a better knowledge regarding different educational aspects, which favors his skills and abilities in the field of education.

Regarding the pedagogical and research component, the pre-service teacher successfully developed his project focused on the improvement of listening and speaking skills through a tool called dialogues. Which caused the students to change their way of developing English classes in their institution, which caused an improvement in these competencies expressed in the interviews and the oral productions carried out by students. In the same way, it was evident in the interviews carried out that indeed the objectives of the project were fully met, since the students expressed their opinions regarding the process carried out by this project. In this same sense, the impact that the realization of this project had on these students in relation to oral comprehension skills is stated and endorses which were evidenced in the interviews and oral productions carried out by the students, in which it is determined that the working with these types of activities with respect to these skills causes and comments that the student improves in these two competences thanks to the performance of previous activities with listening and the constant work of oral production through dialogues.

In its second component, the outreach component, it was evidenced the participation of the pre-service teacher in the primary community contributed to the improvement of the academic demands of the institution. Since the teacher through educational videos and his strategy called, “the word of the day” caused the fifth grade students to learn a new word for each class seen with the teacher. Likewise, the enrichment of vocabulary learned from the videos proposed by the professor helped the fifth grade students to improve their abilities, grades and knowledge in the second process of the year.

In its third component, the teacher achieved, thanks to his participation in some activities carried out by the institution, to understand the importance and relevance of knowing these activities. Since they provide the institution and the students with a better integration between them, additionally, this allowed the pre-service teacher to know the guidelines to carry out an event and the relevance of encouraging students to participate in these activities, with the aim of evaluating or highlighting some important aspects of our country.

Chapter II: Institutional Observation

Institutional Observation

With the aim to design a proposal of a project, it was necessary to make an institutional observation in a lapse of two weeks, this process was to know important aspects that are developed in the institution, also, to know the way in which the teacher developed his English classes. In this context, it is noted that the students of this institution work one of the solutions proposed by the MEN to return to classes, which is alternation, where students attend in different groups 3 days a week, this allows direct contact with students. In addition to this, this section contains the most relevant aspects of the private institution Antonio Nariño as the PEI, the values, its flag, some aspects of its handbook, its organization and the measures took for facing the COVID-19.

Documentary analysis

Topographical location

The educational institution Antonio Nariño is located on Calle 17 No. 27-35 of the Juan Pablo neighborhood, in the municipality of Yopal, department of Casanare. This establishment has an educational population of about 75 primary students and 180 high school students. The Antonio Nariño School was founded in 1995 on the initiative of a group of professionals, characterized by their spirit of dedication and service to the

community, who were aware of the academic situation of the Department of Casanare and felt the need to create an educational institution that would facilitate access to education for the population of the department. On December 13, 1996, the resolution of approval of studies was issued, which officially recognized the Antonio Nariño School in its academic form, a semi-face day.

Administrative aspects

School characteristics

The Antonio Nariño School is a private educational institution, legally approved by the Ministry of Education, according to resolution 1474 of November 30, 2011, to provide formal education.

Calendar A

Day: Unique and Complete

Character: Private

Mixed Nature

Levels and grades: offer education at the levels of Preschool (from nursery to transition), basic 1st to 9th, middle (10th and 11th), in the Academic and Technical Medium.

School authorities

This private institution is under the direction of Ofelia Valderrama González. Moreover, there are two coordinators; the academic coordinator is Cecilia de Vargas, and the convivence coordinator is Amalia Urquina.

Rector	Academic coordinator	Convivence coordinator
Ofelia Valderrama González	Cecilia de Vargas	Amalia Urquina

Ilustración 1 Institutional of the Educational authorities from Antonio Nariño School

PEI Institutional Educational project

The Antonio Nariño educational institution works under the *cognitive pedagogical model*, which focuses on the mental processes of the student and on their ability to advance towards increasingly complex cognitive skills.

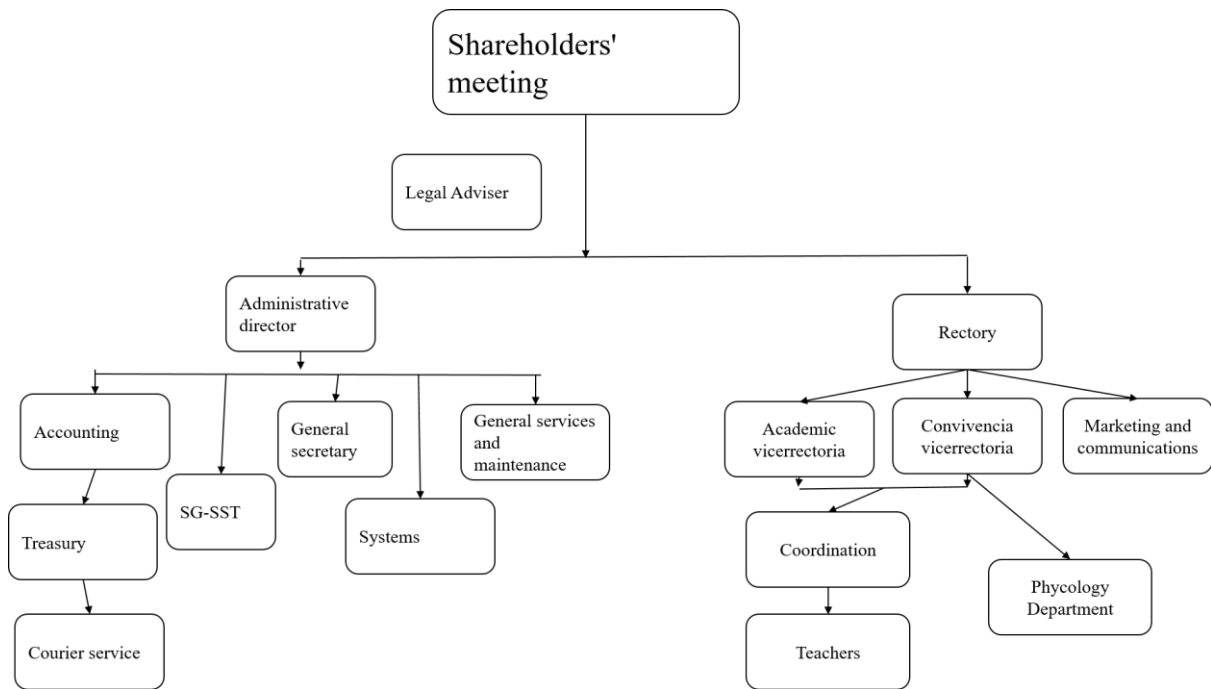


Ilustración 2 Organizational chart

Related to the first component, which is centered on showing the basis of the institution, the vision, the mission, the philosophy, and the objectives, among others.

Institutional vision

The Antonio Nariño school will be recognized in Yopal (Casanare) for its quality of service, characterized in that its students and graduates have citizenship, scientific and technological skills, an investigative attitude and a clear life project with a view to higher education, contributing to their personal, social, cultural and business development, in accordance with the

needs of the environment and the globalized world.

Institutional Mission

The Antonio Nariño School forms children and young people in being and knowing and doing by implementing learning framed by technological advances, which enable reflection, research, participation in higher education and peaceful coexistence, contributing to efficient personal, social and work performance

Nariñista philosophy

The Antonio Nariño School is an institution that seeks the healthy coexistence of all its members. The educational charism embraces the whole human person, hence the strength it gives to the intellectual, moral, artistic, cultural and sporting aspects of its students within a universal orientation. The institution promotes an education where there is balance in the technical and humanistic part, with projection to an immediately higher level.

Values of the institution

Affective intelligence: is the ability to regularly recognize and express my thoughts and emotions, showing care and consideration for myself and for the other.

Respect: I recognize the intrinsic worth and dignity of the human being regardless of their circumstances.

Honesty: I act consistently with truth and justice, showing sincerity and loyalty in all my actions.

Solidarity: it is the collaboration and mutual help that promotes the union between people.

Institutional quality objectives

- Guarantee the sustainability of the institution in the medium and long term.
- Optimize and provide human, material and financial resources that guarantee efficiency in all processes.
- Meet the needs and exceed the expectations of students, Parents and Educational Community.
- Guarantee the development of basic skills, through solid training, giving ideas and lights to understanding, motivation to the will, passion to the heart and a transcendent sense of freedom.
- Strengthen the competences of the Educational Community in its human, spiritual, intellectual and technological dimensions for optimal performance.
- Maintain a competent and harmonious work environment.

Main principles of the Institution

Holarchy: as a member of the Antonio Nariño school, he represented him in each of his actions inside and outside of it, assuming the chain of command established in him.

Self-regulation: it is the ability I have to direct my own actions.

Effectiveness: I work effectively because my work must be reliable, timely and must exceed the expectations of those who request it. I am effective when I use only the necessary resources to do my job.

Prudence: being prudent, I will be able to discern what is good or bad for myself and for others, prudence makes me act in a fair way, adequate and cautiously, communicate with others through a clear, cautious and adequate literal language as well as act respecting feelings and the lives and freedoms of other people to avoid possible harm.

Leadership: I have outstanding capacities or abilities to guide others towards the achievement of common goals, from an innovative, social, solidary and collaborative perspective

Pedagogical Objectives

In order to contribute to the training of nariñista students, they set the following pedagogical objectives:

- Promote different ways and methods of learning (learn to learn, learn individually, collectively, cooperatively, to be, among others).
- To strive for an inclusive, qualitative, autonomous, critical, reflective education that promotes the development of human potential.
- To strive for the development of the personality of the students, their social development, with a view to responsible self-determination before their peers, the recognition of ethical standards, tolerance and respect for others, for their convictions, the property of others and for the physical and psycho-affective integrity of others.
- Stimulate the sense of justice, social equity and solidarity, of the rights to equality, expression, presentation of petitions, peaceful coexistence, due process, treatment according to their age, in accordance with the scope and limits established by the Constitution. And the law.
- Raise awareness of the need to preserve the environment and encourage the active participation of students in projects for its protection and care.
- Arouse in students an interest in technology and science, as well as an interest in the arts, sports, music and theater



Ilustración 3 photo of the school Antonio Nariño



Ilustración 4 High School shield

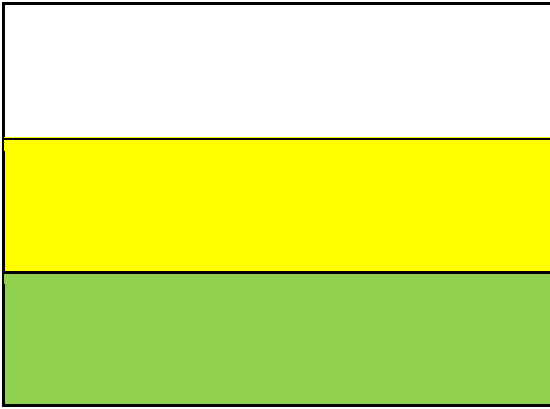


Ilustración 5 High school Flag

Main aspects of the coexistence handbook

Antonio Nariño school has an important book that guides the institution role, which describes a compendium of norms. In general terms, the coexistence handbook is actualized according to the agreement No. 003 - October 17, 2019. That in accordance with current legislation, the coexistence handbook should define the criteria, parameters, procedures, agreements, rules and standard for use and behavior related to:

- A. Respect, appreciation and commitment to the use and conservation of personal and collective property, the quality and conditions of food services and others related to the education service.
- B. The resolution of individual or collective conflicts that arise in the institution, which must include instances of dialogue and Reconciliation under the principles of opportunity and Justice.
- C. The conduct and behavior of the members of the educational community to guarantee mutual respect as well as the definition of clear procedures to formulate complaints or claims in this regard.

- D. The recommendations and concerns necessary for the care of the school environment.
- E. Personal appearance to avoid discrimination of students due to appearance reasons.
- F. Personal hygiene and public health that preserve the well-being of the educational community individual preservation of health.
- G. The comprehensive strategies necessary for the preservation of the use of psychotropic substances and other illicit activities training for the exercise of Human Rights education for sexuality prevention and mitigation of school violence.
- H. The election of representatives to the board of directors and for the choice of spokespersons in the other levels of the school government provided for in decree 1860/94, which must include the process of choosing the student's representative.
- I. The use and regulation of the internet in the institution of the computer room, the school library, the electronic devices, media and computer technologies of the pedagogical use of both the institution and the property of the students, as well as other spaces and school resources.
- J. The definition of inclusion of the comprehensive care route and the protocols necessary for the treatment and the sanctions applicable to disciplinary offenses, non-observance of the coexistence agreements, including the right to defense, as well as the incorporation of the definitions, principles and responsibilities that are established. the law 1620/2013 on which the factors of promotion and prevention and attention of the comprehensive care route for school coexistence are developed.

- K. the functioning and operation of the communication media available to the institution to serve as effective instruments for free thought and free expression of the members of the educational community, life and health, and of all those elements necessary for the provision of the educational service in quality condition.
- L. The definition and choice of teaching materials for general use, books, uniforms, insurance.

Policies implemented by the (MEN) due to the health emergency.

For the year 2021, the Ministry of Education presented the guidelines for returning to classes under this scheme that includes face-to-face and work at home. These consist of students attending classrooms in small groups under all health safety rules, to prevent the spread of the virus.

Recommendations of prioritized hygiene practices for the educational community. The set of activities that are developed during the day of face-to-face care must be carried out in accordance with the protection and care measures that include:

- Use of face masks that cover the nose and mouth for correct use, review the general guidelines for the use of conventional face masks and high-efficiency masks of the Ministry of Health and Social Protection. It is important to permanently verify that each girl and each boy is wearing the mask properly and that it is not causing breathing problems. For this, playful activities can be proposed that invite girls and boys to keep their masks on.

- Face masks can be manufactured by families and / or caregivers according to the recommendations given in the guide of the Ministry of Health and Social Protection.
- Establish a specific schedule for hand washing with soap and water at least every 2 hours, ideally under adult supervision. (Including the moments before and after consuming food, when it looks visibly dirty, before and after using the bathroom)
- Sanitize with antibacterial gel or glycerinated alcohol if there is contact with multiple surfaces, toys or educational material that has been used by other girls or boys, or if there has been displacement to another space.
- Refrain from sharing food and materials as an expression of care for oneself and the other.
- Avoid touching your face, rubbing your nose and eyes.
- Maintain a distance between 1 and 2 meters between people.

Key pedagogical aspects observed

During the diagnostic week, it was possible to identify some pedagogical aspects developed by the supervisor. Before detailing the aspects observed, it is necessary to clarify that the Antonio Nariño Institution adapted its methodology to the protocols established by the MEN for alternation in the country's educational institutions. This is why the academic part of the institution adopted the face-to-face methodology. The institution in its process of continuing with excellence in its education, decided to follow the guidelines required by the Ministry of Education to implement the Alteration in its school, which consisted in the division of the courses, which, I mean that in each room could not have more than 15

students and each desk has a distance of 1 meter apart, each student must carry their personal disinfection kit and always maintain social distancing throughout the school day, each teacher and student must take their temperature before entering, in case of not having an adequate temperature they will not be able to enter the institution, in the same way every 40 minutes the students must digest themselves at the hand washing points, to carry out the respective care person, likewise each parent must sign a document, where they agree that their child attends school, if not, your child will continue at home. In view of all these measures taken by the school, the Secretary of Education and Health of Yopal, Casanare, approved the return to classes at this institution.

Methodology used by the supervisor

Once observation week started, teachers worked with some students in person and with others through the virtual zoom platform at the same time. At the moment to begin the class, the teacher does a presentation and promotes students to speak in English. After, she orders to work on the guides designed by school, and she starts with a short explanation about what students have to do. The teachers used their work agenda in which the topics to be worked on were specified for the students who were in the classroom; they were given photocopies to perform the exercises while for the students who were from home they performed exercises online using the Internet.

Design of the worksheets.

The institution designed a guide for each semester of the year, which teachers must follow and complement these guides with explanations appropriate to the subject. This pedagogical material is a tool that allows the supervisor to keep track of the topics that are handled in each grade and ensure the teaching and learning of each topic.

COLEGIO ANTONIO NARIÑO



GUIA DE TRABAJO - PRIMER PROCESO – MARCH 01 – APRIL 09
SUBJECT: English Class **LEVEL:** B1- ROOM A- B –C – D –E

TOPICS PROCESS 1 :

Unit 1	Unit 2
5. Week march 02- 05 <i>Past simple, past continuous</i> <i>When, while</i>	7. Week march 16- 19 <i>Present perfect (ever, never, just, already, yet) past participle</i>
6. Week march 09-12 <i>Used to – parts of body, use of like</i> <i>Sequencing words and expressions</i>	8. Week march 23- march 26 <i>Present perfect for, since, how long</i> <i>Home and furniture</i>
	9. Week April 06 - April 09 <i>Present perfect/ past simple</i> <i>Clothes and accessories</i> <i>Order of adjectives</i>

be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard

keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
lie	lay	lain
lose	lost	lost
make	made	made
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told

Ilustración 6 example of the guide

The supervisor's schedule.

The supervisor's schedule consists of two hours and 5 days on the B1 level, which there were students from 7, 8 and 9 grade... Moreover, the supervisor is in charge of the A2 level.

Hour/Date	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:10	Welcome	Welcome	Welcome	Welcome	Welcome
7:10-7:50	B1 level	B1 level	B1 level	B1 level	B1 level
7:50-7:55	Pause	Pause	Pause	Pause	Pause
7:55-8:35	B1 level	B1 level	B1 level	B1 level	B1 level
9:50-11:50	A2 level	A2 level	A2 level	A2 level	A2 level

Ilustración 7 The supervisor's schedule

The practitioner's schedule

The practitioner's schedule consists of two hours by day during four days. It should be clarified teacher who is carrying out the practicum has to planned each intervention, it implies two hours more for the practitioner.

Hour/Date	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:10		Welcome		Welcome	Welcome
7:10-7:50		B1 level		B1 level	B1 level
7:50-7:55		Pause		Pause	Pause
7:55-8:35		B1 level		B1 level	B1 level
14:00-16:00	Class' preparation		Class' preparation	Class' preparation	Review of activities

Ilustración 8 The practitioner's schedule

Given that this institution is private, its quality policies in the teaching of English are developed under the standards of the British Council, in this case the level which the practitioner is carrying out his practicum is B1, which the British Council states that the “level B1 corresponds to independent users of the language, i.e., those who have the necessary fluency to communicate without effort with native speakers. It is important to bear in mind that the Common European Framework of Reference for Languages (CEFRL) is the system that defines and explains the different levels of oral and written expression and comprehension for languages such as English. It consists of 6 levels of reference: three blocks (A or basic user, B or independent user and C or proficient user), which are in turn divided into two sublevels, 1 and 2” (2009, p. 23). Taking these characteristics into account, it is stated that this school does not use certain characteristics of the English DBAs proposed by the MEN, one of them is that, at this level, the statements of the guides or

activities proposed by the Antonio Nariño school do not have translation, in view of the fact that students with this level must speak 80% in English, thus avoiding the use of the mother tongue to prevent students from getting used to the translation. In addition to this, the CEFRL specifies that students at this level should be able to:

- Understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts
- Cope with most of the situations that might arise on a trip to areas where the language is used
- Produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest
- Describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.

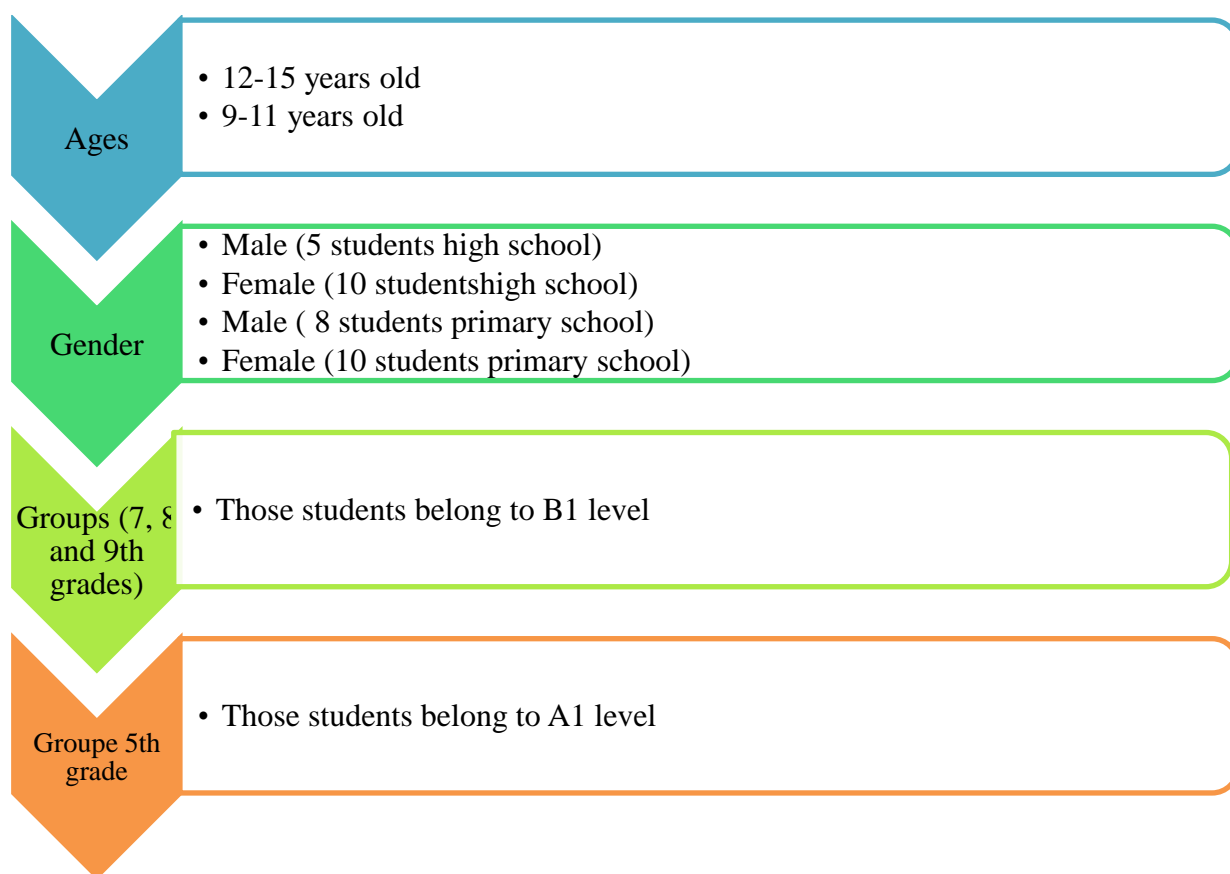
English Teachers team

Primary Teacher	A2-B1 Level	B2 Level
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Solanye Bayona Bachelor of Foreign Languages Spanish, English and French	Daniel Vega Barajas Bachelor of Foreign Languages Spanish, English and French	There are two teachers, but they only work by hours, the school reserves those names. Bachelors of Foreign Languages Spanish, English and French
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Ilustración 9 English Teachers team

Students' characteristics



Statistic table 1 Students' characteristics

Chapter III: Pedagogical and research Component

Dialogues as a tool to promote listening and speaking skills in B1 level students at Antonio Nariño school-Yopal

Introduction

English is one of the most important languages today, since in various parts of the world it is a second language and it is also necessary for international business. It is for these reasons, the teaching of English is essential in the country's institutions, according to (Biava and Segura, 2010) cited by Uribe, (2012) The use of a foreign language with an emphasis on English has gone from being a privilege to be a necessity in the different productive sectors, due to the globalization process, which has become stronger today. This phenomenon has been the main reason why English has gained worldwide importance, to the point of being considered today as the universal language of business. Thanks to the good command of this language, many companies, businesses and people can improve their job offers in different countries.

Given that English has had an increasing trend, due to the worldwide need to speak this language, in Colombia the teaching of this language has been increasing. In view of these results, it is essential to seek and develop new language teaching strategies, which allow Colombian students to have a more direct relationship with the language in order to achieve meaningful learning. For this reason, this pedagogical and research project focuses on the use of conversations to encourage and promote interest in speaking in English. According

to Srinivas, (2019), “speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields (p, 9)”. In this sense, promoting and strengthening the competence of speech is an opportunity to improve the level of English of the students of the Antonio Nariño College.

Given that speaking skills are to be promoted, this project introduces conversations about how to take care of ourselves in times of pandemic in our homes and schools, as a strategy for students to be more interested in practicing English by practicing oral production, for example, Rosabal, (2014) states that "Oral dialogue is vital in the teaching of English; they describe how students acquire four skills: listening, speaking, reading and writing, in the same order (p, 7)".

Considering that during this time the world continues in various parts with security protocols to prevent the spread of the virus (COVID-19), however several Colombian institutions have already opted for the Alternation program proposed by the MEN of Colombia, which consists of the return to classes in an organized manner, complying with all the protocols to avoid the spread of the virus, this is the case of the Antonio Nariño Educational Institution in Yopal, which has all the protocols required by the Ministry of Health and Education. It is for this reason that the project was developed from a face-to-

face methodology for students who accepted the alternation and virtually for students who decided to continue at home.

Taking into account what was proposed by the government, the Antonio Nariño school made the decision to use the alternation model, which consists of deciding the grades in small groups to attend face-to-face classes and other virtual classes, this assistance is designed for students come to the institution 3 times a week, for this process the institution has all the security protocols in place to respond to the guidelines proposed by the MEN. In addition to this, the directors of the institution held a meeting of parents, where they were provided with an acceptance document for the alternation model, which the majority of parents accepted.

Statement of the problem

Once the institutional observation at the Antonio Nariño school in Yopal-Casanare was completed in the sixth grade over the course of two weeks, this grade was directed by a foreign language teacher, in which a series of pedagogical and linguistic aspects were identified. In addition to this, from the perspective and opinion as an observer, it is stated that students have little motivation to speak and to listen in the foreign language taught, it is for this reason that the observed teacher suggested implementing a strategy that encouraged students to speak in English and development a routine listening to adapt students to speak and understand English.

To sum up, it can be said that students are not motivated to speak English, therefore their understanding of the foreign language is low, because they are in a certain way adapted to only work on grammar and writing, for this reason, when speaking they are afraid and little interest, so they are easily distracted in the classes when these two competencies are worked on, coupled with this, it is found that students take too long to create a short dialogue and produce it. Likewise, the lack of vocabulary according to the level they are at is not appropriate, which prevents students from oral production. In addition, most of the students use the translator for the texts that they must write and produce.

Taking into account the factors presented above, it is deduced the great need of the students of Level B1 of the Antonio Nariño school to improve and reinforce their speaking and listening skills. For these reasons, the practicing student decides to use the dialogues as an

attractive tool to promote and attract the attention of the students so that they practice oral production in English.

Justification

In view of the need found in the sixth grade, this proposal proposes the use of dialogues as a strategy to promote speech skills, in view of the fact that dialogues allow students better interaction and communication between students. For example, one of the factors why this skill should be improved is because the increase in foreign investment and tourism requires Colombians to improve their language skills. According to Rosa María Celys (2020) (P, 13) quoted by SEMANA magazine, manager of Colombia Bilingual MEN, the country needs to make learning English a priority. "Bringing students closer to high levels of proficiency in English should be achieved, bearing in mind that this will enable them to increase their chances of linking to the labor market with well-paid work, access to a greater cultural and educational offer and improve the competitiveness of the country, p, 17". Another aspect to improve this competence arises from the proposal made by the supervisor to the student practitioner, which consists in reinforcing this competence, because students must have a high level of speech, put at eleven grades, they have to do interviews in English to get into the best universities in the country.

Bearing in mind the above factors, the proposal arose to promote the improvement of speech skills in an interesting way, which consisted of the use of dialogues with prevention and care issues versus COVID-19. These types of topics seem an appropriate element to get

students to show interest in taking care of themselves and practice speaking English, which causes a habit in students to learn English and adapt to what is being experienced in the world today.

Objectives

General objective

- To use dialogues to promote the listening and speaking skill in B1 level students at the Antonio Nariño school.

Specific objectives

- To plan material and activities in order to enhance students' oral production
- To implement listening activities in order to student create dialogues
- To analyze effects caused on students' speaking skill using dialogues.

Research Questions

Main question

- How does the use of dialogues promote the listening and speaking skills of B1 level students at the Antonio Nariño School?

Sub questions

- What type of methodologies can be used to create the dialogues to promote students' speaking skill?
- What effects can the use of dialogues cause on students' speaking skill?
- What contributions does the development of this project cause Students from B1 level?

Theoretical framework

Due to this proposal aims at promoting and improving students' speaking skill, it is appropriate to define the key aspects for understanding this study, such as Communicative competence, speaking skill, dialogue, receptive skill and listening skill.

Communicative competence

According to British Council “Communicative competence refers to a learner's ability to use language to communicate successfully, p, 67”. And Canale and Swain (1980) defined it as composing competence in four areas:

- Words and rules
- Appropriacy
- Cohesion and coherence

- Use of communication strategies.

Furthermore, Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

Speaking skill

According to Bailey, (2000, p. 25), "speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information". On the other hand, Siahah, (2008) states speaking is a productive language skill, it means that speaking is a person's skill to produce sounds that exist in the meaning and be understood by other people, so that they are able to create good communication.

According SRINIVAS, (2019) Three Kinds of Speaking Situations:

Interactive, partially interactive and no-interactive. Interactive speaking situations are more useful situations both for the speaker and the listener as they can understand the matter without having any further doubts. Whereas in partially interactive situations, a speech is given to the live audience and the audience does not interrupt the speaker's speech and in non-interactive speaking situations, there will not be any interaction of the audience where

speakers have to just record their speech for a radio broadcast.

Dialogue

According to Velazco, (2009) Dialogue is a phenomenon inherent to the human species, and perhaps this is the only one capable of dialogue; furthermore, there is no possibility of human society functioning without dialogue. Although, certainly, there are many situations that develop perfectly without dialogue and in which their presence would be inappropriate, it is true that without dialogue in day-to-day human interaction, coexistence would not be possible. Moreover, Journal of Ecumenical Studies states (2017) “Dialogue is a two-way communication between persons who hold significantly differing views on a subject, with the purpose of learning more truth about the subject from the other (p, 13)”.

Receptive Skills

According to Holmes (N.d), “a receptive skill, is also known as ‘Passive Skills’, or reading and listening, they are often contrasted with productive skills (speaking and writing). When learning a language learner tend to develop their receptive skills first and then acquire productive capability (p,5)”, therefore this helps to understand the

relationship that exists in two skills (listening and speaking) which help the learner to improve their language level.

Listening skill

It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us (Rost, 1994). Additionally, he quotes “Listening is considered to be a part of oracy, a capacity to formulate Thought verbally and to communicate with others, so it is the skill that underlines all verbal communication, p,12”.

Literature review

Having in mind that the purpose of this project is to promote B1 level students speaking skill with dialogues, this section introduces a general review of five studies which present ideas and notions about dialogues' influence on students' oral production. It is broken down into two categories, as follows:

Speaking skills in English inside Classroom.

Speaking skills is one of the most important in the classroom, as it encourages the student to improve their language production and allows them to increase their communication skills.

This process includes a series of aspects that can be seen in two studies proposed by Srinivas, (2018 and 2019).

Over time, the need to improve the education system related to English teaching, it involves the use of strategies to continue with this improvement, in the same way, it is important to name one of the most important and relevant skills of English, which is Speaking skill.

Several teachers try to develop this skill, because it allows and has a direct connection with the other skills (reading, writing and listening), for this reason, Srinivas states in his studies “Teaching Speaking Skills In English Language Classrooms Through Various Techniques And Activities (2018)” And “The Importance Of Speaking Skills In English Classrooms

(2019)” developed in Al-Hasa, Kingdom of Saudi Arabia shows an emphasis on the importance of there should be between the teacher and learning in the English language class, in order to obtain a successful learning and teaching. In addition to this, in his first study, he explains that teachers introduce certain dynamic activities to encourage interaction when speaking in English, such as 'guessing games', which consists of keeping an object in a box and by asking the learners to guess what the object is there in the box. After getting the right answer, the teacher can ask the learners to describe the object. Undoubtedly, the learners’ participation in these activities are encouraged and appreciated. Moreover, the learners feel more comfortable and confident with these activities, while they can perform a conversation in the English classroom and the learners use their speaking skills more perfectly and effectively in order to hold perfect conversations, discussions, debates, and presentations.

On the other hand, the author affirms, “The most important speaking activity that is very much suitable for the English language classrooms, at the initial stages, is ‘JAM (Just A Minute) Session’. This JAM session is really a blessing for the learners where their English language proficiency and fluency will be developed to unimaginable heights (p, 17)”.

The objective of these JAM sessions is to prepare students to be able to carry out a dialogue or conversation on a topic for 60 seconds without pauses. In addition to this, teachers should introduce these types of activities in classrooms to promote speaking skills in the language taught, in this case English.

On the other hand, Srinivas, (2019) in his second study emphasizes that language classes are the perfect opportunity to achieve a good level of speaking competence. For this reason, the teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms. The results of these two studies show the importance of promoting the ability of various strategies to achieve that students improve their speaking levels of the English language, one of them being dialogues or conversations, which allows students to maintain an interaction with their classmates and show an interest in continuing to learn the English language. For this reason, these studies help to understand the use of dialogues to promote speech skills in B1 level students at Antonio Nariño school.

The use of dialogue to encourage speaking skill.

Several studies show that the use of dialogue helps students improve their speaking ability in the taught language, since it allows them to have a better constant interaction with the language. This is confirmed in the following studies: *teaching speaking through dialogue* by Julinda, Marbun, and Suhartono, (n.d), *The dialogue as a main element in the classes of English for veterinarians* by Rosalbal, Vega, A. and Avila, (2014) and *teaching speaking through dialogues, discussions, and role-plays* by Paulikova, (2018).

The first study shows when teachers use dialogue, this works as an action that helps the student to pronounce expressions and words during a dialogue between students and teachers in any daily situation. Afterwards, the students have to practice using the words and expressions in a conversation between two speakers, promoting that students ask and respond using the words and expressions they learnt before. In the same way, the authors name the effectiveness of dialogue in teaching speaking had been proven by Henny Dwi Daryati, a student at Teacher Training and Education Faculty, Tanjungpura University, in 2007, who had used dialogue as a strategy to improve the speaking ability of SMP Kemala Bhayangkari 2 Tanjung Asam's first semester students. Therefore, he shows the result as follows, in the first instance he explains the percentages of scores that they obtained at the end of this investigation, regarding the ability to speak, which was positive, because the students used more English to communicate with their peers. In a second moment, the author, before using the strategy, classified the students' abilities to speak as deficient. Therefore, the students' speaking ability gradually improved to be categorized as good.

Related to the second study (*The dialogue as a main element in the classes of English for veterinarians* by Rosalbal, Veja, and Ávila, (2014), which was carried out in the language department of the University of Granma in Cuba. The results of the academic courses 2010-2011 and 2011-2012 were taken. For the structuring of this process, experienced classes were developed in three different spaces. The presentation, the systematization and the production. These phases of the class are known as the three “P” systems (presentation, practice and production). During these three phases, a great advance was evidenced in these

students, which concludes that oral dialogue is vital in the teaching of English; describe that students acquire four skills: listening, speaking, reading and writing, in the same order. On the other hand, linguistic structures must be presented first in their oral and then written form to have a good learning (Báez and Porro, 1988; Contreras, 2006; Blázquez, 2010). Finally, Paulikova, (2018) carried out a study entitled “*teaching speaking through dialogues, discussions, and role-plays*”, whose objective focuses on three chosen contemporary teaching techniques – discussions, dialogues and role-plays in the context of both theory and practice by conducting action research with the application of two research methods – observation and interview. During the process, the author uses Dialogues with an activity entitled “Answering Questions under Time Limit”. This activity was used by the researcher herself as a kind of dialogue. The objective of this study was to find out if the dialogue could help students to prepare for future conversations or dialogues outside the classroom in the English language, in which the researcher carried out activities about daily life in the classroom, which had a short time, Therefore, the researcher focused on the problem, if the students were able to master any response to it, this activity was developed during 5 lessons, the result of which showed that by reducing the time to express opinions in the dialogue, the students had a tendency to not to be mistaken and to show greater interest in talking about the subject. In addition to this, it is claimed that the variety of speaking opportunities made the lessons more dynamic and motivating, so much so that the students continued to do more activities that way.

In conclusion, these three studies help to better understand the process to be carried out in this pedagogical and research project proposal, because it shows certain aspects to take into

account when using the dialogue to cause a contribution in speaking skill. On the other hand, the activities carried out in each study show the impact that can be achieved within the ability to speak.

Methodology

Pedagogical methodology

The following study was focused on using dialogues as a tool to promote listening and speaking skills in B1 level students at Antonio Nariño School. For this reason, it is necessary to use different strategies in order to collect information.

During the development of this Project, the pre-service used only one type of planning which it is based on theory proposed to work on listening and speaking to implement the dialogues proposed in the project, since the practitioner only had access to 2 hours per week at B1 level. Which he only implemented his project at the teacher's preference. Therefore, the pre-service teacher did not use a planner to teach classes where he did not work on the dialogues since time did not allow it, what the student gave tutorials to some students regarding speaking and listening skills at the request of the teacher.

Workshop Design

Due to the great health emergency, that the country is experiencing, the teacher carried out his practicum with alternation modality because the institution had the necessary measures to handle this modality. However, in the B1 level of English of that institution, the parents did not allow their children returned to classrooms. For this reason, the practitioner implemented his project 100% virtual, for that purpose, he designed and used different platforms and strategies to implement his project in an appropriate way.

As the first skill to work (listening), pre-service teacher followed the steps proposed by Campos, J (2020, p. 12) who proposes three stages to work this competence:

Stages of a Listening

Pre-Listening Activities

The pre-listening stage help our students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task. Pre-Listening Tasks can:

- Help teachers find out about what students already know about the topic.
- Prepare students for the vocabulary and language structures in the text.
- Helps mitigate the anxiety, which comes from listening in a foreign language, by providing a clear context.

While-Listening Activities

During-Listening tasks are a series of activities that a learner does while listening to a passage in order to show their understanding of what was heard of.

Well-designed activities can help students to:

Identify what is important in a passage.

Perceive the text structure.

Keep themselves concentrated throughout the passage.

Show their understanding or non-understanding of the passage.

Post-Listening Activities

Post-Listening Activities consist of tasks which main aim is to help students reflect on the listening experience. these activities are carried out after teacher have carried out pre-listening and while listening activities successfully.

In the other hand, to develop speaking skill the PPP approach is going to be used to implement this part of the project that emphasizes in three stages Presentation, Practice, and Production. According to Jeremy Harmer (2009, p 64), the PPP is a method that is widely used in teaching simple language at lower levels.

The Presentation Phase

The teacher controls it. The teacher might use a text, an audio tape or visual aids to demonstrate a situation. From this, he will extract the required language forms. For example, the teacher may show the class a picture and a model of sentences.

The Phase Practice

Practice activities include drills, multiple-choice exercises, gap-and-cue exercises, transformations etc. In this phase, the teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct forms.

The Phase Production

When the learners have completely mastered the form and have learnt how to produce it without mistakes in controlled exercises, they can move on to the (free) production phase. In this phase, they use the newly learnt language structure to produce oral or written texts.

Along the road of this proposal, the pre-service teacher followed two types of planning. First, one of them was facilitated by the school, because each period the school designed guides for each period, those classes were developed each day and the other planning served for the organizations of the dialogue's students did to practice and enhance their

speaking skill. It should be clarified dialogues developed according to the topics for each day.

Description of the activities implemented in the project

Several aspects were followed to initiate this process, initially, it was informed about the consent that was developed ([see appendix 1](#)). Then the planning of the project presentation was carried out once corrected, the presentation of the project took place. The pre-service teacher made a brief presentation of the project and carried out an activity to contextualize the students of what the project was about, which this activity wanted the students to see a video of a short story "Little Red Riding Hood" and carry out a contextualization activity. Therefore, they had to create a dialogue according to what they saw and heard from the video. In this first moment, it was possible to notice that the students had an interest, because they carried out the activity in the best way.

The planning of the project presentation

GROUP: B1 level Antonio Nariño students	LEVEL: B1 level	DATE: April, Tuesday 6 th 2021
TEACHER: Jose Daniel Mesa Mendivelso	OBSERVERS: Jose Daniel Mesa Mendivelso Daniel Vega Barajas B1 level Students	FINAL TASK: «A dialogue about the listening »
COMMUNICATIVE OBJECTIVE <ul style="list-style-type: none"> ● Presenting the Project title ● Presenting the project introduction, justification and methodology ● Showing the instruments that are going to use during the project development. 	LINGUISTIC OBJECTIVE: <ul style="list-style-type: none"> ● To know the project ● Understand vocabulary in dialogues 	
GENERAL SKILLS: Communicative competence Linguistic competence	TOPIC: Free time	DURATION: 50 min

STEPS	DESCRIPTION	DURATION (MIN)	COMPETENCES	CONTENTS LANGUAGES	SUPPORTS
-------	-------------	-------------------	-------------	-----------------------	----------

OPENING	The teacher started the presentation, presenting himself, then spoke of some aspects, such as university, semester, etc.	2 min	communicative competence		Slides(appendix 2) Computer
DEROULEMENT					
PRESENTATION OF THE PROJECT	The pre-service teacher will show general aspects of the project (introduction, justification, objectives and annexes)	10 minutes	Communicative Competence	General aspects of the project	Computer slides
ACTIVITY TO KNOW THE PROJECT	The teacher will use an audio for the students to listen to it, this audio will be heard twice, once this is finished, we will all talk about the audio, once it has been discussed, the teacher will show an example of a dialogue, this with the aim that students are guided and create a dialogue regarding the audio. <i>Topic (Past Simple-Present perfect)</i>	30 minutes	Communicative competence	Listening Example of a dialogue	Slides Audio (appendix 3) Dialogue (appendix 4)
FINAL TASK	Students will present their final product (dialogue).	8 min	Communicative competence	Students' final product	Students' Script

Statistics tables

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Implementation of the first project planning

For this process, a guide was designed to carry out the planning of the proposal following the aspects proposed by Campos, (2020, p. 12) to work listening skill, who proposes three stages to work this competence (Pre-Listening Activities, While-Listening Activities and Post-Listening Activities) and related to speaking skill, it followed the PPP approach which consists in three phases (preparation, practice and presentation phases). For this reason, that planning is composed of different sections, such as group, level, tutor, teacher, communicative, linguistic and socio-linguistic objectives, duration and topic, Regarding the development of the workshop, it is divided listening (stages of listening) and speaking (PPP approach).

GROUP:	LEVEL:	CLASS N°: 1 DATE:
TEACHER: Jose Daniel Mesa Mendivelso		FINAL TASK: « »

COMMUNICATIVE OBJECTIVE	LINGUISTIC OBJECTIVE:	TUTOR
SOCIO LINGUISTIC OBJECTIVE	TOPIC:	DURATION:

STEPS/STAGES	DESCRIPTION	DURATION (MIN)	COMPETENCES	CONTENTS LANGUAGES	SUPPORTS
OPENING					
DEVELOPMENT					

LISTENING	Pre-listening While-Listening Post-listening				
SPEAKING (PPP approach)	The presentation phase The practice phase The production phase	20 min			

Statistic table 2

The following image corresponds to the WhatsApp group of the level B1



Next, the first planning was developed. Besides, the speaking activity begun, the objective of which is for students to create a dialogue according to the audio heard.

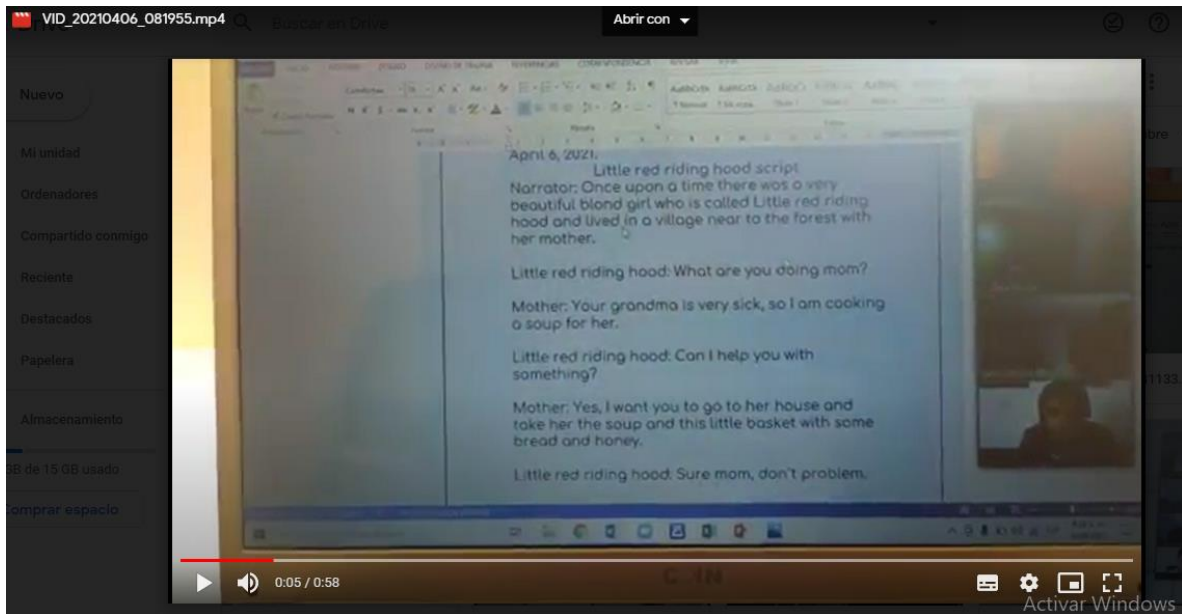


Ilustración 10 Ilustración 9 Images of first class

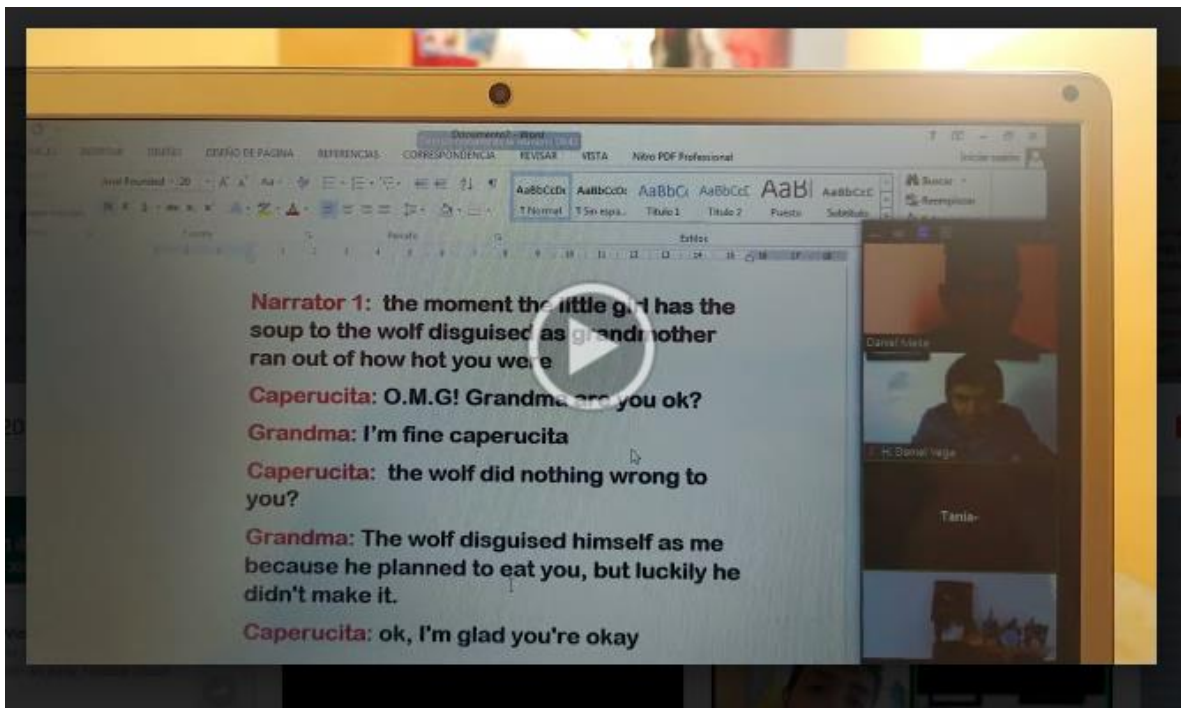


Ilustración 11 images first class

For this, the three phases proposed by the PPP approach were developed. In the first phase, the student prepared by performing a vocabulary appropriation activity, followed by the practice, where the activity instructions were presented and the students ordered to follow the given statement, finally the students have two days to prepare their dialogues and presented their dialogues through the APP WhatsApp in Audio.

From this first workshop, it concluded that some students complied with what was proposed, therefore, it was evident that the preparation that is developed with listening

helped the student to appropriate the vocabulary and theme of the workshop, which favors the development of dialogue effectively.

<p>GROUP: B1 level Antonio Nariño students</p>	<p>LEVEL: B1 level</p>	<p>CLASS N°: 1 DATE: April, Thursday 8th 2021</p>
<p>TEACHER: Jose Daniel Mesa Mendivelso</p>		<p>FINAL TASK: «A dialogue about the listening »</p>
<p>COMMUNICATIVE OBJECTIVE</p> <ul style="list-style-type: none"> ● To talk about free time activities ● To interact through a dialogue about free time activities and hobbies 	<p>LINGUISTIC OBJECTIVE:</p> <ul style="list-style-type: none"> ● Learn vocabulary about free time and hobbies ● Use present simple and present continuous 	<p>TUTOR Mayeini Katherine García</p>
	<p>TOPIC: Free time</p>	<p>DURATION: 50 min</p>

STEPS/STAGES	DESCRIPTION	DURATION (MIN)
<p style="text-align: center;">OPENING</p>	<p>The pre-service teacher enters the classroom, connects with students from home, and greets students who arrive for face-to-face class. Then he announces the class agenda (Appendix 5)</p> <ol style="list-style-type: none"> 1. Work listening and speaking. 2. Listen to an audio twice 3. Create a dialogue with the help of the audio that they have just heard. 	<p style="text-align: center;">2 min</p>
<p style="text-align: center;">WARM UP ACTIVITY</p>	<p>At this time, the teacher in charge will carry out a short activity, when called “Hearing and answering questions” Teacher starts with the video “Topic 3: free time”, The students will watch the video twice, and teacher will propose the following sentences.</p> <ol style="list-style-type: none"> 1. What is the principal topic? 2. What are the characters? 3. And tell me the ideas you caught about the video 	<p style="text-align: center;">10 minutes</p>
<p style="text-align: center;">LISTENING</p>	<p>Listening (Appendix 7) Pre-Listening: At first, the teacher performs a vocabulary activity, in which the teacher will show the possible unknown words for the <i>students</i> (<i>Brownnton swimming pool, water polo club, an under 14s club, train, to join,</i>) pre-service teacher explains each word (meaning) once he finishes everybody in the class will pronounce those words, after teacher will give a word document with an activity (Appendix 8) which students have to put the sports in the correct groups. After teacher will ask students to suppose the possible topics of the listening according those words and the activity did.</p> <p>While-Listening: at first pre-service teacher will tell students, we will listen to an audio, in this first part students will only listen to it, once the audio finishes teacher will ask, what did you understand about the audio? after students will listen again the listening, but in this occasion, students have to take notes about it, when the listening finishes teacher</p>	<p style="text-align: center;">20 minutes</p>

	<p>and students will discuss about it, proposing the following sentences:</p> <p>When the listening finishes teacher will give students a piece of paper when there will be exercises (Appendix 9) after, teacher explain each question and demand for duties about the questions for instance, unknown vocabulary. Then, students will listen to a third time the listening to answer the question.</p> <p>Post-Listening Activities</p> <p>The teacher will give feedback on each of the questions, in which he will explain the reason for each answer, using the listening script as a support. Similarly, the teacher will ask each student to give a grade according to what she understood and did during the listening activity.</p>	
<p>SPEAKING (PPP approach)</p>	<p>The Presentation Phase</p> <p>Teacher is going to present students the listening script (Appendix 10) which students have already listened. Which this guide will help students to understand what they have to do. In this part, teacher will read the script and students have to repeat, after that students will practice the pronunciations and they will play the roles of the characters reading it.</p> <p>The Phase Practice</p> <p>The students will create their dialogues; for this, teacher give the following instruction: <i>You are a little bored with your daily routine and want to play a sport. For this reason, he decides to obtain information to be able to join a team (sport is free). Therefore, you call a sports club to request information, which is attended by a secretary who explains the requirements, activities, schedules, price, place and coach. At the end you thank and state that you will later register.</i></p>	<p>20 min</p>

	<p>Once the statement has been explained, the teacher will carry out a preparation activity (Appendix 11) in which the vocabulary related to sports will be worked on, as well as the structure of the sentences to be carried out.</p> <p>The Phase Production</p> <p>The teacher explains how the students will be evaluated, which the teacher presents the following parameters:</p> <ol style="list-style-type: none"> 1. Quality of the dialogue 2. Pronunciation 3. Intonation 4. Roles <p>Similarly, the teacher at the end of the presentation will give feedback on each dialogue presented.</p> <p>Students will present their dialogues to their classmates and teachers (supervisor and pre-service teacher).</p>	
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Implementation of the second project planning

This second planning is characterized by having various aspects such as linguistic communicative objectives and their friends and which one. It sought that the students learnt compare interact through dialogues using the comparatives following the theme. This planning had an overture part, which consisted of announcing the agenda the day then begins with the activity characterized by three phases they carry out and in which the students observed a video, which the teacher showed to learn unknown vocabulary about the audio that they are going to listen.

In this second planning of this project, it should be noted that the students showed more interest in carrying out the proposed activities, in the same way in the listening activity, the students have improved this competence a little because all the students obtained high marks in the activities carried out. At the time of delivering their dialogues, an improvement was noticed in since the students felt more security when speaking.

In the same way, pre-service teacher designed an Assessment grid ([see Appendix 12](#)) to note speaking skill (dialogues) according to the parameters stabilised by CEFR level A2.

<p>GROUP: B1 level Antonio Nariño students</p>	<p>LEVEL: B1-A2 level</p>	<p>CLASS N°: 2 DATE: April, Thursday 27th 2021</p>
<p>TEACHER: Jose Daniel Mesa Mendivelso</p>		<p>FINAL TASK: «A dialogue about the listening »</p>
<p>COMMUNICATIVE OBJECTIVE</p> <ul style="list-style-type: none"> ● To do comparisons ● To interact through a dialogue about comparisons 	<p>LINGUISTIC OBJECTIVE:</p> <ul style="list-style-type: none"> ● Learn vocabulary about comparatives ● Use comparatives and present simple 	<p>TUTOR Mayeini Katherine García</p>
<p>SOCIO LINGUISTIC OBJECTIVE</p> <ul style="list-style-type: none"> ● To know how to compare some cities of United States. 	<p>TOPIC: Comparatives</p>	<p>DURATION: 30 min</p>

STEPS/STAGES	DESCRIPTION	DURATION (MIN)
<p style="text-align: center;">OPENING</p>	<p>The pre-service teacher enters the classroom, connects with students from home, and greets students who arrive for face-to-face class. Then he announces the class agenda</p> <ol style="list-style-type: none"> 1. Work listening and speaking. 2. Listen to an audio twice 3. Create a dialogue with the help of the audio that they have just heard. 	<p>2 min</p>
<p>SPEAKING (PPP approach)</p>	<p>The Presentation Phase</p> <p>Teacher is going to present students the listening script (Appendix 17) which students have already listened. Which this guide will help students to understand what they have to do. In this part, teacher will read the script and students have to repeat, after that students will practice the pronunciations and they will play the roles of the characters reading it.</p> <p>The Phase Practice</p> <p>The students will create their dialogues; for this, teacher give the following instruction:</p> <p><i>You meet a friend who has just arrived from France and you start a conversation, in which you have to make comparisons between both countries, to create a short dialogue.</i></p> <p>The Phase Production</p> <p>The teacher explains how the students will be evaluated, which the teacher presents the following parameters:</p> <ol style="list-style-type: none"> 1. Quality of the dialogue 2. Pronunciation 3. Intonation 	<p>20 min</p>

	<p>4. Roles</p> <p>Similarly, the teacher at the end of the presentation will give feedback on each dialogue presented.</p> <p>Students will present their dialogues to their classmates and teachers (supervisor and pre-service teacher).</p>	
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Third implementation of the project

This third planning is characterized by using the simple future in which students must listen to an audio referring to How to give directions to get to a party. in which the students had to learn vocabulary referring to giving directions using the present simple and the future simple in order to be able to invite someone to a party in Great Britain, therefore they had to make a detailed description about the directions of the place.

<p>GROUP: B1 level Antonio Nariño students</p>	<p>LEVEL: B1 level</p>	<p>CLASS N°: 2 DATE: April, Thursday 22th 2021</p>
<p>TEACHER: Jose Daniel Mesa Mendivelso</p>		<p>FINAL TASK: «A dialogue about the listening »</p>
<p>COMMUNICATIVE OBJECTIVE</p> <ul style="list-style-type: none"> To do an invitation to a party 	<p>LINGUISTIC OBJECTIVE:</p> <ul style="list-style-type: none"> Learn vocabulary about directions 	<p>TUTOR</p>

To interact through a dialogue about a party invitation. <ul style="list-style-type: none"> • tion. 	<ul style="list-style-type: none"> • Use present simple and future simple 	Mayeini Katherine García
SOCIO LINGUISTIC OBJECTIVE <ul style="list-style-type: none"> • To know how to invite someone in England to a party. 	TOPIC: An invitation to a party	DURATION: 50 min

STEPS/STAGES	DESCRIPTION	DURATION (MIN)
OPENING	The pre-service teacher enters the classroom, connects with students from home, and greets students who arrive for face-to-face class. Then he announces the class agenda <ol style="list-style-type: none"> 1. Work listening and speaking. 2. Listen to an audio twice 3. Create a dialogue with the help of the audio that they have just heard. 	2 min
LISTENING	Pre-Listening: At first, the teacher performs a vocabulary activity (Appendix 18), it consists in Match the phrases with the signs. Then pre-service teacher explains each word (meaning), after students have to do the activity, once everybody in the class will pronounce those words. After teacher will ask students, a question about the activity did. <ul style="list-style-type: none"> • For what do we use directions? After, teacher will show a collage (Appendix 19) and will ask the following questions: What will the characters be?	20 minutes

	<p>What places do they observe? In what context? What topic will be discussed?</p> <p>While-Listening: at first pre-service teacher will introduce the activity to do:</p> <ol style="list-style-type: none"> 1. During first listening, you have to listen and take note about it. <p>Once the first listening to the audio is finished and the following activity will be done:</p> <p>what did you understand about the audio? Tell me words or ideas you have listened to the audio. Then, teacher will construct general ideas with students' ideas.</p> <ol style="list-style-type: none"> 2. You are going to listening an audio twice. During the second audio, you have to answer the questions proposed. You are going to answer some questions about the audio. <p>After, teacher will give students a document (Appendix 20) with some questions about the audio, students will read those and teacher will explain the duties.</p> <p>Post-Listening Activities</p> <p>The teacher will give feedback on each of the questions, in which he will explain the reason for each answer, using the listening script as a support. Similarly, the teacher will ask each student to give a grade according to and did during the listening activity.</p>	
<p>SPEAKING (PPP approach)</p>	<p>The Presentation Phase</p> <p>Teacher is going to present students the listening script (Appendix 21) which students have already listened. Which this guide will help students to understand what they have to do. In this part, teacher will read the script and students have to repeat, after that, students will</p>	<p>20 min</p>

	<p>practice the pronunciations and they will play the roles of the characters reading it.</p> <p>The Phase Practice</p> <p>The students will create their dialogues; for this, teacher give the following instruction:</p> <p><i>You are invited to a party, for this reason, you call your friend to ask for an explanation of how to get to the party, therefore you must create the dialogue that you will have with your friend, do not forget to use the vocabulary you have learned.</i></p> <p>The Phase Production</p> <p>The teacher explains how the students will be evaluated, which the teacher presents the following parameters:</p> <ol style="list-style-type: none"> 1. Quality of the dialogue 2. Pronunciation 3. Intonation 4. Roles <p>Similarly, the teacher at the end of the presentation will give feedback on each dialogue presented.</p> <p>Students will present their dialogues to their classmates and teachers (supervisor and pre-service teacher).</p>	
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Fourth implementation of the project

This planning is characterized by the use of modal Verbs in which students had to learn how to give advice.

<p>GROUP: B1 level Antonio Nariño students</p>	<p>LEVEL: B1 level</p>	<p>CLASS N°: 4 DATE: May, Thursday 26th 2021</p>
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<p>TEACHER: Jose Daniel Mesa Mendivelso</p>		<p>FINAL TASK: « <i>you have a friend in depression; therefore, you should create a dialogue with your friend giving advice on how to overcome depression.</i> »</p>
<p>COMMUNICATIVE OBJECTIVE</p> <ul style="list-style-type: none"> • To do an advice for someone who is depressed To interact through a dialogue about an advice for someone who is depressed 	<p>LINGUISTIC OBJECTIVE:</p> <ul style="list-style-type: none"> • Learn vocabulary about modal verbs • Use modals verbs 	<p>TUTOR Mayeini Katherine García</p>
<p>SOCIO LINGUISTIC OBJECTIVE</p> <ul style="list-style-type: none"> • To know how to give an advice in England 	<p>TOPIC: Modal verbs</p>	<p>DURATION: 50 min</p>

STEPS/STAGES	DESCRIPTION	DURATION (MIN)
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<p>OPENING</p>	<p>The pre-service teacher enters the classroom, connects with students from home, and greets students who arrive for face-to-face class. Then he announces the class agenda</p> <ol style="list-style-type: none"> 1. Work listening and speaking. 2. Listen to an audio twice 3. Create a dialogue with the help of the audio that they have just heard. 	<p>2 min</p>
<p>LISTENING</p>	<p>Pre-Listening:</p> <p>Teacher will show a collage (Appendix 22) and will ask the following questions:</p> <p style="padding-left: 40px;">What will the characters be? What places do they observe? In what context? What topic will be discussed?</p> <p>While-Listening: at first pre-service teacher will introduce the activity to do:</p> <ol style="list-style-type: none"> 3. During first listening you have to listen and take note about it. <p>Once the first listening to the audio is finished and the following activity will be done:</p> <p>Tell me words or ideas you have listened to the audio. Then, teacher will construct general ideas with students' ideas.</p> <ol style="list-style-type: none"> 4. You are going to listening an audio twice. During the second audio you have to answer the questions proposed. You are going to answer some questions about the audio. <p>After, teacher will give students a document (Appendix 23) with some questions about the audio,</p>	<p>20 minutes</p>

	<p>students will read those and teacher will explain the duties.</p> <p>Post-Listening Activities</p> <p>The teacher will give feedback on each of the questions, in which he will explain the reason for each answer, using the listening script as a support. Similarly, the teacher will ask each student to give a grade according to answers done</p>	
<p>SPEAKING (PPP approach)</p>	<p>The Presentation Phase</p> <p>Teacher is going to present students the listening script (Appendix 24) which students have already listened. Which this guide will help students to understand what they have to do. In this part, teacher will read the script and students have to repeat, after that students will practice the pronunciations and they will play the roles of the characters reading it.</p> <p>The Phase Practice</p> <p>The students will create their dialogues; for this, teacher give the following instruction:</p> <p><i>you have a friend in depression; therefore, you should create a dialogue with your friend giving advice on how to overcome depression.</i></p> <p>The Phase Production</p> <p>The teacher explains how the students will be evaluated, which the teacher presents the following parameters:</p> <ol style="list-style-type: none"> 1. Quality of the dialogue 2. Pronunciation 3. Intonation 4. Roles <p>Similarly, the teacher at the end of the presentation will give feedback on each dialogue presented.</p>	<p>20 min</p>

	Students will present their dialogues to their classmates and teachers (supervisor and pre-service teacher).	
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Evidences of the classes

<https://drive.google.com/drive/folders/1iU9M6l3a2w1atYvSsII-rAR-hHadex5y?usp=sharing>

7:27 AM | 106kB/s

43



Lauren Bobadilla



María Victoria Rojas Coronado



Sara Sánchez



JULIANA ALVAREZ :)



7:25 AM | 80.1kB/s

44



Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Planning of the presentation of the project		April, 10 th 2021								
First planning			April, 19 nd 2021							
Second planning				April, 21 th 2021						
Third planning							May 04 th 2021			
Fourth planning								May 20 th 2021		
Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10

Implementation of Planning of the presentation of the project		April, 13 th 2021							
First planning implementation			April, 23 nd 2021						
Second planning				April, 30 th 2021					
Third planning						May 21 st 2021			
Fourth planning							June 02 nd 2021		

Ilustración 12 Chronogram of pedagogical component

Research methodology

This section describes the research aspects that were developed during this project; it should be clarified that this part of the methodology was carried out as a virtual way. The aspects are the approach, the design, the population, the data collection and the data analysis.

Research approach

This research uses a qualitative approach, which is defined by Cuenya and Ruetti (2010) "The qualitative approach seeks to understand the phenomena in its usual context, it is based on detailed descriptions of situations, events, people, interactions, observed behaviors, documents, and other sources pursuing the aim of claiming not to generalize the results (p. 12)". This approach was used in this project, because it allows understanding the problem that is presented, which it will help to organize data in detail for contributing at the results of this thesis.

Design

This project works under the parameters of Action research, it is a research model that allows an openness to social, personal or organizational changes; thus, researchers able to interpret each of the aspects found during the implementation contribute them. As such, the definition made by Yuni and Urbano (2005, p. 138-139) states "action research is part of a

research model that is more engaged in social change, because it is based on a position concerning the intrinsic value of knowing one's own practice and personal ways of interpreting reality so that the actors themselves can engage in processes of personal and organizational change". This type of research allows the practitioner to directly and indirectly integrate into the process they are carrying out, strengthening their skills that will favor their future life as a person and professional in educational contexts.

Data collection techniques, instruments.

To carry out this research which seeks to collect data during the implementation process. For this purpose, three techniques were proposed: participant observation with research journal, semi-structure interview and the oral production of students.

Participant observation

Marshall et Rossman (1995) defines it as "Participant observation allows researchers to verify definitions of terms used by participants in interviews, to observe events that informants do not want to share because it would be inappropriate, rude or insensitive, and to observe situations that informants described during interviews, and thus warn them against distortions or inaccuracies in the description provided by these informants (p. 17) ", this definition helps this research to fully understand participant observation and the importance of this type of observation in a project. In addition to this, it is affirmed that this

type of observation favors the self-reflection process of the practicing teacher, which helped him to correct his professional and personal process during the development of his practice.

The Research Journal

It is recognized as useful for expressing everything you think about writing. In addition, it is an instrument used by researchers in data collection. Similarly, according to Blin (2001) since it helps to develop meta-cognitive abilities "because its users put their skills into practice by allowing them to reflect on what they are doing". Moreover, according to Blake (2005), "the use of the journal by students would have the main advantage of making the link between theory and practice and of making them discover, through a reflective process, the meaning of their action, p, 54)".

During the development of this project, it was carried out the research journal with the objective of writing perspectives and reflections that it allowed this project to have a monitoring of everything doing in the school. Hence, it helped the practicing teacher to improve the aspects that he was doing in an incorrect way, for example the incorrect planning; therefore, they helped to improve the quality of his work as a practicing teacher.

During this process it was decided to work in a linked way the participant observation and the field diaries in a single document for this the following grid was designed. In which three important aspects of the class are taken. At first it talks about the activities and the

process that is carried out, to apply the audio, as a second process it talks about the methodology used to develop the speaking skill and lastly aspect is stated the process that was carried out to carry out the dialogues "the final activity".

Participant observation sheet

Date	2021
Pre-service teacher	Daniel Mesa
Participants	12 students
Level	B1-A2
Place	Antonio Nariño school
Duration	50 minutes

I. Listening development	Negative comment	Positive comment
The audio has coherence with the student's level		
The listening is related with the dialogue topic to do		
Students understand the activities done according to the audio		
Teacher use the Stages of the Listening		

Aspects to improve:

II. PPP METHODOLOGY (SPEAKING SKILL)	Negative comment	Positive comment
Presentation phase: pre-service teacher explains and shows the model to follow for the activity.		
The practice phase: students develop the dialogue proposed and		

they practice the final activity with the teacher guide.		
The practice phase: pre-service teacher uses previous activities to prepare students.		
The presentation phase: students present their dialogues		
The presentation phase: pre-service teacher gives a feedback		

Aspects to improve:

III. DEVELOPMENT OF THE DIALOGUES	Negative comment	Positive comment
Students uses an intonation to do dialogues		
Students present their dialogues according to statement proposed		
Students show a good aptitude at the moment to present the dialogues		

Aspects to improve:

Table

[\(See annexes from the four journals did and the analysis of them, appendix 25\)](#)

The semi-structure Interview

The interview is a communication situation that mainly seeks to collect qualitative data based on opinions and motivations. Similarly, according to Jovic (2019). “The research interview is a collection method that aims to collect data (information, feelings, feelings, stories, testimonies etc.) called materials, for the purpose of analyzing them (p, 3)”.

In view of and depending on the relevance of the development of this project, it was necessary to use the semi-structured interview as a data collection instrument. Interview semi-directive is a number of topics that you want to include in a guide created for you. According to Doyle (2020) “A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format (p. 02)”. In addition to this, it is stated that this type of interview guides the data collection process in a better manner, in the same way, at the time of the interviews it allows the interviewer to ask other questions that are not in the question guide that he had proposed for the interview, which allowed him to obtain more information, so this interview is necessary in this investigation, in view of the points presented above.

This interview was applied to five students who were the participants chosen for this project. These interviews were carried out through the WhatsApp application in an audio

document, in which the teacher asked the question through an audio and the student answered it in audio. It was the most viable platform that was found to carry out said interview since the students did not want to do this interview either by telephone, or by any other platform, each interview lasts between 6 to 15 minutes; these interviews were likewise transcribed to text for analysis. ([See annexes from the interviews in audio and text, and the letters of authorization, appendix 26](#))

Students' production

The curriculum per project considers that the student should be the protagonist of the learning process and the classroom workshop the main pedagogical strategy. In this sense, Caram, (2018) affirms that “the production of students should be considered as a pedagogical resource to be used by the Faculty, teachers and their peers as a reference for debate, paradigm, trend indicator and object of evaluation of all the processes carried out by

the educational community (p. 21)”. There were 5 students and they were evaluated through a grid designed according to A2 level parameters for speaking skill proposed by CEFR.

As the last instrument and data collection technique, this project chose the four oral productions made in this project from the five participants, which were rated under the following grid designed by the project and corrected by the project tutor.

Assessment grid

A2 level oral production assessment grid

Name of student:

Name of oral production:

Student can talk about the required aspects clearly and slowly.	0	0,5	1	1,5	2	2,5
Students have the ability to describe the situations	0	0,5	1	1,5	2	
Students ask and give information in simple transactions of quotidian life. They can do, accept and refuse propositions.	0	0,5	1	1,5	2	2,5
Students can enter in social relations simple, using normal expressions following the correct structure.	0	0,5	1	1,5	2	
Student produces the oral discourse in an appropriate way adapting the dialogue to the context	0	0,5	1	1,5	2	2,5
Lexicon / Lexical correction Student can use the appropriate vocabulary regarding the proposed topic in different situations	0	0,5	1	1,5	2	2,5
Morphosyntax / Grammatical correction Student uses grammatical structures in a limited way	0	0,5	1	1,5	2	2,5
Mastery of the phonological Student pronounces a series of expressions of the language in an understandable way	0	0,5	1	1,5	2	2,5
Creativity Students use different ways to show and express the dialogue	0	0,5	1	1,5	2	2,5
Total						
Lexicon / Lexical correction	Morphosyntax / Grammatical correction		Mastery of the phonological system			

Students can use a limited quantity but appropriate to manage common situations of quotidian life. ___/10.8	Students can use structures and simple grammatical ways. ___/10.8	Students can express of a fluent way and coherent ___/10.8
Total :		
Others comments		

Example of assessment grid implemented with two students, one boy and one girl:

A2-B1 level oral production assessment grid

Name of student: Stefany Albarracin

Name of oral production: Giving an advice

Student can talk about the required aspects clearly and slowly.	0	0,5	1	1,5	2	2,5
Students have the ability to describe the situations	0	0,5	1	1,5	2	
Students ask and give information in simple transactions of quotidian life. They can do, accept and refuse propositions.	0	0,5	1	1,5	2	2,5
Students can enter in social relations simple, using normal expressions following the correct structure.	0	0,5	1	1,5	2	
Student produces the oral discourse in an appropriate way adapting the dialogue to the context	0	0,5	1	1,5	2	2,5
Lexicon / Lexical correction Student can use the appropriate vocabulary regarding the proposed topic in different situations	0	0,5	1	1,5	2	2,5
Morphosyntax / Grammatical correction Student uses grammatical structures in a limited way	0	0,5	1	1,5	2	2,5
Mastery of the phonological Student pronounces a series of expressions of the language in an understandable way	0	0,5	1	1,5	2	2,5
Creativity Students use different ways to show and express the dialogue	0	0,5	1	1,5	2	2,5
Total						
Lexicon / Lexical correction Students can use a limited quantity but appropriate to manage common situations of quotidian life. _10_/10.1	Morphosyntax / Grammatical correction Students can use structures and simple grammatical ways. _10_/10.1		Mastery of the phonological system Students can express of a fluent way and coherent _10_/10.1			
Total: 49						
Others comments: Good job, you have to work your pronunciation in this word: Psychologist / sar'kolodyst Ice / ais Eat / it						

Instrumen ts	Participants									
	Participant 1		Participant 2		Participant 3		Participant 4		Particip ant 5	
Semi- Structured Interview	May, 30 th 2021		May, 30 th 2021		June, 01 st 2021		June, 02 nd 2021		June, 06 th 2021	
Oral production	Weeks									
	1	2	3	4	5	6	7	8	9	10
First oral production				April , 25 nd 2021						
Second oral production					May, 02 nd 2020 1					
Third oral production								May 23 st 202 1		
Fourth oral production										June 03 nd 2021
Research journals	WEEKS									
Research journals	1	2	3	4	5	6	7	8	9	10
First Research journal			April , 23 nd 2021							
Second Research journal					April , 30 th 2020 1					
Third Research journal								May 21 st 202 1		
Fourth Research journal										June 02 nd 2021

Ilustración 13 Chronogram of research component

Analysis and interpretation of data.

In order to analyze and interpret the data collection, it is essential to follow a way to organize the information gathered. For this reason, this project used an inductive analysis.

Information analysis method

The qualitative inductive analysis technique (Hatch, 2010). This process was followed by the following steps:

1. Reading data and identifying analysis frameworks.

In this first step, the analysis frameworks shown in the following table were chosen.

First skill	Second Skill	Third element	Fourth element	Fifth element	Sixth element
Listening skill	Speaking Skill	Relation between listening and	Motivation	Culture	Creativity

		speaking skill			
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Ilustración 14 analysis frameworks

2. Creation of domains based on semantic relationships discovered in analytical frameworks.

In the next step, the semantic relations were created according to the frameworks, it was used the following chart:

BASE CATEGORIES OF THE PROJECT			
General and specific objectives of the project:			
General objective			
<ul style="list-style-type: none"> To use dialogues to promote the listening and speaking skill in B1 level students at the Antonio Nariño school. 			
Specific objectives			
<ul style="list-style-type: none"> To plan material and activities in order to enhance students' oral production To implement reading activities in order to student create dialogues To analyze effects caused on students' speaking skill using dialogues. 			
General category	Subcategories	Theoretical description	Other comments
Oral comprehension		<p>Level A2:</p> <p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	
Listening and oral production		<p>Level A2</p> <p>When working on listening before a production, it helps the student to</p>	

		understand the pronunciation of each of the words that they are going to say in the same way, this helps the student to know the subject before presenting an oral production.	
TBL	Creativity	Level A2 Be able to imagine an adequate dialogue using different ideas and actions.	
	Culture	Level A2. Culture is essential when studying languages. Because understanding cultural background–art, literature, lifestyle– helps you reach language proficiency and really live the language while you learn.	
	Motivation	Level A2 A high level of motivation to understand due to personal interest in the content will help to sustain the learner’s efforts to understand (although it will not necessarily assist comprehension directly); while the occurrence of low frequency vocabulary may be expected to increase the difficulty of a text in general, a text containing quite specific vocabulary on a familiar and relevant topic is likely to be less demanding for a specialist in the field than a text containing wide-ranging vocabulary of a more general nature, and it may be approached with greater confidence.	
Oral production	Pronunciation	Level A2: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	
Oral production	Vocabulary	Level A2: I can use a series of phrases I can connect phrases and sentences to describe in simple terms. other people, living my educational background and my present and most recent job.	
Oral production	Range	Level A2:	

		Use basic sentence patterns with memorised phrase, groups of a few words and formulate in order to communicate limited information in simple everyday situations.	
Oral production	Accuracy	Level A2: Use some simple structures correctly, but still systematically makes basic mistakes.	
Oral production	Fluency	Level A2: Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	
Oral production	Interaction	Level A2: Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	
Oral production	Intonation	Level A2 Intonation is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation	

Ilustración 15 base categories of the project

3. Identification of the most important areas.

In this process, Research journals, Interviews and students' oral productions were used to find the most important areas of this project, which were oral comprehension and oral production and the relation with them.

4. Re-reading of the data found.

For this process, the analysis process was carried out in the Office Excel program with the project pass categories found in the first step of this type of analysis.

First analysis matrix (Listening skill)

Análisis de datos de diarios de campo (journal)						
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1	Frases literales del diario de campo (journal) N°2	Frases literales del diario de campo (journal) N°3	Frases literales del diario de campo (journal) N°4
Listening skill	Level A2: Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated. Reaction to activities proposed during execution	Pre-service teacher showed some images and did some activities to join in order to clarify the words unknown, this helped students to learn the vocabulary and understand it, thus students were able to have a great imagination watching and developing these activities, because they imagined and understood the topic to be developed in the final activity "Dialogue"	Before carrying out the proposed activities, the practitioner developed the three phases or stages of listening, before listening, he carried out activities to contextualize the students with the topic to be heard in the audio during preparation, the students read the questions to answer according to the audio which allowed them to understand what they had to answer and after the audio the students received feedback on the answers and the content of the work which favored the student to improve their understanding, which at the same time helped students to create a good dialogue regarding content and pronunciation	During this third field diary, it was noted that the students improved their grades and their way of understanding an audio, which allowed them to respond in a good way to the questions proposed by the practitioner. Where is the third class implementation of this project, it was noted that the students were more correct in the activities that were proposed according to the listening that was proposed by the teacher, the students accepted more in the questions. At the time of answering the questions, for this reason it is said that The activities called before listening serve to strengthen and help to contextualize the student so that when listening to the audio proposed by the teacher they have an idea of what is going to be heard in that audio so it helps them understand the information that is presented in the audio.	The last class held should be noted that the Google forms platform was used to create audios and more interactive activities for students since all students are at home due to the great health emergency that the covid-19 world is experiencing. These activities carried out in this platform favored more student participation than in previous classes since most of the students will present these exercises and during the class they expressed their pleasure and acceptance of this type of exercises through this platform since while they are listening to the audio proposed by the teacher is reading the questions that are raised in this on this platform in the same way it is much easier for the teacher to know the level and the answers of each student the correct answers and correct answers of each student in these questions in the same way Highlight that feedback is an important part for the student at the end of the day, each listening activity that is carried out in class since when a correct feedback is given the student does not have to comment to make the same mistakes in the future is the case of the feedback that was made at the end of each listening in this project.	

See the complete document in the following link :

https://drive.google.com/file/d/1HRLBAWXuSdApOgoB3_ne9lQsbMuK_DcL/view?usp=sharing

In general, this analysis served to identify that to achieve a good oral comprehension, three important phases are needed: pre listening, which consists of carrying out previous activities such as vocabulary and contextualization activities, which will help the student to answer the questions. Audio questions the second phase called, While listening which consists of listening to the audio and answering the questions, and finally the post listening which consists of giving the student feedback on what has been worked on in the audio these three phases help the student to have a more interest in doing these types of exercises and strengthening their listening comprehension.

Second Analysis matrix (relation between listening and speaking skill)

For this analysis, the interviews with the students and the research diaries were taken into account.

Relationship between listening comprehension and oral production			
Frases literales del diario de campo (journal) N 1	Frases literales del diario de campo (journal) N 2	Frases literales del diario de campo (journal) N 3	Frases literales del diario de campo (journal) N 4
At first it was observed that the students showed negative reactions since they did not understand very well the activities that were carried out at the beginning. Since they normally worked on listening in a different way they only listened to the audio and then answered the questions for this reason some students commented to the teacher that these activities helped them a little to understand the main topic of the audio. In the same way, I can tell you that these Listen exercises helped the student to understand the vocabulary that they had to use in the development of the dialogue. In the same way, when they listened to the pronunciation of the vocabulary, they learned it faster, which made it easier for them to develop the final dialogue.	During the second implementation of this project, it was noted that the students understood in a better way the development of the proposed activities according to the listening that was placed, which allows the student to contextualize in a more appropriate way of the topic to be treated in the listening. In the same way, the phrases of oral production linked to Listening are presented since at the time of oral comprehension the students felt more prepared to construct and present the dialogue. Since they already had knowledge of the topic to be discussed in the dialogue what it made it easier for them to construct the sentences of the dialogue more quickly, in the same way, it made it easier for them to produce this dialogue since they had already heard different words or vocabulary referring to the dialogue they were conducting.	During this third planning implemented, it was observed that the students have an interest in understanding what is going to be taught, for this reason the listening activities help the student to better understand what is going to be developed in a moment of the class. The students carried out the activities faster compared to the two classes that have been done in this project, therefore it is said that as the student sharpens or adapts to listening activities he tends to improve pronunciation and oral production, that when the student hears the pronunciation of the word they have a better chance of acquiring this word in a correct pronunciation. On the other hand, in the oral production in this third oral production that the students have carried out, it is noted that they create more dialogues with a number of longer sentences and with a vocabulary more agreed to the level, which favors the understanding of the oral production of the students. In the same way, it is denounced that the students, At the time of presenting their third oral production in this case their third dialogue show greater appropriation of the grammar taught. Equally, They use the vocabulary that is explained in the class through listening activities. Likewise they achieve a more constant fluency which favors intonation and interaction in the dialogue.	In this last class carried out by this project, three important aspects are noted: the relationship between the listening activities AND him and the oral production that is carried out at the end of one of the aspects that most influences this final oral production is the way in which Students understand and acquire the vocabulary that is presented in listening activities before doing the dialogue when the student has prior information about what is going to be done in the final oral production, they tend to produce more coherent dialogues with more structures. According to what is required and referring to pronunciation, intonation and fluency, the results are more successful since the students are able to maintain a constant fluency. At the time of speaking since they are already appropriate of the vocabulary that has been taught in class, which favors the pronunciation and confidence when expressing ideas. It is also noted and stated that the student before performing an oral production in English must have prior knowledge regarding grammar and pronunciation and vocabulary that will be used in oral production since when the student does not have a previous Knowledge regarding what the dialogue is going to carry out tends to change content and the student uses the ideas and basic vocabulary that they know that favor them, which leads them to create more basic dialogues that are not related to the required topic.

See the complete analysis in the following link :

https://drive.google.com/file/d/1HRLBAWXuSdApOgoB3_ne9lQsbMuK_DcL/view?usp=sharing

Third Analysis matrix (interviews)

MATRIZ DE ANALISIS ENTREVISTAS						
Categoría general	Subcategorías	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo).				
Oral comprehension	<p>Level A1:</p> <p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	<p>Participante 1 Stefany Albarradín</p> <p>Ella afirma que "si he mejorado bastante porque antes no era muy buena en la parte de la escucha por que no entendía, pero ahora es diferente ya entiendo cuando me colocan un audio diciendo lo que escuchaba muy claro".</p>	<p>Participante 2 SARA Sanchez</p> <p>Ella confirma que los audios estaban acordes a su nivel y que estos le ayudaban a mejorar su comprensión. "Si me gustaron ya que era con temas que yo entiendo y se escuchaba muy claro".</p>	<p>Participante 3 Juliana Alvarez</p> <p>Ella afirma que "con que si me abro la escucha y gracias de todos los audios a todos los videos que el teacher nos ponía en inglés por supuesto pues podríamos entender hay más o menos de lo que se hablaba con las imágenes con los diálogos deducir De qué se trataba el texto así no entendíamos muy bien algunas palabras pero con las otras que estaban día nos podíamos sacar pequeñas ideas conclusiones de lo que se trataba antes y así responder las preguntas y si por ejemplo no</p>	<p>Participante 4 Juan Andres Benavidez</p> <p>El confirma su entrevista que las actividades realizadas con los audios fue de gran ayuda para él ya que él aprendió a diferenciar distintas pronunciamientos de distintas palabras con los pronombres todo eso al hacer las opciones se escuchaba diferente y después de mucho tiempo gracias a los audios aprendí mejor sobre como eran y para rendir su pronunciación y así ya no se complicaba el "significado".</p>	<p>Participante 5 José Acuña</p> <p>Según su comentario "si porque la pronunciación que utilizaban en los audios era distinta a la que yo practicaba antes, o las abreviaciones con nuevas palabras con los pronombres todo eso al hacer las opciones se escuchaba diferente y después de mucho tiempo gracias a los audios aprendí mejor sobre como eran y para rendir su pronunciación y así ya no se complicaba el "significado".</p>
		<p>Participante 1 Stefany Albarradín</p> <p>Ella afirma que "si he mejorado bastante porque antes no era muy buena en la parte de la escucha por que no entendía, pero ahora es diferente ya entiendo cuando me colocan un audio diciendo lo que escuchaba muy claro".</p>	<p>Participante 2 SARA Sanchez</p> <p>Ella confirma que los audios estaban acordes a su nivel y que estos le ayudaban a mejorar su comprensión. "Si me gustaron ya que era con temas que yo entiendo y se escuchaba muy claro".</p>	<p>Participante 3 Juliana Alvarez</p> <p>Ella afirma que "con que si me abro la escucha y gracias de todos los audios a todos los videos que el teacher nos ponía en inglés por supuesto pues podríamos entender hay más o menos de lo que se hablaba con las imágenes con los diálogos deducir De qué se trataba el texto así no entendíamos muy bien algunas palabras pero con las otras que estaban día nos podíamos sacar pequeñas ideas conclusiones de lo que se trataba antes y así responder las preguntas y si por ejemplo no</p>	<p>Participante 4 Juan Andres Benavidez</p> <p>El confirma su entrevista que las actividades realizadas con los audios fue de gran ayuda para él ya que él aprendió a diferenciar distintas pronunciamientos de distintas palabras con los pronombres todo eso al hacer las opciones se escuchaba diferente y después de mucho tiempo gracias a los audios aprendí mejor sobre como eran y para rendir su pronunciación y así ya no se complicaba el "significado".</p>	<p>Participante 5 José Acuña</p> <p>Según su comentario "si porque la pronunciación que utilizaban en los audios era distinta a la que yo practicaba antes, o las abreviaciones con nuevas palabras con los pronombres todo eso al hacer las opciones se escuchaba diferente y después de mucho tiempo gracias a los audios aprendí mejor sobre como eran y para rendir su pronunciación y así ya no se complicaba el "significado".</p>

				entendimos a la primera el teacher no las volví a poner para que entendieramos y poder responder todas las preguntas para que ninguno se quedara sin responder nada.	mejorar dicha habilidad.	
Listening and oral production	Level A1	Ella afirma que el trabajo del escucha como una actividad previa antes del dialogo le ayudó mucho a mejorar la comprensión y a comprender mejor el dialogo a realizar y presentar.	Ella afirma "los diálogos escritos que retroalimentábamos y también los test de las conversaciones" lo que quiere decir que los ejercicios de audio hechos en clase le ayudan para comprender mejor el dialogo a realizar y presentar.	Ella expresa en su entrevista que las actividades de escucha son muy pertinentes ya que estas le permiten comprender el contexto y el vocabulario que se va a trabajar en el dialogo lo que le ayuda a tener una contextualización sobre lo que va a hacer estudiar	Juan Andrés responde en su entrevista que la oral y el escucha están ligadas pues por eso gracias a los audios escuchados que al momento de escuchar un audio con palabras claves ayudaron a comprender sobre lo que se va a realizar en el dialogo ayuda a qué temáticas podía utilizar en su dialogo que se va a realizar en el dialogo cómo se pronuncian las palabras	El constata que cuando hay un previo trabajo en este caso con la habilidad de escucha favorece mucho la realización del dialogo puesto que al momento de escuchar un audio con palabras claves ayudaron a comprender sobre lo que se va a realizar en el dialogo ayuda a qué temáticas podía utilizar en su dialogo que se va a realizar en el dialogo cómo se pronuncian las palabras
TBL	Creativity	Level A1	Ella constata que la creatividad fue un elemento muy importante para ella durante la realización de los diálogos puesto que ella afirma que si la creatividad la desarrollo cuando creaba sus propias ideas de acuerdo a lo que ella dice "si yo vivo en la creación de los diálogos cuando hacía el escrito para tener un guion empezar a imaginar la	El dice que el aspecto de creatividad se desarrolla cuando se puede crear frases	El dice "si yo vivo en la creación de los diálogos cuando hacía el escrito para tener un guion empezar a imaginar la	

(See annex from the analysis of the interviews, appendix 27)

Fourth Analysis matrix (Students' oral production)

Análisis de datos, análisis documental (producciones de estudiantes)					
Categoría general	Subcategorías	Descripción teórica	Frases literales de las producciones orales. Se hace un análisis de errores. PARTICIPANTE NÚMERO 1 : Sara Sánchez.	Frases literales de las producciones orales. Se hace un análisis de errores. PARTICIPANTE NÚMERO 2 : Julianna Álvarez PRODUCCIÓN N° 1	Frases literales de las producciones orales. Se hace un análisis de errores. PARTICIPANTE NÚMERO 3 : Stefany Albarracín
Oral production	Pronunciation	Level A2: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time	Her production is perfect according to her pronunciation, her tone of voice is normal and it is clear the information presented	She started speaking in spanish, for this reason her pronunciation at the moment to speak in english is some incomprehensible because she pronounced some words as in spanish.	Her production was normal because in some cases she pronounced some words wrong.
Oral production	Vocabulary	Level A2: I can use a series of phrases I can connect phrases and sentences to describe in simple terms. other people, living my educational background and my present and most recent job.	She used a good vocabulary and tthis case comparatives and some expression worked in the class.	Student is able to use the vocabulary required in the instruction given by the teacher which was evidenced in the dialogue worked	She used the vocabulary proposed in class for this reason she accomplished with level.
Oral production	Range	Level A2: Use basic sentence patterns with memorised phrase, groups of a few words and formulate in order to communicate limited information in simple everyday situations.	She ordered her phrases and the ideas have conection with the topic proposed, and she was able to communicate a clear situation	She used correct sentences and it noticed she memorised some phrases for this reason the order of her speech was good	She used correct sentences and the order was good, because the structure were perfect and she was able to communicate the message

[\(See the process follow to analyze these productions, appendix 28\)](#)

5. Backing up domains with examples.

This fifth step is stopped What is the taking of examples? Interviews were used to take an extract of the students' responses as support for the results.

Preguntas:

Abri con Documentos de Google

Daniel: ¿Qué piensa usted de las actividades de escucha implementadas en las clases de inglés? ¿Fueron apropiadas? ¿Le gustaron?

Jose: primero buenas tardes y segunda las actividades del lunes es bastante bien interesante me gustaron muchísimo no hay ningún inconveniente a veces escuchaban mal pero eso no es elecciones Pero tenía bastante interesante y correspondiente al nivel en cuál estamos y toda la información era bastante competencia todas fueron y tuvieron es entendible todas aprendí mucho con todas todas las letras pero después de un tiempo se vuelven fáciles porque no están muy difíciles a través de la escucha el hijo se aprende más fácil y Se comprende mejor.

Daniel: Ok, vamos con la segunda pregunta, ¿Considera usted que a través del trabajo propuesto en las clases mejoró la escucha? ¿Sí? ¿No? ¿Por qué?

José: Sí porque la pronunciación la pronunciación que utilizaban en los audios era distinta a la que yo practicaba antes, las abreviaciones con nuevas palabras con los pronombres todo eso al hacer las opciones se escucha diferente y después de mucho tiempo gracias a los audios aprendí mejor sobre como como era y para rendir su pronunciación y así ya no se complicaba el significado

See the complete interviews with their transcriptions in the following link:

<https://drive.google.com/drive/folders/1vBwZZNowBQ52D4M0HrEEyHThdC3ZhDF1?usp=sharing>

5. Search for themes.

After to do the previous steps, there were the final themes:

Skill	Skill
Listening skill	Speaking Skill

Ilustración 16 themes

6. Selection of extracts and presentation of results

To finish the analysis process with the inductive approach, all the instruments and techniques used in this project were taken into account to write the results.

Therefore, this action research used this type of analysis, since it has a good organization, which allowed the researcher to answer the research questions and meet the objectives of this.

Study context

This research is going to be carried out at “Antonio Nariño School” located in Yopal - Casanare with B1 level students, aged around 13-15 years old, with 16 students. Those students were chosen taking into account the guidelines that the institution orders the practitioner.

Sample

The sample was a part of a population, which was chosen to participate in a research, this one presented characteristics, which make it possible to establish certain generalizations in the project. Pires (1997) sees the sample as meaning, "a small amount of something to shed light on some general aspect of the problem" (p. 122)

This is the reason why the sample was chosen at random, because at the time of data collection, it interviewed the possible participants 6 students.

Ethical considerations

Regarding ethical considerations, permission from parents of participants to develop action research. Likewise, anonymity is one of the most remarkable aspects in a research since the researchers must respect the privacy of the participants and the information acquired from the students such as photos, interviews, audios and videos. In addition, the fifth participants accepted participated in this project. The data that was collected, it was shown to the participants before their publications, to obtain permission. ([See appendix 29](#))

At the beginning of the project, it was sent the following letter to explain the development of the project. ([See the letter appendix 30](#))

For its respective application of the interviews, in view of the fact that the participants were minors, the following informed consent was made for the parents to give the authorization to carry out this interview:

Results

The results obtained in this research were given according to the three instruments applied in this project, the research journals, the interviews and the oral productions of the students.

Research Journals / Participations observation

During the course of this project, four observations and research journals were made, which allowed the practitioner to collect a series of important aspects for data analysis. Three important aspects characterize these four journals. As the first aspect, development is highlighted, of the *listening activities proposed* by the teacher, which favored the students for a good contextualization, regarding the creation of the dialogues. These activities helped the student to understand a little more the vocabulary and the topics that they were going to work on their final activity, it was note in the first journal did, *“Pre-service teacher showed some images and did some activities to join in order to clarify the words unknown, this helped students to learn the vocabulary and to understand it, thus students were able to have a great imagination watching and developing these activities, because they imagined and understood the topic to be developed in the final activity "Dialogue".* For this reason, it is said that when the student listens, knows, and appropriates a theme or vocabulary, that he is going to use in an oral production, it is correctly since this allows the student to have tools to defend himself in an oral production.

As a second aspect we have the utilizing the *PPP methodology to work on speaking skill*. During this process, three important phases were used: at first, we have the *presentation phase* in which the teacher developed previous activities to help the student to understand how their dialogue should be developed, regarding a correct structure. During the practice phase, a great improvement was evidenced in the four dialogues, which is said to be very important in the *practice phase*, as it helps the student to prepare a little more before presenting their final product. It was verified in the second journal carried out in this project: *“During the second implementation of this project, it was noted that the students understood in a better way the development of the proposed activities according to the listening that was placed, which allows the student to contextualize in a more appropriate way of the topic to be treated in the listening In the same way, the phases of oral production linked to Listening are presented since at the time of oral comprehension the students felt more prepared to construct and present the dialogue”*. In the *last phase* it was evidenced that when student was given more time to carry out and present their dialogue, this causes the student not to carry out the activity in a good way, it was the case of several students who did not carry out their dialogues properly. However, this time favors other students, at the time of presenting their dialogues since a minimal number of students presented their dialogues correctly, in all the aspects required in the instruction.

Semi-structured interviews

According to the answers obtained by the participants in the interviews, most of them confirm that they had an ***improvement in their oral comprehension*** since the audios worked in class helped them to sharpen their hearing a bit and understand the pronunciation and writing of some words, it was stated by the participant 5 (Acuña). *“Yes, because the pronunciation they used in the audios was different from the one I practiced before, and the abbreviations had new words, such as pronouns, all that when making the options is heard differently and after a long time thanks to the audios I learned better about how they were”*. In the same way, Juliana stated, *“I think that the audios and videos that the teacher used helped me to better understand the words and so I practiced listening”*

On the other hand, they verify that the ***activities carried out for both listening and speaking were very pertinent according to their level***, since they were very interesting and the information they had corresponded to the topics that they were carrying out during the process. It was confirmed by the third participant (Juliana), she quotes *“The truth is, I do believe that the activities that were applied in the classes were very appropriate, and I did like them because it covers topics that we are looking at, it does not cover different topics, neither very difficult, nor very easy, acts for our level of English, Besides, the teacher explains well, the conversation is fluid and gives us a good understanding of what is wanted or what the conversation is about ”*. The dialogues in their English classes were appropriate, as it will allow them to practice their pronunciation much more and express their opinions with their class group, however they recommend that the dialogues be worked more in teams than individually since it is more complicated for them play the role of two characters at the same time.

In this same context, they announce some difficult aspects for the participants of this project, in which ***pronunciation*** is stated. As the first aspect, since in some cases they found it difficult to pronounce many the words, they should use in their dialogues. In the same way, some students state that the time that was given to send and prepare the audio was very little, since for a good pronunciation some students confirm that a considerable time is needed for good practice. For instance, Participant 3 (Juliana) *she confirms that a difficult aspect, it was when she had to create the dialogues alone since she had to perform two different voices and perform them with a different intonation. She says that it is better to perform the dialogue in two people.*

On the other hand, the participants affirm that the ***listening tasks helped them a lot to enrich themselves with a new vocabulary***, and according to their level. Likewise, they affirm that the work with the audios and the activities carried out in this skill helped them a lot to create their dialogue, it was verified by the participant's five comment, he states “ *Sí, ya que los audios me daban una guía, una idea y me ayudaban más o menos, ya que con ellos hacía una estructura similar para crear los diálogos que yo iba a decir, así me resultaba más fácil, pero siempre le da mi toque personal para hacerlo más único y sí para que no fuese tan parecido Y si los audios me ayudan muchísimo para crear un diálogo y crear la forma base de cómo iba a ser mi diálogo*”. Since, they used similar structures to create the dialogues and thus it was much easier for them to pronounce the words and write a context similar to listening. As the final aspect in this comment, the students affirm that in order to make the dialogue more creative, more interesting they gave it a personal aspect, so that the audio was not so similar to the activities carried out in class.

Another important aspect spoken by the students in the interview is **motivation**, for example Juliana says: “*Well, in some moments I didn't feel very motivated because the grammar was difficult or in some videos or some audios I did not understand and no matter how much I listened to them, I analyzed them, I did not understand some words or what they refer to. keep watching that because I feel like I can't do the audios because I don't understand them*”.

This leads to determine that when the student or students are not familiar with the context or vocabulary of the audio they tend not to have or show interest in the activity, for this reason, the importance of carrying out previous activities for knowledge or contextualization is induced. of the vocabulary and the topic to be treated or heard in the listening.

In this same context, participants express their comments on **cultural issues** and their influence in a foreign language class, for example Juliana states; “*cultural topics are quite a lot and more in English classes because they are cool topics that we understand are topics that are consistent we like that we see them “wuaa” what do we see that we are interested in maybe with other topics we would also do well, but with those are very good*”. Which induces that when cultural themes are added in the teaching of the foreign language, it causes a type of interest to the student to know a culture different from that of their mother tongue.

In general, students confirm that **they would like to continue working with these types of projects** since these projects help them to work a little more on the topics they see in class regarding oral comprehension and oral production, as it helps them improve these skills. In the same way, they express that the classes with these projects are more dynamic, for instance, the participant 1 (Sara) expresses “*Yes, since this way the classes are more dynamic, as well as grammar and writing*”. Similarly, the participant 2 (Juan Andres) says, “*Well, if I*

would like to continue working with those projects because something different and apart is very dynamic, well, very fast and it is very easy to work”.

As last aspect (*changes to be made in the project*) treated in this interview, the students express that they would not make any changes to the project since they consider that the project is well structured these are the students' comments:

Sara *“I think that as it is right now the project is fine, I don't see the need to change anything.”*

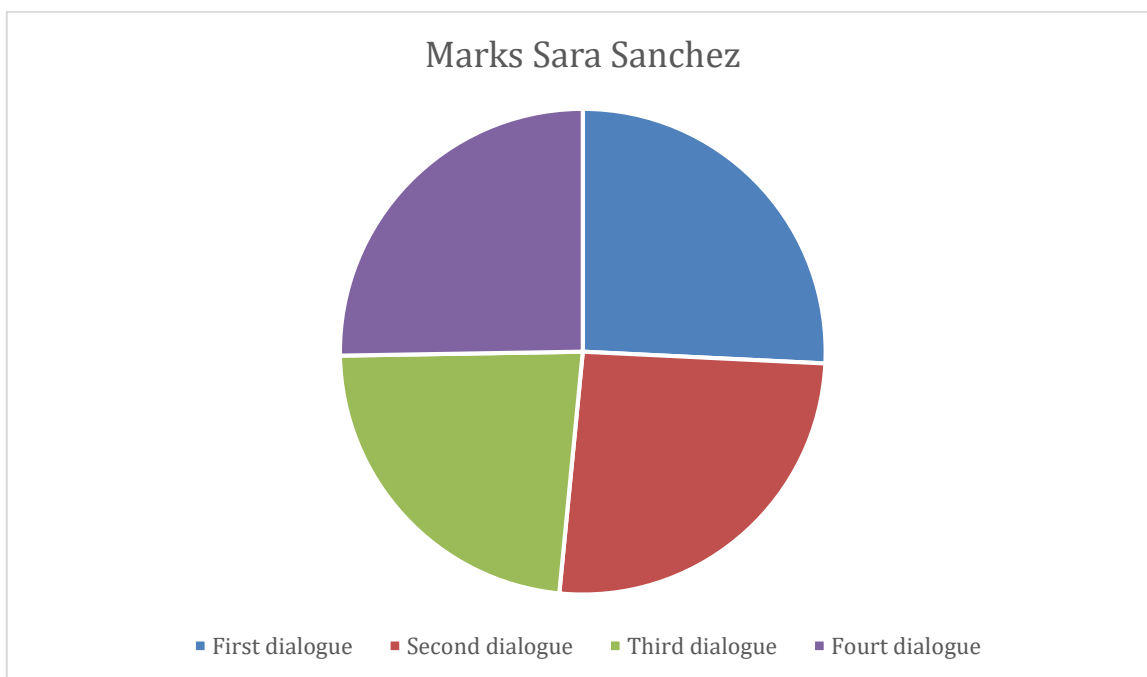
Juan Andres: *“Well, I liked the subject too much and I don't see any aspect that would take away”.*

Juliana: *“I believe that the project so far is very good, we are understanding what we have done”*

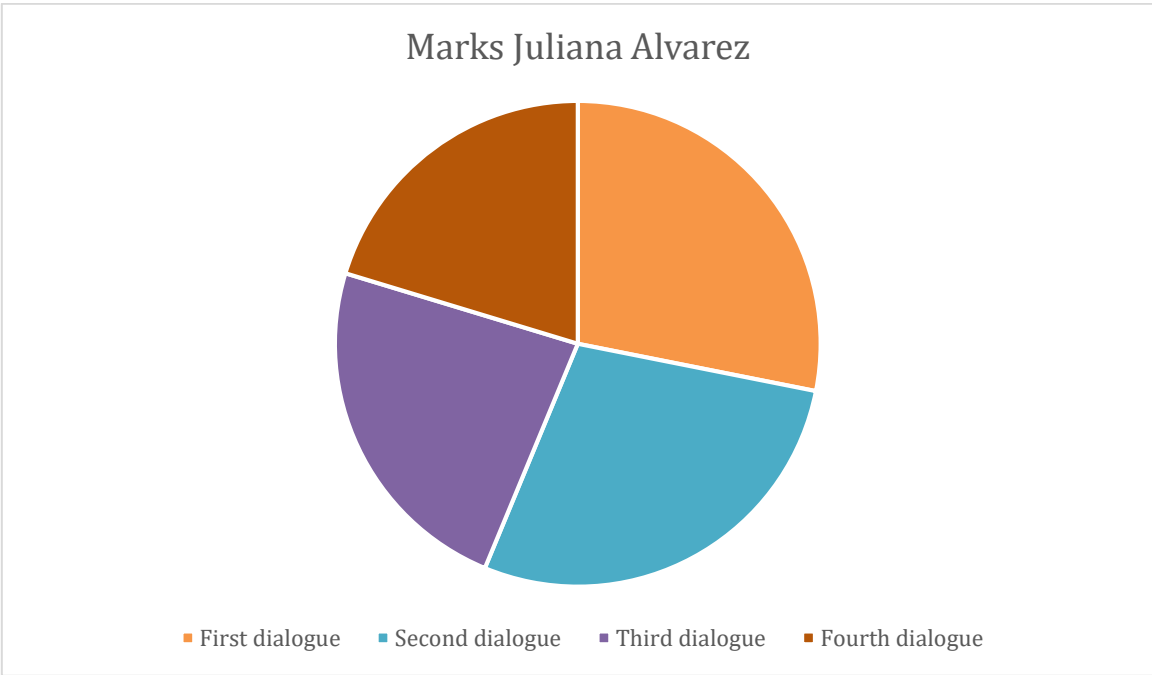
Oral productions

According to the oral productions analyzed, several important aspects were found which help to find the results of this project. At first, it was found that at the beginning of the dialogues the students presented many ***pronunciation*** errors since they did not work in their English classes oral production and listening comprehension. In the first oral production and the students did not follow the ***instruction*** that was given at the beginning and their inconvenient errors of ***fluency and intonation and structuring of sentences*** was very low. However, in the second dialogue carried out it was found that the students tried to say the dialogue in a more fluent way with some pronunciation errors but with clearer intonation and more correct grammatical structures. On the other hand, in the third oral

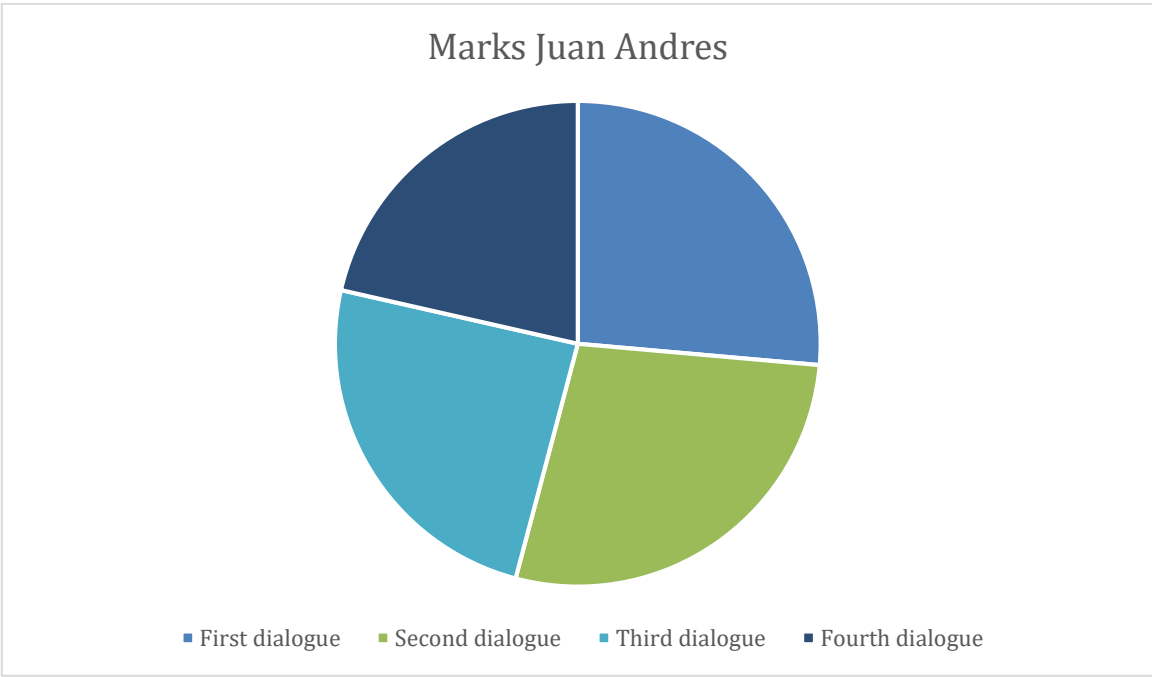
production carried out in this project, it was found that most of the students they were able to maintain a constant fluency with a different intonation since they lived to play both roles in their dialogues and their grammatical structures were more correct. Finally, in the last audio in the last oral production made by the students in this project, a great improvement was found in pronunciation, in intonation, fluency, in the interaction, in vocabulary and grammar, since the students carried out this last group dialogue through the zoom platform, which could be observed that the students kept the conversation fluent and had a good interaction with their chosen partner. This means that the work of the oral production linked to the speech is an important element to cause some improvements in the oral production of the students.



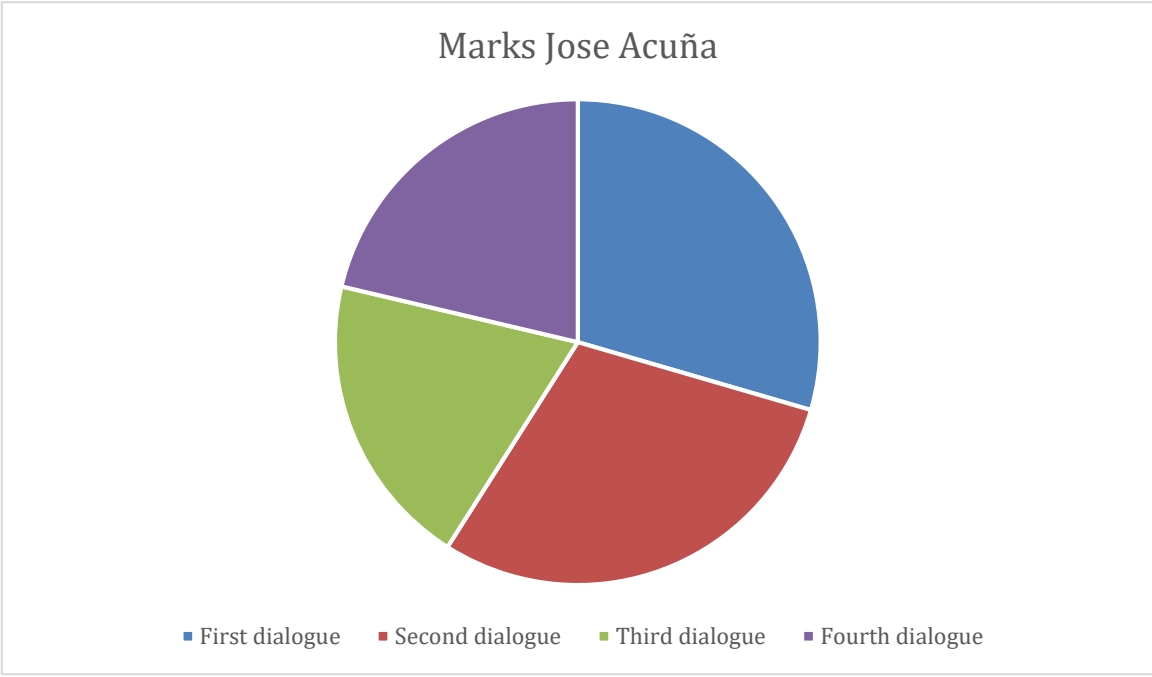
Stadistic table 3



Stadistic table 4



Stadistic table 5



Stadistic table 6

According to these quantitative data it is induced that the students in the production of the number three had many drawbacks since the level of demand higher. Since they had to use the modal verbs, according to the students this topic is complicated, for this reason their grade in that oral production..

In this same sense, there is another aspect, in which the *cultural issues* they worked on in the English classes, that this project carried out, the students confirm that the cultural aspects are very important, since knowing the culture of the language that is being learned helps them a little more to know the language they are learning. On the other hand, some students say that learning these cultural aspects in English classes helps them a lot because when they can travel to these English-speaking countries they can communicate in a better way.

Finally, it is said that the Antonio Nariño institution in Yopal very well received this project, since it received a congratulation from the institution since the students expressed continuing to work with this type of project in the improvement of their linguistic skills. In the same way, it states that the supervising teacher decided to continue with the work of these dialogues in his classes, once the pre-service teacher finished his project in view of the fact that this project caused good results in the students' scores, regarding oral production and listening comprehension in English.

Conclusions

Listening and speaking skills are therefore essential in the educational sector. Students need to listen to their educators, as well as peers in order to create meaning of texts. In this way, they can give answers more appropriated and to demonstrate critical thought. Speaking is also essential because students need to be able to associate with others and develop effective strategies for communication (Henderson, n.d). This means that these two skills must be worked together, since when the student has a prior knowledge of the context; use in oral production has more tools to achieve a more successful oral production, since in the listening skill he practiced and systematized pronunciation and the contextualization of the topic to be worked on.

After having carried out the pedagogical sequences in this project, it is concluded that the development of activities both in the listening and speaking skills, it promotes and encourages the student to understand more about the topics and be more participatory within these 2 skills. Moreover, when different learning strategies are used, the student pays more attention, than what is being worked on since at the time of working the listening skill improves their comprehension ability and this leads to systematizing their pronunciation, intonation and structuring in sentences. While that in the speaking skill, they continue to practice the different aspects of oral production as well as pronunciation, intonation, fluency and enrichment of a vocabulary learned during the work, which means that when the student has constant work with these two skills, he improves not only in these two skills but in the four language skills of English.

Finally, after applying the observation instruments, interviews and the students' productions, it was determined that the students who participated in this project obtained a significant improvement in each of the characteristics of oral comprehension and oral production, thanks to the execution of this project. Moreover, it is reached the following conclusions the work with these two skills strengthens; oral comprehension and oral production, since this type of activities responds and adapts to the needs of the students of the Antonio Nariño school.

On the other hand, the grading grid designed to qualifying the oral productions of the students, allowed to show the progress that each student had in each production carried out. Likewise, it allowed the teacher to improve their strategies when the project began. In this same context, the observations and interviews carried out with the students allowed to identify the effects that were caused in the study before, in which an improvement in oral production in the following aspects stands out, pronunciation, intonation, fluency, and the learning of new vocabulary, in the same way, in the interviews, the students expressed having felt more secure working in groups to create the dialogue than working individually performing the dialogue. since when it was carried out individually they practiced more intonation interaction but did not practice interaction, for this reason it was concluded that the dialogues should be worked in groups to promote better interaction and thus complete the objectives of an oral production.

Recommendations

For future research, it is recommended that the dialogues be worked in groups so that more results will be obtained regarding the integration aspect since when students work in groups they tend to carry out activities faster, for this reason this research recommends future research who want to dabble in these two skills of working these 2 United in order to obtain more significant results. Finally, it is recommended to work on the dialogues within the class so it is checked whether the student worked significantly or not since when the student has more time to prepare the final product will be more complete, since he has more digital tools to search for information and check if the information to present is correct.

Chapter IV: The outreach component

The use of videos to increase the EFL 5th grades students' vocabulary at Antonio Nariño.

Introduction

The development of English in private schools in primary is of a good level since these students have a teacher specialized in the English language to teach it. In view of this,

private schools have a great advantage over public schools in the country; this is the case of the Antonio Nariño de Yopal school, which has in its quality policies to train bilingual students. On the other hand, it is necessary to emphasize the problem that occurs in today's world, the fight against COVID-19, since the students of this institution are working under the alternation that is the program proposed by the MEN to return to the classrooms. In view of these factors, the idea arose to reinforce the A1 level of English of 5th grade students, working everyday vocabulary and related to the care of the prevention of contagion of the world virus.

According to University of the Rioja in its article published April 2th 2020, entitled “fight Covid-19 by learning English” explains the importance of learning English by learning vocabulary about COVID-19, it also proposes “exercises in English so that schoolchildren can receive information and recommendations on the Covid-19 coronavirus crisis and, at the same time, continue to learn vocabulary, pronunciation and grammar in English” (p. 01).

With the idea of promoting the reinforcement and support in the teaching of English in primary schools in Colombia and thus promoting the learning exchange of foreign culture, the Ministry of National Education in its bilingualism policies carried out in 2004 whose main objective is to educate citizens to be able to communicate in English at an appropriate level Seeks to improve teaching-learning levels, which it is said that the Antonio Nariño institution fully complies with the objective proposed by the MEN, in view of this it

proposes to contribute to the accompaniment of the learning of English language to favor the quality objectives of the institution relating to the teaching of English.

To motivate and continue with a more effective learning process in primary education, it was necessary to implement and used didactic aids that captured the attention of the student, that was why this project aimed to reinforce and accompany the learning process in fifth grade of primary school Antonio Nariño in Yopal through educative videos. In addition to this, the fifth-grade students did not only benefit from this project but also the teachers, since they learnt strategies to continue teaching English.

Justification

This project sought to reinforce and accompany the teaching process of the fifth-grade students of the Antonio Nariño - Yopal school through educational videos. This idea arose from the consideration and interest of the practicing student in reinforcing the teaching process which encourages learning vocabulary through a didactic way the educational

videos added to this it is stated that the PEI of the Antonio Nariño institution reflects the importance of achieving an A2 in English to enter high school.

In this context, it is important to highlight the importance of videos in the vocabulary teaching process, Feria (2019) affirms that “it is important to highlight that the design of the video as didactic material for the teaching and learning of languages must be planned taking into account the context, the population and their training needs, as a basis for the articulation with theoretical and training principles and the subsequent evaluation of their implementation” (p. 92). For this reason, the use of videos with a basic vocabulary is proposed so that, in view of the fact that the level worked in primary school is A1, it is also emphasized that fifth grade students present a lack of interest in learning the English language, in view of these considerations, it seeks to reinforce what is taught in the classroom through educational videos with basic themes, as well as introduce the basic vocabulary in English of how to take care of ourselves against COVID-19.

Similarly, it is relevant to highlight vocabulary as the central axis in this component., A study carried out by Meredith Rowe (2012) an Associate Professor of Education in the Graduate School of Education at Harvard, states the amount of language used is important, and he adds Children need to hear words modeled many times before they began to use the words, so the more frequently they are exposed to words, the better the likelihood that they gained that word in their vocabulary.

In view of these considerations, it was proposed to use educational videos to favor the teaching and learning process, which is an essential strategy to increase the level of understanding of the language, since students learn more vocabulary to reach the a2 level required to enter to the high school. Similarly, it was implemented a good strategy called “the word of the day” which consisted in each class learning a new word related to the topics.

Primary’s teacher schedule

Hour/Date	Monday	Tuesday	Wednesday	Thursday	Friday
-----------	--------	---------	-----------	----------	--------

7:00-7:10	Welcome	Welcome	Welcome	Welcome	Welcome
7:10-7:50	5°	3°	1°	3°	Meeting
7:10-7:50	Pause	Pause	Pause	Pause	Pause
7:55-8:35	5°	3°	1°	3°	5°
8:35-8:40	Pause	Pause	Pause	Pause	Pause
8:40-9:20	T°	5°	5°	T°	5°
9:20-9:50	Break	Break	Break	Break	Break
9:50-10:30	T°	5°	5°	T°	T°
10:30-10:35	Pause	Pause	Pause	Pause	Pause
10:35-11:15	4°	4°	3°	4°	2°
11:15-11:20	Pause	Pause	Pause	Pause	Pause
11:20-12:00	4°	4°	3°	4°	2°

Ilustración 17 Primary's teacher schedule

Practitioner's schedule in primary at Antonio Nariño school.

Hour/Date	Monday	Tuesday	Wednesday	Thursday	Friday

7:00-7:10	Welcome	Welcome	Welcome	Welcome	Welcome
7:10-7:50	5°				Meeting
7:10-7:50	Pause				
7:55-8:35	5°				5ª
8:35-8:40	Pause				Pause
8:40-9:20			5°		5ª
9:20-9:50			Break		
9:50-10:30			5°		
10:30-10:35			Pause		
10:35-11:15					
11:15-11:20					
11:20-12:00	Class preparation	Class preparation			Class preparation

Ilustración 18 Practitioner's schedule in primary at Antonio Nariño school.

Objectives

General objective

- The use of Educative videos to reinforce the English learning in 5th grade students at Antonio Nariño.

Specific Objectives

- To reinforce the oral comprehension in 5th grade students at Antonio Nariño watching educative videos.
- To motivate students through educative videos to promote the English learning in primary school.

Methodology

In view of the fact that this project is based on using educational videos to reinforce accompanying the teaching and learning process of English of fifth grade students of the Antonio Nariño Yopal school, it is necessary to clarify that the practicing student used videos with two different contents, one of them. They related to vocabulary animals, colors, fruits, parts of the house, etc. and the other on how to take care of ourselves at school and at home to avoid catching COVID-19, tied to this, it is said that these contents was carried out according to the theme that the Students are developing each week in the same way, the practicing teacher develops a work called learning two words for each video seen which consists of the teacher, once seen the video, placed two words called words of the day and thus the learning of the new vocabulary.

This process allowed the practitioner to contribute and make his awareness available to primary students. In addition, this methodology helped him during his practicum to teach in different grades, which allowed to be able to teach in several educative contexts.

Description of the activities implemented by the preservice teacher.

During the stay of the intern at the Antonio Nariño institution and his participation in the fifth grade of primary school where he carried out his professional practice in this process, he carried out 17 pedagogical sequences ([see appendix 31](#)) that he executed three times a week with this degree, which was supervised by the teacher of the area elementary school

English of the institution, these activities focused on the explanation and continuity of the issues raised in the guides designed by the institution, and in the same way focused on learning vocabulary for its preparation to obtain the a1 level in English. Similarly, the practitioner designed the second process guide for the fifth grade of primary school and the two final evaluations of the two processes in which the practitioner carried out his professional practice.

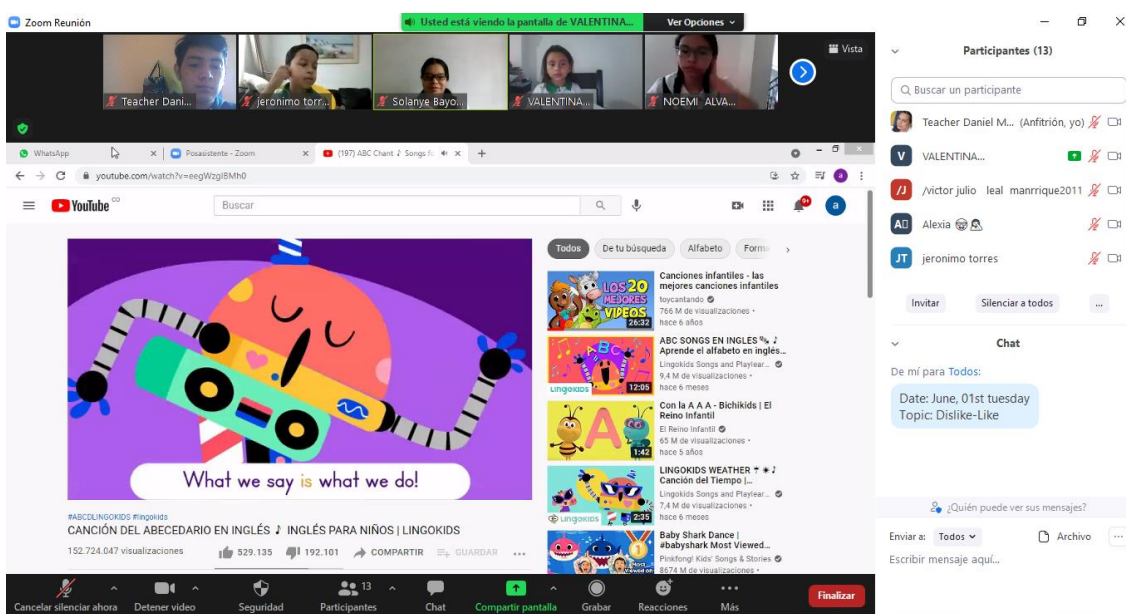


Image 3: pre-service teacher was teaching the alphabet

On the other hand, the methodology proposed and executed in this component was carried out successfully, since, as can be seen in the pedagogical sequences carried out by the practitioner, it is evident that the two classes per week a vocabulary video was shown, which was seen and the student had to learn this vocabulary. In order to evaluate the

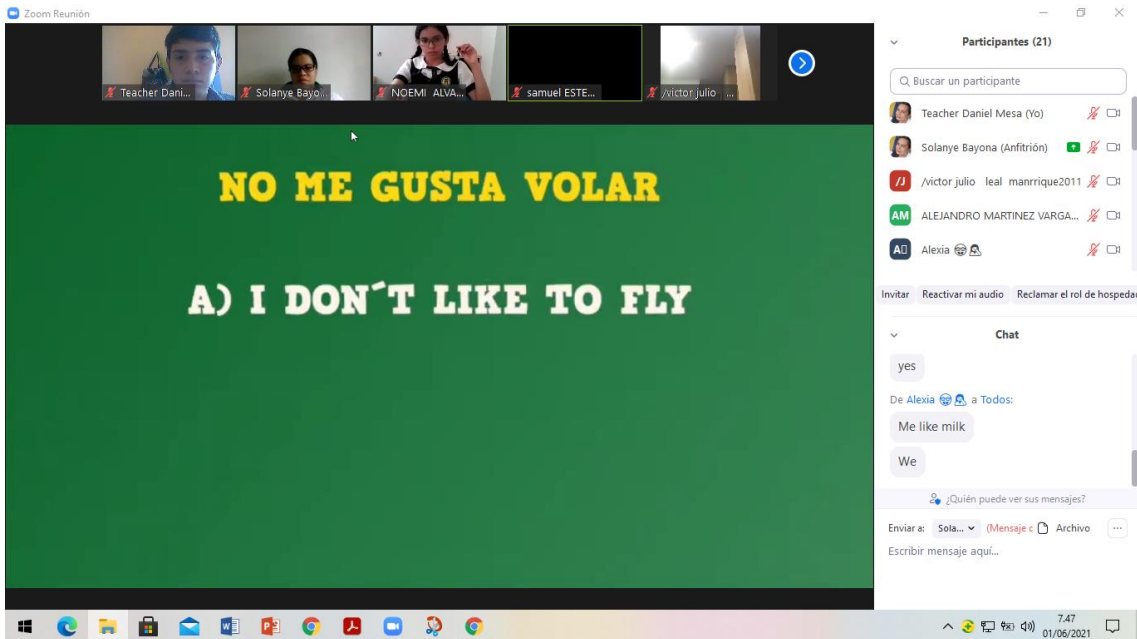
success of this component, in the final evaluation of the two Processes in which the practitioner participated, a minimum of three vocabulary questions learned during the process were placed and a maximum of five words.

Example of a pedagogical sequence

April, 5th Monday

7:10-07:50	English/Inglés	Activity Telling the time in English / Decir la hora en inglés	<ol style="list-style-type: none"> Saludo Llamado de asistencia. El docente escribirá la palabra del día en el tablero “wood - Madera”. El profesor presentara las siguientes diapositivas, en el cual se muestran aspectos relevantes sobre como expresar la hora en inglés. https://drive.google.com/file/d/1wLpG54nC AL7kLXu6rKAA2oZBqhEiQJqM/view?usp=sharing Todos desarrollaremos las paginas 17-18-19 	Recursos electrónicos (internet, computador) guías, videos, marcadores y lápiz	Atender a la explicación Resolver los puntos de la guía.
R	Pause	Pause	Los estudiantes saldrán a lavarse las manos y a desinfectar su lugar de trabajo.	Desinfectante	Lavar las manos
7:55-8:35	English/Inglés	Clothes	<ol style="list-style-type: none"> Los visualizaran el siguiente video https://www.youtube.com/watch?v=KFQxBCvgx70 Todos respondemos la página 20 	Recursos electrónicos (internet,	Visualizar el video Resol

				compu tador) guías, videos , marca dores y lápiz	ver los ejerci cios de la guía
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Pre-service teacher was explaining the topic “ Like and Dislike”.

Note: The teacher did not take photos inside the classroom because the institution does not allow the cell phone to be used inside the classroom.

Timetable

Activity (Videos)	Weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
V1			X									
Va				x								
V2							X					
Vb								X				
V3										x		
Vc											X	

Ilustración 19 Calendar of of the activities of third component

Activity (videos)	Activity description
V1	Video (animals)
Va	Video about who to wash our hands
V2	Video (fruits)
Vb	Video about of having a distance in our school
V3	Video “parts of the house”
Vc	Video about how to use disinfectant

Ilustración 20 description of the calendar of third component

Achievement of objectives

During the development of this component, it was found that the use of educational videos is a good strategy to reinforce learning in the fifth grade of primary school of the students of the Antonio Nariño school, since thanks to these videos the students are able to capture more information, since they related the image that they observed on the screen with the word in English. In this same context, through these educational videos, it was possible to reinforce oral comprehension in this grade, since at the time the students heard the information captured, since they listened and learned how to pronounce each word correctly. Moreover, motivation is stated as an important aspect in learning a foreign language in grade 5 of Primary, for this aspect, the word of the day strategy was used, which consisted of learning one word for each class. At the end of each week, the teacher gave a note of participation and appreciation for learning each word, So in this case the motivation to learn a new word was to give an appreciative note to the student to encourage their participation in class and to achieve a significant learning of this vocabulary observed in the videos.

Material designed to support the process and planning

The practitioner developed the guide for the second process and the two final evaluations, one corresponding to the first process and the other to the second process.

The guide designed had the following characteristics it should have 8 topics which, correspond to the 8 weeks of process, secondly in each week there should be a concept of the main topic 1, subtopics, a brief explanation of the topic, three systematization activities

and a create and invent activity, it was looking for the student to explore their drawing and creativity skills when learning English.

On the other hand, the practitioner also used the institution's moodle platform to load the agendas of each day and assign activities and cuises that were carried out every week through this platform, he reviewed evidence of the students who were from home in the same way this platform used it to load the two evaluations of each process since the evaluations were carried out from home for all students.

Platform of the school



Guide designed “second process”

COLEGIO ANTONIO NARIÑO	
Inglés 5°	
PROCEss: II	WEEK: 1
TOPIC 2: PREPOSITION	SUBTEMAS: Types of prepositions In At On
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
<p>CONCEPT: Preposition</p> <p>It is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on,".</p> <p>Types of prepositions</p> <p>In</p> <p>Meaning: in, within, within</p>	

[\(See the complete guide, appendix 32\)](#)

Exams designed by pre-service teacher.

The characteristics of these exams were that they had to have 20 questions, 3 of those questions had to be from The vocabulary learned from the videos and from the words of the day of each process, the rest of the questions had to correspond to the themes seen in each process, all the questions of these exams were in English. [\(See the two exams designed by the pre-service teacher appendix 33\)](#)

Conclusions

In this sense, it was found that the work of this component has been considerable, since the videos have been a good strategy to reinforce vocabulary learning for fifth grade students. Likewise, the work of oral comprehension was enunciated, because students must listen to the information from the videos, which helps them to reinforce said competence, in the same way, to motivate students to care against COVID-19 through of educational videos helping students learn new vocabulary about our health care.

In the same way, it was attached and it is verified that the development of this component has been of great help for the institution since it is fulfilling a need that the institution has regarding the basic primary.

So far the students to learn and continue with data with their learning of the English language what the development is confirmed in the grades of the last weeks of the students. In this same context, the great learning that the practitioner had is highlighted, at the time of making the proposed agendas every day for the English classes, which helped the practitioner to have a good organization and to know and appropriate the subject that the next class should teach. This allowed a good communication between the parents, student and teacher, which prevented inconveniences on the topics to be taught.

In the same way, these significant learning spaces motivated students to have the possibility of reaching secondary school with more knowledge, which facilitated the purchase of knowledge in the English language and it could be simpler to interact and develop the occupations proposed by their future teachers.

In conclusion, the practice done with this primary level has been of great importance for the personal and professional life of the practitioner, because in this situation the practitioner did his professional practice in Primary, which allowed him to contextualize himself more with these degrees, This helped him to understand that the need in primary school is fundamental and tactics have to be sought to finish the students' learning, because, at this level, the practitioner noticed and understood that the students have more interest in learning, they are more causes are more participatory, which encourages the teacher to want to teach them more.

Chapter V: Intra-institutional activities component

Introduction

This last project was carried out at the Antonio Nariño Yopal educational institution by the practicing teacher, making him participate in the processes or activities of institutional interest arranged by the Antonio Nariño School in Yopal. During, this component was necessary in the practicum process, considering that it allowed to learn, to share ideas and knowledge and to be in direct contact into the educational field for contributing to the improvement of the school.

When participating in inter-institutional activities, such as parent meetings, teachers, cultural events, student discipline control, etc., performing this series of activities the practitioner takes a remarkable role within the educational institution during the development of said activities. activities, being a positive reason to prepare and adapt better to the school fields. Therefore, the future graduate will come to educational contexts with an experience, which will allow him to face the challenges within education.

The above statements are confirmed by Jimenez, et al (2014) in their *study “Learn to do: the importance of professional teaching practices”*. In which they state that the processes, administrative and academic, related to each other, try to provide the student in the

professional practice environment with the appropriate tools to face their new life outside the university space in a work environment with different rules that together deal with to give meaning to the theoretical learning process that the first semesters took” (p. 09). It confirms this practice helps practitioner to understand and practice in an educative context.

Objectives

General objective

- To participate in the institutional activities-proposed by the Antonio Nariño school in Yopal.

Specific objectives

- To understand the organization of events, activities and meetings within the institution,
- To participate in all the meetings proposed by the school,
- To know strategies, whether they are pedagogical or investigative developed by the institution.

Justification

In view of the fact that this project aims to include the training teacher in all or most of the inter-institutional activities that take place in the Antonio Nariño educational institution, it is for this reason that the student participated in all of them, in order to understand the contexts in education allowing him to learn about most of the processes did not give this it is necessary to state that the activities that are going to be carried out with the students, teachers, parents and administrative personal have a strict regulation to avoid physical contact of the students which prevents the contagion or spread of the COVID-19.

Regarding parent meetings, it hold virtually as a result, the teacher in practice actively participate in these activities to promote their knowledge in educational contexts.

In this sense, it is important to emphasize that this component allows the pre-service teacher to be part of the inter-institutional processes carried out in the Antonio Nariño School, in this way, it is specified that the practitioner is not included in the administrative meetings since that the institution is private, and the meetings are only held with the business associates of the institution, as well as in the development of some academic parts, since this school manages guidelines reserved for its cahoots. However, the importance of pre-service teacher in this institution is emphasized, because it includes some guidelines that are developed in a private educational institution, since these are different from those that are worked on in a public school.

Methodology

Taking into account the objective of this project which consists of actively participating in the inter-institutional activities of the school, the pre-service teacher followed the schedule proposed by the institution in this it is clarified that this calendar is not exempt from changes.

Description of Inter-institutional activities

In the development of this component, the pre-service developed two activities related to this chapter, which are ordered as follows:

1. Advising parents and students

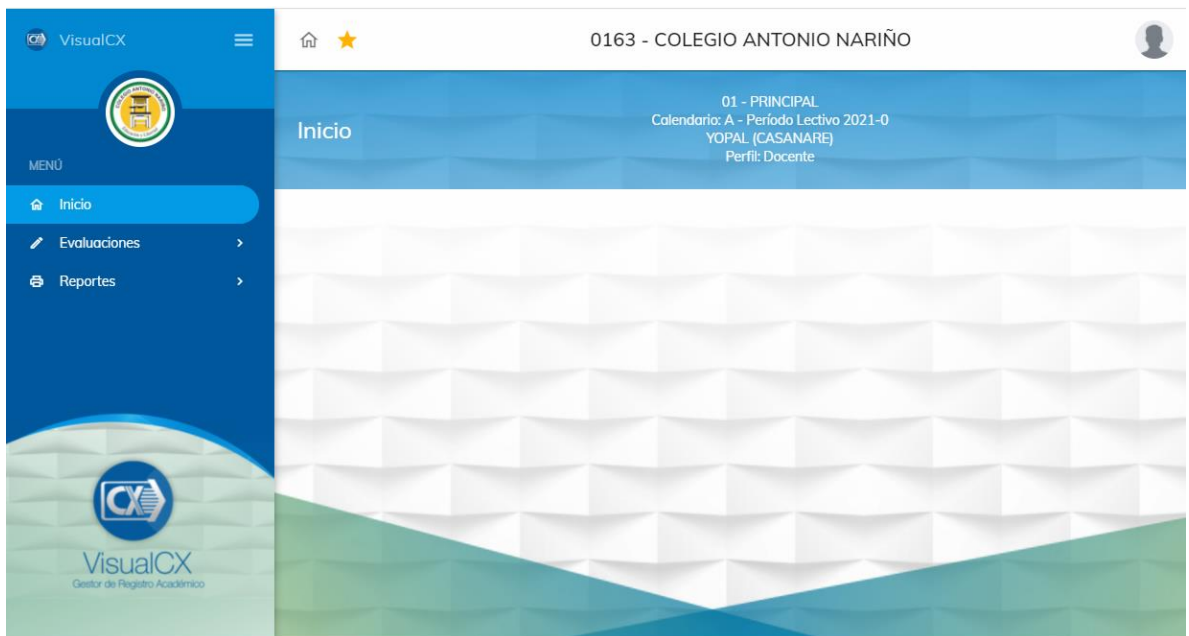
At this point, it is stated that the practitioner is available to parents and students for questions or doubts between the hours of 2-5 through WhatsApp. This experience has been enriching, since the practitioner has learned to deal with and attend to parents' doubts in the best way, in the same way, the advice given to the students has been a strategy to adapt to the world of teaching, since the Counseling are strategies that help students to improve their learning processes, because their doubts are resolved.

2. Participation in the language day

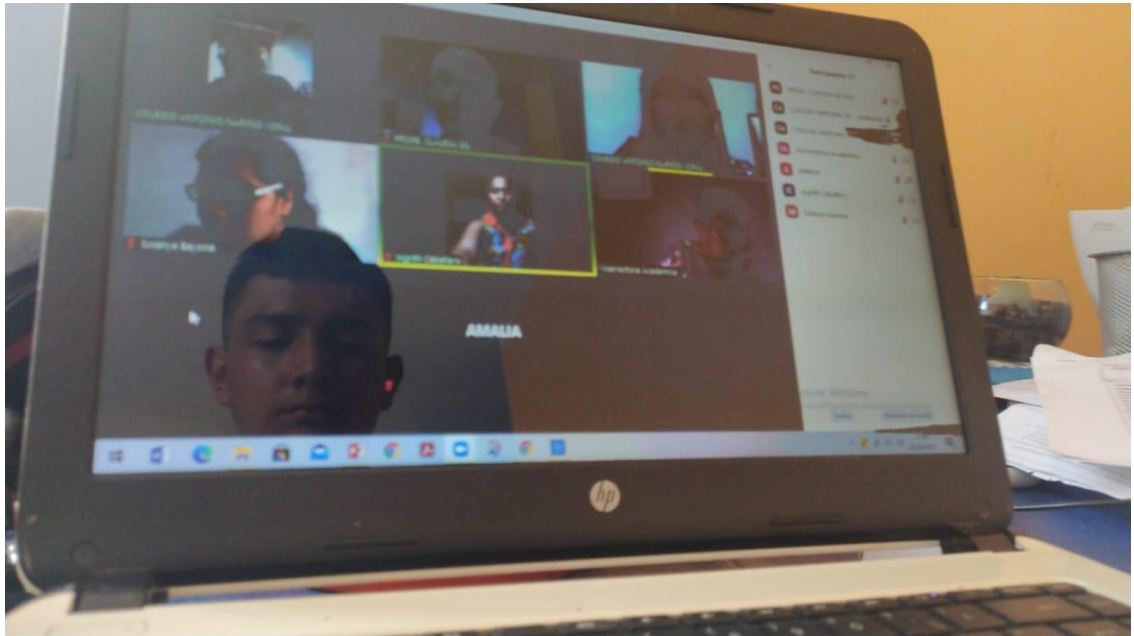
In this process, it helps the pre-service teacher to venture a little more into the educational context, since his function was to guide the fifth-grade students in

making a poem and a cartoon ([See evidence appendix 34](#)) with the aim of choosing 3 participants to participate in the cartoon and poetry contest organized by the school for language day. This participation has been gratifying since it strengthens the skills of teamwork and integration in educational contexts for the pre-service teacher.

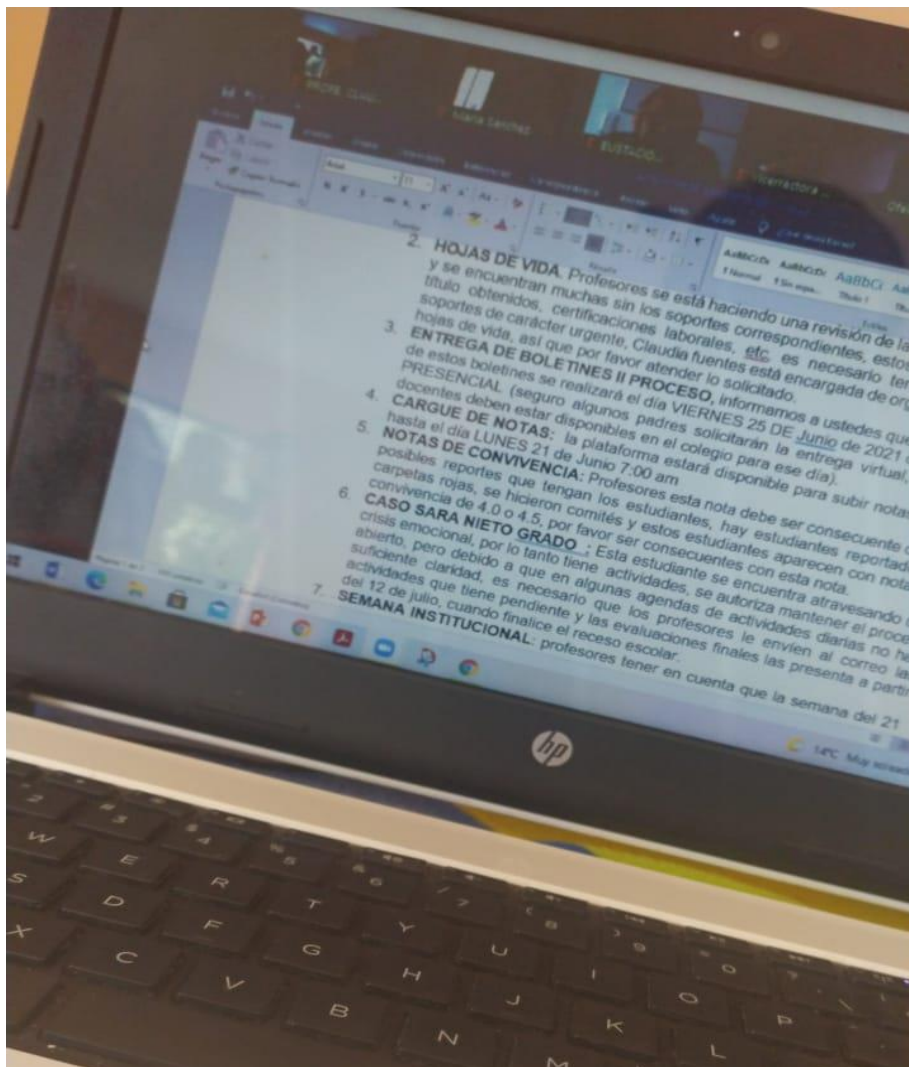
3. Another aspect, the student worked on the platform VISUAL CX in which he had to load the notes corresponding to the English subject. This was an interesting aspect since it is a platform which helps to order the grades and the grades are averaged, which are worth one 60% the hetero-evaluation, co-evaluation and self-evaluation that are worth 10% and the final exam What is worth 30% of the mark This was a very enriching experience since the student learned to use a program unknown to him.



4. Another important aspect is in this same context, which was the meeting with the academic coordinator and the coexistence coordinator, these meetings were held for recommendations regarding the academic part of how they were scored is evaluated in some works and related to the part of coexistence, how teachers should maintain their position and what were their duties and rights into the institution.



Meeting with directors and coordinators to explain the process of exams.



Meeting for explaining the process to load marks

☰ Buscar en el correo electrónico



PRINCIPAL



La sincronización automática está desactivada. Presiona para activar esta opción.

Descartar



COLEGIO ANTONIO NARIÑO Y... @ [redacted]

ACTA 017

OFELIA VALDERRAMA GONZÁLEZ Rector... ☆



yo, vicerectoria 2 [redacted]

Emails who received pre-service teacher for his participation.

5. As a last aspect, the meeting that was held with the school psychologist is highlighted, which is re this meeting was carried out with each of the teachers of the institution with the aim of giving recommendations and that the teachers expressed their feelings on how had the process been or how was I doing the teaching process.

Timetable

Activity	Weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
A		X										
B					X							
C									X	X	X	
D						X				X		
E			X						X			X

Ilustración 21 calendar of fourth component

Activity	Activity description
A	Advising parents and students
B	Idiom day

C	Work with the platform VISUAL CX
D	Meeting with the coordinator
E	Meeting with the psychology

Ilustración 22 description of the fourth component calendar

Conclusions

At the beginning of the professional practice of the teacher in training, the organization has shown an enormous welcome for this teacher because in the size of what is feasible it has tried to include him in occupations and contextualize him with the norms and methodologies that the organization has. It helped the practitioner to understand the way the teaching profession is carried out in an organization in this private situation. Likewise, the pre-service teacher learnt how to organize, elaborate and develop different activities that allowed him a better relationship with administrative activities and other teachers in the same way with parents, which enables him to become familiar with the internal and external environment of the organization.

The fact of participating in the activities carried out by this institution helps the practitioner to understand the academic process, which allowed him to create an atmosphere of security within educational contexts in the same way it was verified that the discipline of the students during the events is to be admired since they have an impeccable education and discipline.

In conclusion, the good integration of the practitioner in the events and in the meetings held by the institution helped him create an atmosphere of appropriation of different educational elements, which were developed in the institution. Correspondingly, his participation in these meetings and in these events caused certain impacts on the students, administrative, and professors, since the pre-service teacher made some significant contributions to these, which also helped the institution to have a different point of view from the institution's professors, which allowed good interaction and communication between the practitioner and the institution. Likewise, this component is of utmost importance in the practice process of a foreign language student at the University of Pamplona since this component allows them to contextualize what they will face in the future.

Chapter VI “Reflective Approach to Integral Practicum”

During the development of this integral practicum in the educational institution, Antonio Nariño has allowed the practitioner to understand different processes such as the development of intra-institutional activities that take place in the institution, in the same way, the use of the agendas or pedagogical sequences used by the institution is emphasized into the institution to keep track and have evidence of the learning processes that are carried out. This helps the practitioner to understand the importance of preparing a class and the organization where both parents, students and teachers are included, which favors and stimulates a better communication, in the same way, it is found that the development of the classes has allowed the pre-service teacher to improve some skills such as communication, determination, responsibility and security, at the time of giving a class of the same, the

importance of good preparation and use of the language with which a teacher should address a class is emphasized in the same way.

On the other hand, it is emphasized to take into account the level at which it is going to be taught in this case the practitioner is having experience with two levels of language and different school grades in the primary grade categorized by the institution “A1 Level”, seventh, eighth, and ninth categorized by the institution B1 level in which two different language levels are developed, therefore the teacher must use a different language level in both grades.

In this same context, a series of narratives were made for each week in which the teacher had to present this to the tutor in order to keep track of what he was doing and what elements he found during the week in his classes, which allowed him to reflect about what he was doing.

In general, in these narratives, six important aspects were evidenced, the first of them was about the realization of the classes in which the teacher with his experience obtained during his university process experimented during these first classes in front of high school students and elementary school students. Primary in these aspects, the practitioner learned that these two contexts cannot be addressed in the same way since each context implies a different way of teaching and a different vocabulary to speak Another important aspect was the realization of pedagogical sequences for the classes to be carried out In this institution they are known as agendas. These agendas seek that the parent and the student the day

before the class know the topics that are going to be discussed in class and thus avoid inconveniences regarding the teaching of children in the institution.

In this same context, the practitioner had to experience certain processes such as having a good responsibility, organization and good strategies. At the time of teaching, for example, he had to adapt his learning strategies to new students who came from public institutions, therefore these students had a very high level. lower grades and had a great disadvantage compared to their peers who are in the institution from lower grades, this helped the practitioner to understand and design strategies called by him life-saving strategy that helped him to adapt the child who was entering new to the context that he was going to receive since this moment.

In conclusion, this process of creating narratives every week helps practitioners to reflect on their process that they are carrying out within the institution, which allows them to change or improve some teaching strategies in order to avoid future problems.

Práctica Integral de la licenciatura en Lenguas Extranjeras (inglés-francés) Universidad de Pamplona.

Practicante: José Daniel Mesa Mendiveiso

Colegio: Antonio Nariño-Yopal

Reflexión tercera semana.

Aspectos

1. Realización de micro evaluaciones
2. Realización de la evaluación de inglés
3. Aplicación de la evaluación
4. Evaluaciones virtuales

Habilidades

1. Organización
2. Argumentación
3. Coherencia
4. Estrategias antes de la evaluación

Durante la tercera semana "semana de evaluaciones" dentro de la institución educativa Antonio Nariño en Yopal -Casanare, se evidenciaron ciertos aspectos, uno de ellos fue la realización de la evaluación final de la materia de inglés correspondiente al primer proceso, en este caso el profesor practicante debió realizar la evaluación del grado quinto de primaria y ayudó a diseñar la del nivel B1 correspondiente a bachillerato, en este proceso se evidenció que estas evaluaciones se desarrollaron totalmente en inglés, lo que favorece el aprendizaje de la lengua extranjera en ambos contextos. Los contenidos de estas fueron desarrollados durante todo el periodo.

Una vez terminada la realización de la evaluación final, se paso al desarrollo de un aspecto que, para el practicante, es algo muy importante que es la realización de una micro evaluación antes del examen, el cual consiste en hacer preguntas parecidas a las que saldrán en el examen, esto ayuda a que los estudiantes comprendan algunas características de la evaluación.

Por otra parte, se habla de la aplicación de la evaluación, en este caso se constata que la modalidad de presentación fue totalmente virtual, lo que algunos casos se observo que algunos estudiantes buscaban en internet, esto implica algo negativo para el aprendizaje del estudiante, ya que ellos no aprenden.

Durante esta semana, también se evidenciaron otras características como lo fue la argumentación, el cual se debía utilizar para realizar la evaluación, de igual manera se dice

Ilustración 23 example of a narrative done

See all the narratives in the following link:

<https://drive.google.com/drive/folders/1IBJomOJiKcbWbyCqW2J9uSJH4Y-QJFP?usp=sharing>

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