Audiovisual tools as a strategy to strengthen the listening and speaking skills in the teaching-learning process of the English language with the 9th grade students at Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. An action Research.

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Dedications

I dedicate this triumph mainly to

God

For filling me with his wisdom and blessing

To my parents and siblings

For giving me moral support, sense of responsibility, for their advice, patience,

understanding, and love.

To my tutor

For instructing and guiding me, giving me the necessary tools to build this triumph.

To my classmates and friends who were part of this long process

For sharing their joys and enjoying the journey that is coming to an end.

To the Institución Educativa Técnica Tomás Vásquez Rodríguez

Because they gave me the space and the complementary knowledge to achieve the

culmination of this training process.

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Chapter I: General Presentation of the Proposal

This research aimed to address the development of the listening and speaking skills in the teaching-learning process of the English language, given that during the diagnosis stage, it was possible to identify that the ninth grade students of the Institución Educativa Técnica Tomás Vásquez Rodríguez have difficulties about these. Given the above, it is considered appropriate to make use of audiovisual media (music, videos, audio files, etc.) as a strategy to strengthen the skills already mentioned in the teaching-learning process of the language, which has allowed the active participation of the students plus the motivation during the class meetings.

In this sense, this proposal is divided into three components, which are directly linked to the axes that make up not only the institutional mission, but also that of the Foreign Languages program at the University of Pamplona. These are the Pedagogical and Research Component, The Community Outreach Component, and the Intra-Institutional Activities Component.

On the one hand, it should be clarified that, in the Pedagogical and Research Component, a detailed description of the problem to be solved, addressing the objectives, the research questions, in addition to the methodology that has been implemented together with the techniques and instruments of data collection and, therefore, the analysis and interpretation of the data obtained so far. All this is based on reflection in each one of the stages for the proper development of the present action research.

Referring to the objectives of this component it was necessary to make a description of the activities implemented in the proposal, as well as the class plans and the pedagogical sequences designed, in order to show the progress achieved by this component in the population under study.

Furthermore, it was specified that the Community Outreach Component proposed the incorporation and contribution from the Foreign Languages program in the teaching process in a primary school, in this case, this project underwent some changes as no response was received to carry out the project, so it was decided to implement a personalized space in extra class hours with the students of the eighth and ninth grade of the institution where the pre-service teacher is doing her practicum stage. The benefit to this community results into the solution and reinforcement of the topics seen in class, as well as the increase of vocabulary to achieve better results in listening and speaking skills in English and, in turn, the pre-service teacher could complete her university training process, as well as to know the realities and educational needs of the environment, to make an intervention that has a positive impact on the improvement of these needs.

To show the process fulfill in this component a description of the activities implemented together with the methodology proposed and executed according to the schedule will be made, in the same way the material designed to support the planning process of the different activities proposed.

Concerning the Intra-Institutional Activities Component, this indicates the participation of the pre-service teacher in the different activities (organizational, community, extracurricular and administrative) set out in the institution's schedule, this to know the role of administrators and teachers outside the classroom.

All this demonstrates the continuous performance of the pre-service teacher in this teaching and learning process through the development and implementation of the intellectual competencies, skills, and other aspects that are an important part of this last stage. This is why a

brief explanation of the events and activities in which the pre-service teacher has been involved will be given in this section.

Introduction

      Over the years, the demand for proficiency in a foreign language has become very relevant in society and, as for that reason, more and more people see it as necessary to obtain better opportunities in both the personal and professional fields (Crystal 2006: 421). In this way, the English language has gained great importance within the educational environment, as it provides students with important tools that allow them to function in an environment completely different from their own, thus the teaching-learning of this language is fundamental, since this is where this knowledge is appropriated and implemented.

      As a result, the Information and Communication Technologies (ICT) have enabled the language student to adapt the use of audiovisual tools as a resource for learning and improving the skills required (oral and written comprehension; oral and written production). While it is true, audiovisual media are tools that not only strengthen knowledge in a different way, but also arouse the motivation and interest to continue learning autonomously, because these tools offer a myriad of possibilities that go beyond the traditional method, therefore, stimulate motivation and curiosity resulting in the student developing a certain autonomy in the teaching process-learning. (Conejo y Herrera, 2009:78)

      In this way, the implementation of these audiovisual tools for the teaching of English as a foreign language will be made taking as reference the need that the population under study presents in terms of the development of the oral comprehension and production skills, intending to strengthen them, giving students a clearer view of the use of language in the different contexts of daily life and motivating them to continue being part of this training process.

Besides, it should be pointed out that the pedagogical impact that this project had during its implementation focuses on the search for various strategies that encourage the student to improve the skills already mentioned, in each one of its components.

Throughout the Pedagogical-Research component, the step-by-step process followed to achieve the proposed objectives, which were mainly based on the use of audiovisual media to motivate students and strengthen listening and speaking skills in English, will be presented. On the other hand, the community outreach component that was initially designed to work with elementary school children through songs could not be executed, so it was modified and worked through extra-class aids with the same high school students to contribute in a more personalized way in those students who were willing to expand their vocabulary acquisition in order to improve the other skills required when learning a second language. Finally, in the inter-institutional component we will mention those activities that are carried out outside the classroom, from the organization of English Day events to the filling out of the formats required by the government (PAA, PIAR).

Justification

Nowadays, globalization is one of the most present phenomena in society, so intellectual preparation is required to contribute positively in the field of education and work, however, there is a vital factor in the formation of knowledge that is the domain of a second language, in this case, English.

This project was designed to implement some strategies and audiovisual tools (music, videos, audios in the foreign language) to enhance and improve the listening and speaking skills in English with the ninth grade students of the Institución Educativa Técnica Tomás Vásquez Rodríguez. By making use of these tools, the pre-service teacher sought to contribute to the significant improvement of these skills and thereby to promote participation, creativity and arouse the interest of the agents involved in this process.

Besides, the online teaching adopted by the institution where the proposal was carried out highlights the importance of the design of attractive materials for students to arouse their interest and motivate them to comply with the development of the activities proposed and attendance at the synchronous meetings held each week.

For these reasons, this project aimed to motivate students to improve on the skills mentioned above, using different tools to change the way the population is being studied versus the way they learn English, since, for some of them, this language is complex to learn, and also the methodology is always the same, so they lose interest in improving and learning.

In this regard, the importance of this study was linked to the implementation of several strategies that contributed to the improvement of oral comprehension and oral production to guide, motivate and contribute adequately to the learning process of students.

Objectives

General objective

- To contribute significantly to the needs of the target population at the Institución Educativa Técnica Tomás Rodríguez in Paipa.

Specific objectives

- To strengthen the oral comprehension and oral production of ninth grade students through the use of audiovisual tools at the Institución Educativa Técnica Tomás Rodríguez in Paipa.

- To strengthen vocabulary acquisition through extra class aids in 8th3 and 9th grade students at Institución Educativa Técnica Tomás Vásquez Rodríguez.

- To know the role of administrators and faculty in the extracurricular activities proposed in the institution's chronogram.

General Conclusions of the Project

During the development of the integral practice in the Institución Educativa Técnica Tomás Vásquez Rodríguez in Paipa-Boyacá, the pre-service teacher not only strengthened her skills in the English area, but also in the implementation of these skills at the time of her work as a teacher in the institution from which she graduated.

First of all, the Pedagogical-Research Component should be mentioned, where the expected results were accomplished in relation to the use of audiovisual media to strengthen listening and speaking skills in English. There, not only was it possible to analyze how these tools motivate students to learn this new language, but also how the aforementioned skills are strengthened when they are used appropriately. Given this, we took into account the voice of the participants in the interviews, the progress obtained before, during and after the implementation of the proposal through oral corpus and field journals, where progress was observed in the development of these two skills that are essential when learning another language.

In the second component, corresponding to the Community Outreach, despite the fact that there was little participation given the academic charge of the students, different personal and connectivity problems, good results were obtained based clearly on the objectives proposed therein. Nevertheless, it was noticed that the participants of this component had significant improvements not only in the acquisition of vocabulary but also in the other skills (listening, speaking, writing, reading) with the use of audiovisual media to reinforce this process of learning English.

Finally, in the component of inter-institutional activities, useful information was acquired given the participation that the practitioner attained in some of the activities that are

usually carried out in the institution, being this an important component when wanting to know the different activities in which a teacher is involved. Since these go beyond planning and executing a class, this teaching exercise implies having knowledge in the filling out of different formats, the steps to follow when implementing an activity of a specific area (in this case the English Day), the way in which the sanitary emergency caused by COVID-19 has interfered in the different activities programmed by the institution and the contribution that can be made to help solve these obstacles.

Chapter II: Institutional Observation

This chapter is based mainly on the knowledge of certain aspects found during the diagnosis stage, where relevant information was acquired from the institution where the project was executed. For that, four specific levels were taken into account: administrative, pedagogical, technological, and the population and information of the target group.

General Information of the Institution

The Institución Educativa Técnica Tomás Vásquez Rodríguez is a public entity located in the Boyacá Department, specifically on downtown in the municipality of Paipa at 22 Street. This institution offers the educational levels of pre-school and primary that are offered in the afternoon workday (from 12:30m to 6:00 pm), secondary and technical secondary in the morning workday (from 6:00 am to 12:30m). Similarly, it should be clarified that this entity whose students can be male or female of different ages; in addition to offering students in tenth grade the possibility of choosing among the following specialties that characterize the institution, which mainly correspond to the area of tourism, systems, and health, to thus begin a training process with the Pedagogical and Technological University of Colombia or with the SENA (National Learning Service) for the case of the specialty in tourism.

Administrative Level

The Institutional Educational Project at Institución Educativa Técnica Tomás Vásquez Rodriguez contains relevant information from the institution as to its philosophy, which seeks to form integral students with the capacity for leadership, autonomy, commitment, solidarity, among other important aspects. Similarly, in this document, it can be evidenced that the mission

and vision of the institution are framed within the training of comprehensive students with the ability to act in the face of individual and social decision-making to show excellent results. In this order of ideas, this PEI fulfills several general and specific objectives that highlight the integration of the educational community through quality education with a view to training reflective, critical, democratic, and participatory learners in the several situations that may arise. On the other hand, we find the symbols that characterize the institution that are the flag, the shield, the anthem of the institution, the daily and sports uniform.

Therefore, it is important to emphasize that this integral practice project sought to keep in mind each of these aspects in order not to skip any of the guidelines of the institution, in order to contribute to the learning process of students, and thus provide a contribution not only at the pedagogical but also at the administrative level.

Then the mission, vision philosophy and symbols characteristic of the institution:

- *Mission*. To form an integral technical high school graduate with a diversified education, capable of finding solutions to individual and social needs.

- *Vision*. The educational institution for 2018 showed excellent results in leadership in the region that have contributed to the cultural, social, ethical, technological, and sports development of its environment.

- *Philosophy***.** The educational institution has as a philosophy, to form comprehensive students, great leadership capacity, autonomous in decision-making, committed, supportive, with a sense of belonging, critical, creative, participatory, projecting ethical values, for harmonious and peaceful coexistence, interactive in society and evidencing the knowledge acquired.

Symbols.

The Flag

Figure 1.The Institution Flag

The flag comprises three horizontal stripes of equal width whose meaning is equality, equity and justice.

Meaning of its colors.

- *Blue.* Symbolizes intelligence, truth, and wisdom.

- *White.* Symbol of transparency, and respect for the divine.

- *Gray.* Symbolizes the human being in his different moods; evokes the uncertainty and nourishes hope. In the center of the flag, there is a star of six points that symbolize the diversity of areas of knowledge and formation. Also, the star symbolizes light, brilliance, and fortune. The six points proportionately distributed, and oriented towards all the cardinal points of the universe represent the equality of rights, the impartiality towards an integral formation of the citizen.

  The star symbolizes an open-door education without distinction of social classes, race, sex, and creed. It represents democracy and participation in full freedom. This carries the colors of the flag of the municipality of Paipa as a sign of exaltation and recognition to the administrative management as to the characters who have left their footprints and have made history throughout the evolution and development of our municipality.

School Emblem

Figure 2. School Emblem

The school emblem of the educational establishment was established by agreement Nº. 004 of October 22nd, 1997 of the Board of Directors.

- *Court.* Cross with the doorbell.

- *Shape.* The French one.

- *Right-handed Canton of the Chief.* In gules, the image of the computer as a boat of the technological advance of humanity, on this, an owl signs of wisdom.

- *Sinister Canton of the Chief.* An open book with the symbols of water, and the Greek letter pi symbolizing science, above a sun symbolizing clarity, horizon and nature*.*

- *Right-handed Canton of the Tip.* A torch symbol of sports victory, in its center the five Olympic rings of sport.

- **Sinister Canton of the Tip.** The monument to the fourteen lancers, work of the master Rodrigo Arenas Betancourt, historical and tourist symbol of the municipality of Paipa, located in the "Pantano de Vargas".

The Institutional Organigram

The Institución Educativa Técnica Tomás Vásquez Rodríguez is headed by the principal accompanied by the different entities comprising the educational community, as illustrated below:
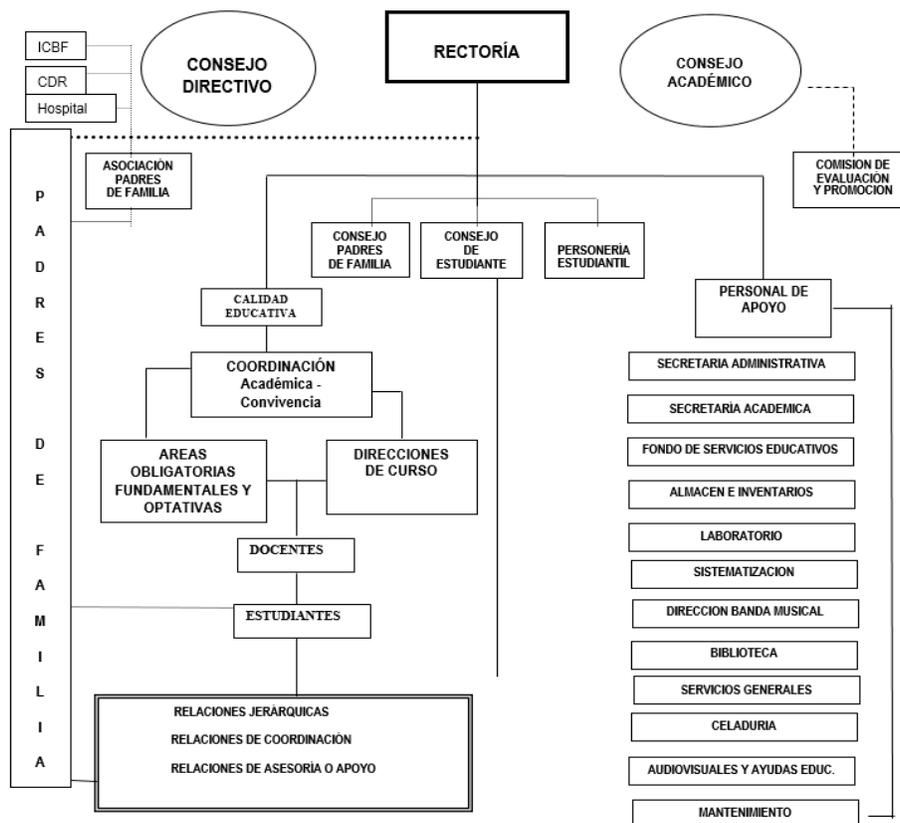
Figure 3. Organigram

Key Aspects of the Coexistence Handbook

The handbook on coexistence contains the rights, duties, commitments, and obligations of the different entities that make up the institution, from the people who be part of the administrative component, parents, high school graduated, and students of the institution. This document provides general principles from which the rules and procedures to follow in the different cases and situations that may arise, allowing a better foundation and greater efficiency in the educational work. Besides, it strictly complies with the guidelines of law relevant to the school environment.

Below a description of the elements found in the coexistence handbook of the school where the present proposal is developed. It comprises four chapters:

I. The rights and duties of each one of the members of the educational community are understood as an entity that transcends the social barriers of students.

II. Philosophy and the principles that govern the institution.

III. The procedures and functions of the different entities involved in the educational work of the institution.

IV. The commitments, benefits, incentives, and sanctions applicable to the members of the community, known, accepted, and assumed at the time of registration.

Guidelines and regulations for the health emergency

As is well known, the health emergency caused by COVID-19 has had a major impact on the different daily activities of society at large. As far as the education sector is concerned, it has faced a great challenge to continue the educational process by working in conjunction with the Ministry of Health and Social Protection to ensure the required biosecurity recommendations.

Given the above, the Institución Educativa Técnica Tomás Vásquez Rodríguez has adopted these guidelines given by the Ministry of Health, complying with each of its regulations and adopting remote education to give continuity to the stipulated educational processes, providing flexibility and accompaniment to each student enrolled.

School Schedules

This section specifies that the institution works by periods, and each period is divided into four cycles.

Periods	Date
First	8th March 2021 to 16th April 2021
Second	19th April 2021 to 11th June
Third	28th June 2021 to 13th August 2021
Fourth	15th August 2021 to 19th November 2021

Table 1:.School Schedules

Supervisor's Schedule

The supervisor teacher was assigned other courses besides English, which are her specialty, as presented in the following schedule, where it is evident that the school day starts from 6 am to 12:20 pm from Monday to Friday.

	1 6:00 - 7:00	2 7:00 - 8:00	3 8:00 - 9:00	4 9:00 - 10:00	Descanso 10:00 - 10:20	5 10:20 - 11:20	6 11:20 - 12:20	Descanso2 12:20 - 12:40	7 12:40 - 13:35	8 13:35 - 14:30
Lu	Pdl 9-1			8-3		6-4				
Ma	8-3					9-1				
Mi	9-3		6-3	9-1		9-2				
Ju	6-4		6-3			9-3				
Vi	Pdl 9-1			EpD 8-3		9-2				

Horario generado:8/02/2021   aSc Horarios

Table 2:Supervisor's Schedule

Pedagogical Level

Syllabus.

Regarding the curriculum used by the educational establishment in question, it should be noted that it is designed by grade, which ranges from transition to the eleventh grade. This plan is addressed to the objectives proposed for each academic period, bearing in mind the Basic Learning Rights for secondary education established by the Ministry of National Education. There, the skills, the component to work, the learning area, the evidence of learning plus the statements of the Basic Learning Rights already established.

Methodology.

Talking about the methodology that is being used at the Institución Educativa Técnica Tomás Vásquez Rodríguez in this health emergency, it was observed that the academic coordinators were in charge of assigning to each grade a specific schedule that takes place during the workday. Each teacher has created a link for his classes that are always developed by the platform Google Meet.

During the online meetings the teacher explains the topic, proposes the development of a short workshop through which she is sought to know the level of understanding of the student, then she explains the development of the corresponding work guide to each cycle (four during each academic period), the latter are designed to be developed over two weeks, after the deadline for delivery, the answers to each workshop are explained so that the student knows the reason for their final grade.

On the other hand, it is considered important to name that for those students who do not count with Internet connectivity, doubts are resolved via WhatsApp and each of the stipulated dates and recommendations are sent to them in the delivery of the different activities. In this

sense, it is essential to clarify that the educational establishment performs synchronous and asynchronous meetings that allow continuity in this training process.

Courses and schedules.

For the implementation of this proposal, the supervisor in charge assigned to the pre-service teacher four grades, an eighth and three ninth grades who have an intensity of three hours per week each one of them, for a total of twelve hours per week. Then, the established schedules for the English area in the already named grades.

	1 6:00 - 7:00	2 7:00 - 8:00	3 8:00 - 9:00	4 9:00 - 10:00	Descanso 10:00 - 10:20	5 10:20 - 11:20	6 11:20 - 12:20	Descanso2 12:20 - 12:40	7 12:40 - 13:35	8 13:35 - 14:30
Lu	Pdl 9-1			8-3		6-4				
Ma	8-3					9-1				
Mi	9-3		6-3	9-1		9-2				
Ju	6-4		6-3			9-3				
Vi	Pdl 9-1			EpD 8-3		9-2				

Horario generado:8/02/2021   aSc Horarios

Figure 4. Courses and Schedules

Technological Level

Access and use of the platform.

In addition to the Google platform, the school has its web platform named TO.VA.RO. where we find relevant information about the school, divided into the following sections:

- *Home*. Where you can see photographs of different events held within the institution, next to the profile of the graduate.

- *Institution*. This gives a breakdown of the historical profile, the institutional symbols, the existing headquarters, the teaching staff, the school government, the projects that are part of this educational campus, and finally a space where psych orientation handles its administrative roles from a blog where topics of interest to the educational community, in general, are included.

- *TOVARO Live*. This part has a live section where the manager makes short programs that are recorded, the main topics are reflections linked to the different situations that are currently presented.

- *Grading system*. This is the space where teachers record students' notes by academic period.

- *Platform.* There are the different guides proposed to the students, so they enter there and make the download of the corresponding material.

- *Means of contact.* This is a space where the person who wishes to request some information from the educational establishment, must fill in their data and write a message addressed to the email or contact number that are there.

Population and Information of the Target Group

Taking into account the population assigned and the information provided during the initial stage of diagnosis, it could be observed that among the four grades in charge there are a total of 121 students who vary between men and women, between the ages of 13 and 17. In this way, within one of these ninth grades, there is a student with special cognitive need, with whom flexible work guides supported by the Individual Reasonable Accommodation Plan (PIAR) are made, and also, it is given a greater hand of delivery of the works to which that is given to the other students. In terms of language level, students generally demonstrate proficiency in language level A2, as stipulated in the Common European Framework of Reference for Languages (CEFR).

Besides, the institution has a wide variety of teachers specialized in the different areas and /or subjects, the administrative staff is composed of the principal, the academic, primary, and cohabitation coordinators, and the psycho-orientation. The area chiefs or coordinators hold regular meetings to verify that the established guidelines are being complied with.

The means of communication used to talk with parents in this period of the pandemic is via a telephone call, or via WhatsApp where possible inconveniences and doubts that may arise with students are addressed.

Chapter III: Pedagogical and Research Component

Title

Audiovisual tools as a strategy to strengthen the listening and speaking skills in the teaching-learning process of the English language with the 9th grade students at the Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá.

Introduction

In this age of technology and information learning English is strategic, as, in addition to being one of the most widely spoken languages worldwide, it has also become a necessity to improve opportunities in the workplace. However, its learning process involves the development of the four competencies defined in the Common European Framework of Reference for Languages (hereinafter CEFRL), grouped into oral and written comprehension, written production, and finally, the performance of oral production, which has become a challenge for teachers responsible for teaching this foreign language in this time of contingency given the health emergency caused by the COVID-19, being forced to use of ICT and to the variety of tools it offers, to further develop the skills required to achieve proper communication in English.

In this way, the audiovisual media that are part of these tools play a fundamental role in strengthening this knowledge given the range of possibilities that go beyond the traditional method. This is a way that awakens the motivation and interest of students to continue learning autonomously.

Similarly, for the aforementioned, this pedagogical and research component focused on the strengthening of basic skills, more specifically the listening and speaking skills in English, through activities based on topics involving the implementation of everyday situations, as well as

the comprehension and production of this same language for getting the effective student interaction.

Statement of the problem

The learning of English as a foreign language represents a difficulty for most students in terms of understanding ideas and expressing them in the academic context regardless of the level at which they are located. The main causes of this problem are due to several direct and indirect factors such as poor understanding, lack of motivation and lack of teaching resources to facilitate the appropriation of this knowledge, hence there is a need to implement methods that facilitate the learning of English.

Taking into account the observation made during synchronous meetings with ninth-grade students at the Institución Educativa Técnica Tomás Vásquez (see Appendix 1), it was found that one of the factors negatively influencing students' interest in learning the English language is the lack of strategies to motivate them to learn. In this case, the teacher uses slides with lots of text and some YouTube videos, some students say they don't understand the topic, so the teacher noticing that they did not pay attention she decides to share the video link through the group and ask them to watch it for understanding the topic. Besides, when the corrections of the workshops are done, few students participate and ask the teacher to guide them in the pronunciation, others express that they prefer not to participate. In this sense, the teacher says that she does not use other audiovisual tools since she has no knowledge about it, so she asks the pre-service teacher to implement other platforms to motivate students.

So the above serves as a basis for this project which purpose is the implementation of audiovisual tools as a strategy to improve the learning of the English language, in ninth grade students of the Educational Institution previously named especially in the listening and speaking

skills, which are the ones that most hinder the educational process. We must not overlook the fact that today students are increasingly interested in new information and communication technologies, and it is indeed very important to take advantage of these tools in the development of classes, to facilitate learning.

The proposal, therefore, raises some questions that will guide the full implementation of the component:

- How does the implementation of audiovisual media motivate the ninth grade students of the Institución Educativa Técnica Tomás Vásquez Rodríguez in the process of learning English?

- How does the implementation of audiovisual media strengthen listening and speaking skills in ninth-grade students at the Institución Educativa Técnica Tomás Vásquez Rodríguez?

Objectives

General objective

- To strengthen the oral comprehension and oral production of ninth grade students through the use of audiovisual tools at the Institución Educativa Técnica Tomás Rodríguez in Paipa.

Specific Objectives

- To enhance the oral comprehension and oral production in ninth graders.
- To motivate 9th grade students by the use of authentic material.
- To make use of audiovisual material as the main tool for developing the listening and speaking skills.

Theoretical framework

This section focused mainly on the knowledge of the theoretical foundations that presents the concepts of the key terms that support this proposal. Besides, the literary review that presents some previous studies on the subject of this project.

Theoretical Foundations

During this theoretical framework, the main definitions of the key terms were provided to better understand the subject of this action research. This is why the theory is organized by treating the following concepts of speech and audiovisual media, taking into account the authors who have delved into these concepts**.**

The first one is speech. In this case, Eckard & Kearny (1981) define speech as a process that involves a real communication of ideas, information, or feelings. This view considers spoken texts as the product of cooperation between two or more interacting texts in a given time and context. Also, we find that talking has been classified as monologue and dialogue. The first focuses on giving an interrupted oral presentation and the second on interacting with other speakers. (Nunan.1989: 27)

With regard to audiovisual media, Cabrero (1999) defines audiovisual media as those technological instruments that help to present information through sounds, images, or a mixture of both, which complement other resources or classic media.

In this way, the Common European Framework of Reference for Languages speaks of the use of new technologies in the learning of a second language, according to this frame of reference, learning is better and of higher quality with new technologies. According to Clouet, Richard. (2010), "Audiovisual media provide multiple benefits in learning a language, in this case the English language, these benefits are gradual, which infers a variety of everyday topics

ranging from the simplest to the most complex." Journal of Theoretical and Applied Linguistics, 48(2), (p.p. 71- 92).

Likewise, in this document, the importance of audiovisual media as didactic resources capable of creating real learning contexts is also highlighted "- Audiovisual selections include authentic materials from English-speaking countries. The contents reflect the sociocultural practices of the English-speaking world, from the most every day to the most specific."

Taking into account the above, it is accurate to state that the theory of improving English learning through audiovisual media is effective, since the research showed a remarkable difference, if compared from the beginning of its implementation to its completion, since the videos and audios that were presented had a content related to everyday situations and/or practical vocabulary.

After having described in detail the key terms and theory that support this project, the review of the literature where the previous studies are condensed will now be addressed to deepen the object of study.

Literature review

This section proposes a non-exhaustive review of previous studies on the use of audiovisual tools to strengthen listening and speaking skills in English. To this end, five articles on the topic under study have been used.

Hakim (2019) in his article entitled "The use of audiovisual media to improve students' listening skills" sought to learn about the improvement and the importance of using audio-visual material in improving the listening skills of eighth-grader MTs Assalafi Susukan. Throughout the article, the author concluded that during the activities and with the material provided, the attention, interaction, and motivation of the students had a considerable improvement, as a

sample of them, their grades in the activities improved noticeably. Among the materials used for this study are documentaries, newsletters, chat shows, and videos.

This research used the model proposed by Mc Niff and Whitehead (2002, 45) who makes the spiral model of action research that has four steps.

The spiral model is illustrated in the following figure:
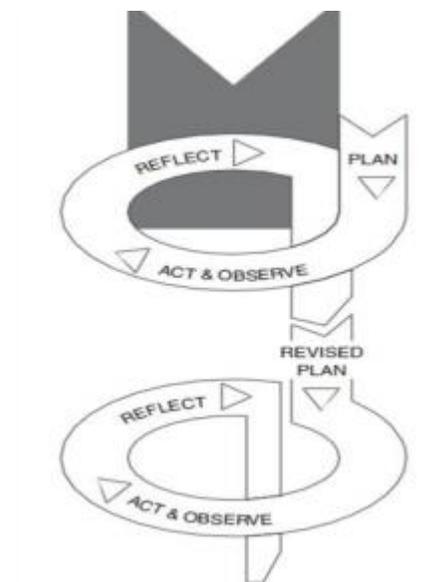
Figure 5: Spiral Model to Teach Listening

With regard to planning, this is the moment where the writer consolidates the planning activities in the preparation of the material (making a lesson plan), preparation of the list of students with their names and grades; followed by the preparation of the didactic material, as well as the preparation of the observation sheets of the class, to know the situation of the teaching-learning process when the media are applied.

The next step consists of the action which is the moment when the writer needs to know about the students' ability by following some steps such as conducting a pre-test, following a teaching procedure using video media, giving time to the students to ask their difficulties, giving some questions to the students to know their listening ability, delivery of the post-test.

Then we proceed to the observation which is one of the instruments used to collect data. Observation can be used systematically to observe and note the phenomenon under investigation, such as feelings, thinking and what the students do in the teaching-learning process.

Finally, there is reflection, which is the step where the result of the observation is analyzed. It is about remembering what has happened that has been recorded in the observation. Reflection seeks to make sense of the process, real problems and issues in the action of the strategies.

On the other hand, Beddu et al. (2016) in its study entitled "The use of audiovisual as a media to improve students' listening skill" focused on knowing the impact of authentic videos, films, and audios on the teaching of English, they concluded that the use of audiovisual media can improve students' listening skills. In the teaching and learning process, the teacher needs to implement this because it can help students understand the material. And also, students can facilitate their self-learning everywhere because this material is usually interesting, easier to find, and useful for learners.

This author also considers that when using audiovisual media to strengthen listening skills in English, it is important to know that before teaching this skill. First of all, it is necessary to have the necessary materials prepared, and they should also be chosen according to the level of the students. Thus, the AVM (Audiovisual Media) is chosen according to what is established in the specific syllabus of the school, in order to design exercises before, during and after the viewing according to the topics to be covered. In this sense, the author points out that the advantage of this design of material around a textbook topic is the exploration of another perspective of the same topic by the students, so that they can observe how it is treated in a

different way in several media, hoping that this approach will lead to a deeper understanding of the different topics.

Yunus et al. (2018) conducted a study entitled "The Influence of Authentic English Video Clips on Students' Listening Comprehension" based on the use of English video clips among EFL students in Aceh, Indonesia. The quasi-experimental study used non-randomized groups to perform the experiments. This study involved 68 students from a high school in Banda Aceh. For the experimental group, authentic video clips were used in their classes, and for the controlled group, audio compact discs were used.

The core idea of the research was to analyze of the effectiveness of audiovisual materials. The researcher noted that there were positive effects in both groups. However, a higher test score for the experimental group not only affirmed that the use of videos was more effective compared to audio. This is crucial to understanding how audio and visuals work together to create a more effective learning environment in the language classroom.

A study stated by Albahiri & Alhaj (2020) entitled "Role of Visual Element in Spoken Español Discourse: Implications for YouTube Technology in EFL Classrooms" was conducted to explore the elements in stimulating speech skills among EFL students (English as a Foreign Language). The study focuses mainly on theories related to the different alternatives used for technology-assisted language teaching and media elements that encourage students to interact and communicate effectively.

The researchers focused on YouTube as a primary source for providing videos that will work as aids. Quasi-experimental research was conducted involving 48 students from a Saudi Arabian higher education institute. The research showed that the visual elements of the videos played a very important role in encouraging students of a second language to become more

interested in interacting using the language. Specifically, YouTube was found to be a very valuable source that provided a multitude of visual and audio materials that helped in meaningful interactions.

With regard to the use of audiovisual material to improve oral production, the research carried out by Hariani et al. (2018) entitled "The implementation of audiovisual media to improve speaking English at eleventh-grade students" should be highlighted. aimed to discover the impact of this tool on improving the motivation of students to express themselves in English.

The target population was composed of 31 students belonging to class XI IPA 1, and the researcher chose YouTube as the best tool to implement because he considered that this facilitated oral and written practice dynamically. In conclusion, from each lesson topic, the material (YouTube video) used provides grammar, vocabulary, and phonetics, which means that students had comprehensive learning, also an easier understanding, and they enjoy that.

According to these previous studies on the subject under study, it can be concluded that the use of audiovisual media is an excellent strategy to strengthen students' listening and speaking skills, as long as the appropriate steps are followed; in this case, the spiral model (Planning, Action, Observation and Reflection) is referred to, always based on the syllabus established by the institution.

Methodology for the Pedagogical Intervention

According to the current situation, in which certain regulations were established to prevent the spread of COVID-19, hence, schools in the department of Boyacá have decided to fulfill academic objectives through the remote teaching.

For this reason, the Institución Educativa Técnica Tomás Vasquez Rodriguez determined that for the school year 2021 there would be synchronous meetings with those people who had Internet connectivity through the Google Meet platform and access to work guides in each cycle through the platform of the institution tovaro.edu.co and via WhatsApp for those who did not have Internet connectivity. Thus, interactions are carried out online, making use of the Google Meet platform when synchronous meetings take place and using WhatsApp for the asynchronous space done specially to solve the doubts that the students present concerning the development of the study work guides.

Regarding the implementation of audiovisual tools (videos, audios of the English Please guide text, news, short films, etc.) to strengthen listening and speaking skills, these were implemented when there were two hours of class to motivate students in the learning process. In addition, the pre-service teacher, through slides or short videos, explained part of the topic developed (which will also be in the corresponding guide), in this case, the vocabulary used, allowing students to understand the topic and exercises they should develop during the class.

Finally, the vocabulary worked was taken into account, so in this way they made use of this when developing the oral production, and thus evidence the understanding of the topic in general. The oral productions varied according to the topic and the time of class. For example, role plays, monologues, description of themselves or some character, recite tongue twisters, poems, record short videos representing some part of a short story, fable or another type of

literary text, among others. Regarding oral comprehension, questions were asked about the videos and other audiovisual material used during the class, it is important to clarify that for the development of each activity the pre-service teacher followed the three (pre, while, and post), to obtain more precise results in terms of the progress they are acquiring.

Regarding the methodology used for the work on oral comprehension, it is convenient to point out that it had some difficulties since there was very little participation since the students stated that they were saturated with work and also found it very difficult to complete this type of exercises. However, we tried to implement some exercises in class with those students who were attentive and willing following the steps proposed by McNiff and Whitehead (2002, 45) in the spiral model (Planning, Action, Observation and Reflection) based specifically on the topics established in the syllabus. At the planning stage, the material was designed (work guides, handouts, etc.) in addition to the search for audiovisual material to be used throughout the development of the pedagogical sequence sent and approved in advance by the supervisor. At the action stage, an explanation of the vocabulary and the required grammatical tenses was given together with a handout containing this information, then a video was shown two or three times, in which a short and basic conversation related to the topics seen was shown, then questions were asked to work on the comprehension of these videos and finally the correct answers were socialized. Sometimes we chose to use the Liveworksheet platform since it contained audios and simple questions. It is worth mentioning that we always looked for A2 level material.

Speaking of the oral production activities the spiral model (planning, action, observation and reflection) was also followed. The first step was the planning of the communicative objectives and their respective stage (pre, while and post). Next, the proposed exercise was executed, here it should be mentioned that these stage was liked by the students since they were

always given a previous explanation of the vocabulary to be used and of course the step by step to develop them successfully. To carry out and motivate students in this type of exercises, first the topic of the cycle was explained in detail, reinforced with explanatory videos and handouts to finally propose each oral activity, which was first developed in writing, working this part in class and solving pronunciation doubts, and then proceeding to record a video following the evaluation criteria proposed by the practicing teacher. Finally, feedback was given to each student emphasizing and highlighting the good aspects and the aspects to be improved, thus a progressive progress was noticed in each student.

Lesson plans and materials used

To carry out the classes, a sequence model (see Appendix 2) was designed before carrying out each session, where each moment of the class is specified along with the materials and platforms to be implemented. In this section it is necessary to mention that the sequences were made by cycle, each cycle has a duration of 2 weeks where the first week corresponded to the introduction of the topics and practical exercises and in the second week the socialization of the proposed activities was made. So far, six sequences were carried out by following the corresponding model (see Appendix 3).

In this order of ideas, it should be mentioned that the class material always included audiovisual material that helped to complement the topics, to motivate the students and therefore to reinforce listening and speaking skills.

Research Methodology

The design, the target population, the tools that were used to obtain the information for the preparation of this study will then be presented, as well as the chronograms for the implementation of the proposal and the collection of data.

Design

As for the design, this proposal is framed in the action research. Creswell (2012) alludes that it is the one that resembles mixed research methods since it uses a collection of data of quantitative, qualitative data, or both, that depends on the solution of a specific and practical problem. The same author assures that this type of research is structured by cycles and is characterized by its flexibility since it is valid and even necessary to make adjustments as the study progresses, until the change or the solution to the problem is reached.

According to O'Byrne (2016) this type of research consists of four stages that are: the selection of a focus (identify the need to solve), the collection of data (make use of different instruments to collect the information) data analysis and interpretation (describe and summarize the data, grouping them into patterns or themes that allow us to answer research questions; this can be done in a deductive or inductive way), and the last step is to take action and solve the need.

Population

The population of this study corresponded to the students of the ninth grade of the Institución Educativa Técnica Tomás Vásquez Rodríguez located in Paipa city in the department of Boyacá. It should be noted that this institution has 121 students in the above-mentioned grade, divided into three ninths, the pre-service teachers took as a sample seven of these since most of its members had internet connectivity.

To select the sample from this study, the researcher used a purposive sampling, since this implied that she could select a sample based on the aims of the research. This is often used in qualitative research, where the researcher wishes to obtain detailed knowledge about a specific phenomenon rather than making statistical inferences (McCombes, 2021). There are currently seven participants in the study.

Instruments

The research instruments used to collect data were the interview, the oral corpus and the field journal.

The Interview.

Mathers et al. (2000) assert that the interview is an important data collection technique involving communication between the researcher and the subject involved. Interviews are commonly used in exploratory and descriptive studies. That is why this proposal decides to make use of the semi-directional interview that contributes to a real discussion between the agents involved (researcher and research participants). And also, because it completed the information that was collected in the oral corpus, so it helps to know the perspectives that participants have in relation to the use of audiovisual media to improve their listening and speaking skills.

One interview was applied to the sample of this study. (see Appendix 4)

Speaking about the instruments that were designed, corrected and validated, it is necessary to mention that the chronogram of activities (see Appendix 5) has been used as a guide to proceed with their administration.

First of all, the researcher clarified the questions in relation to the interview the purpose of which was to gather participants' perspectives on the impact of audio-visual materials on the English language learning process and the improvement of speaking and listening skills. In this

sense, it is emphasized that there were few corrections by the tutor, which had already been made. In this part, it is important to emphasize that the piloting was carried out with one participant who were not part of the population, but who belonged to the English course under study. In this way, with the implementation of this one, it was possible to notice that the structure of the fifth question was not understood around the objective of the interview and the answers took another direction than the one proposed. For this reason, the researcher decided to reformulate it.

During the data analysis process, the researcher, after recapitulating the data, proceeded to the transcription, in this case in Spanish, since it was the language used to implement the instrument as specified in the answers given by them.

Similarly, it should be noted that the supervisor was also a participant in this instrument, so the whole process of designing questions, corrections by the tutor and finally the application of this to the participant were made, the objective of this was to find out the participants' perspectives on how the implementation of audiovisual media in the classroom contributes to the motivation of students in the process of teaching and learning English as a foreign language and in the improvement of listening and speaking skills. (see Appendix 6)

Oral Corpus.

According to Crystal (2006), a corpus is a collection of linguistic data, whether written texts or recorded word transcriptions, which can serve as a starting point for linguistic description or as a means of verifying linguistic hypotheses. On the other hand, Hasko (2012) says that to carry out a corpus, either oral or written, it is important to take into account the analysis of the qualitative corpus, which is based on a methodology that allows for in-depth

research on linguistic phenomena, in the context of authentic and communicative situations that are stored in the form of a linguistic corpus.

In order to collect the information, the trainee teacher decided to use an oral corpus made up of twenty-six oral productions of the participants, which were divided into four activities developed through videos and audios that were delivered by the Edmodo platform and based on personal presentation, description of an electronic device that they would like to buy, dialogue at the restaurant and English Day activity of the second academic term (Poems-acrostics). Below is a brief description of the development of each activity and its respective analysis.

For the development of speaking skills, the trainer decided to implement an oral production activity based on the students' personal presentation. As a preparation stage, she proposed filling out a model personal presentation form (see Appendix 7), and then asked the students to prepare a video that included all the information contained in the form, recommending that they make a draft of what they were going to say and send it to her to check if there were any aspects to be improved. For the assessment of this activity, a grid was used to evaluate the oral production according to the previously socialized parameters. The aspects evaluated are shown below:

REJILLA DE EVALUACIÓN SPEAKING: PRESENTACIÓN PERSONAL

CRITERIOS/INDICADORES	PUNTUACIÓN	COMENTARIOS
1. Contenido y Organización El video contiene información rica en contenido lo que contribuye a la comprensión de los datos relevantes de su presentación personal 1-5 puntos		
2. Pronunciación y entonación Habla y utiliza una entonación acorde a lo que desea comunicar durante su discurso demostrando una buena pronunciación del vocabulario empleado. 1-7 puntos		
3. Vocabulario Usa vocabulario pertinente y de acuerdo a su nivel a lo largo de su discurso. 1-7 puntos		
4. Gramática Utiliza las estructuras gramaticales vistas en clase de manera adecuada durante su discurso 1-7 puntos		
5. Calidad de la imagen La imagen es clara y la iluminación es adecuada. 1-6 puntos		
6. Calidad del audio La calidad del audio es clara, el volumen es adecuado y entendible, no existen interrupciones auditivas. 1-6 puntos		
7. Creatividad En el video se evidencia la creatividad del estudiante al hacer uso de las herramientas tecnológicas que tiene a su alcance, se demuestra creatividad y originalidad en el mismo. Asimismo, elige con acierto el escenario destinado para grabar su discurso. 1-7 puntos		
8. Lenguaje Corporal La postura, gestos y tono voz son naturales, espontáneos y ayudan al buen desarrollo de su presentación oral. 1-5 puntos		
Total		

Table 3:Personal Presentation Video Evaluation Grid

In this way, each student was given the respective feedback of his or her activity. Taking into account the students who signed the informed consent, a global analysis of six videos was made with the evaluation grids for each one, in addition to the corresponding transcription. (see Appendix 8).

The second speaking activity implemented was based on the vocabulary topic in the first cycle of the second academic period, electronic devices. As part of the preparation stage, the teacher proposed some questions to guide the presentation speech and a poster with a title, the corresponding image and the reasons why they wanted to buy it, then she showed them her poster and audio with the aim of guiding the students and that this material would serve as a model for them (see Appendix 9). Then, she asked the students to prepare an audio file that included all the required information, recommending that they make a draft of what they were going to say and send it to her to check if there were any aspects to improve.

In order to evaluate this oral exercise, the teacher shared the corresponding grid with some specific criteria. This grid is shown below:

REJILLA DE EVALUACIÓN SPEAKING: PRESENTACIÓN DEL PRODUCTO

ESTUDIANTE: GRADO:

CRITERIOS/INDICADORES	PUNTUACIÓN	COMENTARIOS
1. Contenido y Organización El audio contiene información rica en contenido lo que contribuye a la comprensión de los datos relevantes de su presentación personal. • **What device it is?** • **When are you planning to buy it?** • **How much it will probably cost you?** • **Explain why you want to buy this electronic device.** 1-7 puntos		
2. Pronunciación y entonación Habla y utiliza una entonación acorde a lo que desea comunicar durante su discurso demostrando una buena pronunciación del vocabulario empleado. 1-7puntos		
3. Vocabulario Usa vocabulario pertinente y de acuerdo a su nivel a lo largo de su discurso. (**Electronic devices vocabulary, linking words**) 1-7 puntos		
4. Gramática Utiliza las estructuras gramaticales vistas en clase de manera adecuada durante su discurso. (Presente y futuro simple) (8 puntos)		
5. Calidad del audio La calidad del audio es clara, el volumen es adecuado y entendible, no existen interrupciones auditivas. 1-9 puntos		
6. Creatividad En la presentación del poster del dispositivo electrónico que desea comprar se evidencia título, imagen del dispositivo y razones por las que quiere comprarlo. 1-12 puntos		
Total		

Table 4:Electronic Device Audio Evaluation Grid

Taking as a reference the criteria established in the grid shown above, each student received the feedback for each criterion presented therein. In general, throughout this exercise it was evident that the students preferred to record audios because it is easier taking into account the transcription and analysis (see Appendix 10). In spite of having some deficiencies in the

pronunciation of certain words (of which the phonetic transcription was written), it was observed

that they made an effort in the development of this exercise and took the time to make their

creative posters.

As a third oral production exercise, a dialogue was implemented based on the vocabulary

of food and drinks, together with useful expressions in a restaurant for both waiters and

customers. In this way it was possible to carry out a teamwork exercise, whose evaluation grid

was focused on group and individual criteria so that there would be a balance in the final grade,

these criteria are presented below:

REJILLA DE EVALUACIÓN DIÁLOGO (EN EL RESTAURANTE)

INTEGRANTES: GRADO:

CRITERIOS (NOTA GRUPAL)	PUNTUACIÓN	COMENTARIOS
Contenido y Organización El video contiene información rica en contenido lo que contribuye a la comprensión de los datos relevantes de su presentación según su rol (meser@ o cliente) (Uso de conectores y expresiones útiles en un restaurante socializadas en clase) Además, se da cuenta del trabajo en grupo al poner en práctica el diálogo, manteniendo el orden lógico de la conversación. 1-5 puntos		
Calidad de la imagen El estudiante se ubica en un lugar claro donde la iluminación es adecuada. 1-6 puntos		
Calidad del audio La calidad del audio es clara, el volumen es adecuado y entendible, no existen interrupciones auditivas. 1-6 puntos		
Creatividad Se evidencia la creatividad del grupo al hacer uso de las herramientas tecnológicas que tienen a su alcance, se demuestra creatividad y originalidad en el mismo. Asimismo, se observa que se hizo uso de materiales en casa para diferenciar al mesero del o de los clientes en su vestuario. 1-8 puntos		
Lenguaje Corporal La postura, gestos y tono voz son naturales, espontáneos y ayudan al buen desarrollo de su presentación oral. El diálogo es dicho con naturalidad y no requiere lectura del mismo. 1-5 puntos		
Total		

Table 5: Group Criteria- Dialogue

Finally, three main activities were proposed for English Day, which were poems,

acrostics alluding to Mother's Day and representation of countries; as for the exercises chosen by

the participants of this study, the information was obtained with respect to poems and acrostics.

CRITERIOS A EVALUAR (NOTA INDIVIDUAL)	INTEGRANTE 1:	INTEGRANTE 2:	INTEGRANTE 3:
Pronunciación y entonación Habla y utiliza una entonación acorde a lo que desea comunicar durante su discurso demostrando una buena pronunciación del vocabulario empleado. 1-5 puntos			
Vocabulario Usa vocabulario pertinente y de acuerdo a su nivel a lo largo de su discurso. (Conectores lógicos, vocabulario de comidas y bebidas) 1-5 puntos			
Gramática Utiliza las estructuras gramaticales vistas en clase de manera adecuada durante su discurso. 1-5 puntos			
Fluidez El estudiante demuestra su preparación y conoce el orden que lleva el diálogo, está atento a cada parte de la conversación y pronuncia natural y fluidamente. 1-5 puntos			
Total			

Table 6:Individual Criteria- Dialogue

It is relevant to point out that in order to give complete feedback on the activity presented, a grid

was designed for each type of exercise. The following is the grid with which the students who

chose a poem were evaluated:

REJILLA DE EVALUACIÓN ENGLISH DAY: POEM

ESTUDIANTE: ZHARICK AVILA   GRADO: 9.1

CRITERIOS/INDICADORES	PUNTUACIÓN	COMENTARIOS
1. Contenido y Organización El video contiene información rica en contenido lo que contribuye a la comprensión del poema y el mensaje que se dese transmitir. 1-5 puntos		
2. Pronunciación y entonación Habla y utiliza una entonación acorde a lo que desea comunicar durante la declamación del poema demostrando una buena pronunciación del vocabulario empleado. 1-7 puntos		
3. Vocabulario Usa vocabulario pertinente y de acuerdo a su nivel a lo largo de la declamación del poema. 1-7 puntos		
4. Gramática Utiliza las estructuras gramaticales vistas en clase de manera adecuada durante su discurso 1-7 puntos		
5. Calidad de la imagen La imagen es clara y la iluminación es adecuada. 1-6 puntos		
6. Calidad del audio La calidad del audio es clara, el volumen es adecuado y entendible, no existen interrupciones auditivas. 1-6 puntos		
7. Creatividad En el video se evidencia la creatividad del estudiante al hacer uso de las herramientas tecnológicas que tiene a su alcance, se demuestra creatividad y originalidad en el mismo. Asimismo, elige con acierto el escenario destinado para grabar su discurso. 1-7 puntos		
8. Lenguaje Corporal La postura, gestos y tono voz son naturales, espontáneos y ayudan a expresar el mensaje del poema. 1-5 puntos		
Total		

Table 7:Poems Evaluation Grid

Along these dialogues it was noticed that the students had a significant progress in this skill, given that there were fewer grammatical errors and based on the audiovisual material presented in the class as a guide. Similarly, it was observed that the participants were very creative when presenting the dialogues, as evidenced in the editing of these dialogues. (see Appendix 11)

Most of the individuals directly involved in this research chose a poem, these were characterized by their good pronunciation, fluency, intonation, lexicon; in addition to creativity when presenting their poem in the written form. (see Appendix 12)

Now the grid with which the participant who chose an acrostic alluding to Mother's Day was evaluated is presented:

REJILLA DE EVALUACIÓN SPEAKING: ACROSTIC

ESTUDIANTE: GRADO:

CRITERIOS/INDICADORES	PUNTUACIÓN	COMENTARIOS
1. Contenido y Organización Se logra observar la palabra principal del acróstico referente al día de la madre. 1-5 puntos		
2. Pronunciación y entonación Habla y utiliza una entonación acorde a lo que desea expresar con su discurso 1-7 puntos		
3. Vocabulario Usa vocabulario pertinente y de acuerdo a su nivel a lo largo de su acróstico. 1-7 puntos		
4. Gramática Utiliza las estructuras gramaticales vistas en clase de manera adecuada durante su discurso 1-7 puntos		
5. Calidad de la imagen La imagen es clara y la iluminación es adecuada. 1-6 puntos		
6. Calidad del audio La calidad del audio es clara, el volumen es adecuado y entendible, no existen interrupciones auditivas. 1-6 puntos		
7. Creatividad En el video se evidencia la creatividad del estudiante al hacer uso de las herramientas tecnológicas que tiene a su alcance, se demuestra creatividad y originalidad en el mismo. Asimismo, elige con acierto el escenario destinado para grabar su discurso. 1-7 puntos		
8. Lenguaje Corporal La postura, gestos y tono voz son naturales, espontáneos y ayudan al buen desarrollo de su presentación oral. 1-5 puntos		
Total		

Table 8:Acrostic Evaluation Grid

In relation to the acrostic, the student was very creative and the effort put into recording and presenting her activity in a complete and punctual manner was noticeable.

Field Journal.

With reference to Porlán & Martin (1991) the field journal is a tool for the meaningful and experiential reflection of apprentices, therefore, it is a basic instrument for research in the classroom, because it can be adapted, due to its personal nature, in all circumstances.

They mention that the journal should start from the general to get to the concrete. In the first level are explained in detail the situations of anecdotal origin that give rise to the deepest construction in which the dynamics within the classroom and the school system are described. On a second level the journal is responsible for reflecting problems and conceptions that go through the dynamics of the class, to establish the interpretations that can be made about it.

Given that it was not possible to record the class meetings, the researcher chose to use weekly field journals, where she records what happened in each class. This instrument is composed of several elements that help to have a clear vision of what happens in the classroom, in addition to the perspective or reflection made by her.

Thus, the model used for the field journal is shown below:

FIELD JOURNAL # 1 (March 08th -12th)

Observation of the classroom environment.

Observer's name:
Date:
Name of the Institution:

Grade:
Platform:
Topics:
Objective:

TOPICS	DESCRIPTION	REFLECTION
Group characteristics		
Work strategies		
Classroom development		
Communication with students.		
Attention to unexpected situations and/or conflicts in the classroom.		
Educational planning		

Synchronous and asynchronous work		
The students and its characteristics		
Time and space distribution		
Organization and order in the classroom		
Formulation of instructions in the development of the class.		
Attention to individual conflict situations of students		

Table 9: Field Journal Model

As a summary, it has been observed that since the use of audiovisual media in English teaching began, students have been more attentive in the explanations, in fact, participation has increased and it has been observed that the use of videos, audios, online games and other materials have helped in the motivation of students. Throughout the different synchronous meetings, the planned sequence for the development of the lessons is followed, sometimes there are modifications in the order in which the lesson is given for different reasons, among them that

there are students who enter late to the meetings and a recapitulation of what has been explained must be made. In this way, it should be mentioned that seven field journals have been made, one per week and for each grade in which the practicing teacher intervenes. Moreover, the reflection made by the practitioner is very important in this process, since it has been shown that the implementation of audiovisual media to reinforce listening and speaking skills has had a great impact, achieving positive results in these aspects. (see Appendix 13)

Ethical Considerations of the Proposal

Throughout this study, the researcher faced multiple obstacles during its conduct, such as: The lack of previous studies in the field of audiovisual media as a strategy to reinforce listening and speaking skills in English; the willingness of students to participate in the study given that the data collection phase was marked by the health emergency caused by COVID-19 and the contact with the participants was an arduous task given its remote modality and academic charge, but these obstacles were managed to be overcome to achieve the objectives set.

In addition, this study took into account the ethical issues that all research must carry out, in which it was essential to bear in mind the concept of informed consent. According to Mondragón Barrios (2009), informed consent is not only a format, but a process in which a person states that he or she is participating in a study, under conditions that allow him or her to know the risks, benefits, consequences or problems that may arise during the course of the research.

In this sense, it is a commitment of the researcher, since it is a right of the participants that cannot be infringed. Furthermore, it implies that the participants in the research have given their consent voluntarily, in other words, that they have not been subjected to any coercion. It should also be noted that the confidentiality of the data collected was given with the prior permission of the participants, who chose a pseudonym that allowed them to remain anonymous.

With regard to the protocols, it should be noted that the first was the letter of access to the field (see Appendix 14), in which, the professor in charge of the corresponding English courses, was informed about the research through the Google Meet platform, due to the world's COVID-19 challenges. All this, in order to request the respective authorization to start the data collection phase.

The letter took into account: the title of the research, the purpose, the instruments to be used, the context, the confidentiality information and the anonymity of the participants. As well, the summary and chronogram of activities have been attached. After reading the entire document, the professor returned it with her respective signature, giving her approval to begin collecting research data within the three ninth grades of English that she leads.

As for the chronogram of activities, it should be noted that the general aspects that made up it were the numbering of the weeks, the specific dates of each of them, the activities to be carried out each week and the participants involved, in other words, the participants, the researcher, the tutor, and the objective of the activity.

Taking into account the summary, it is important to mention that the most important points that made it up were: introduction, purpose, research questions, design, study population, sample, instruments and keywords. This is in order to summarize all the information of the project in a precise and concise way and to show the participants and the teacher in charge of the English courses the most relevant aspects of this action research.

The second protocol refers to informed consent (see Appendix 15), which was intended for participants who participated in the research, to show them the criteria to be considered for participation in the research. It included:

- The title of the research.

- The researcher responsible for the project.

- The context.

- The goal.

- The nature of the project.

- The criteria that were considered to participate in the study (place of origin).

- The instruments that were used with their subject, objective and appropriate frequency for each of them.

- Tasks performed by participants (access to oral productions, availability for interviews).

- The benefits of participating in research

- Strict confidentiality and anonymity

- Data to communicate with researchers in case of questions regarding its development

Then, an informed consent letter was written where the participant expressed his name, the course to which they belonged (English), his age, in addition to the acceptance or not of the parameters taken into account at the time of being part of the research and the signature of their tutor since they are minors. Similarly, it was clarified that participation in the study would have no impact on the course they were attending and that there would also be no penalty for the participant if the invitation was refused and that the participant could request withdrawal if deemed appropriate.

They were also informed of the importance of confidentiality and anonymity, approval of the updated study information request where deemed necessary by the participant, whether or not to be recorded when data is collected for interviews and approval to take into account oral productions published on the Edmodo platform. Thus, there were 6 participants who signed this consent and who will be taken into account for the collection of information for this research.

Data Analysis Process

The researcher considered it appropriate to use the inductive analysis proposed by Hatch (2002), considering that its main objective is to generate meanings from the set of data collected in order to identify patterns and relationships to build a theory. The purpose of the inductive approach is to generate meanings from the set of data collected in order to identify patterns and relationships to build a theory; however, the inductive approach does not prevent the researcher from using existing theory to formulate the research question to be explored.

On the other hand, it is essential to mention that this inductive analysis is mainly aimed at research whose data collection instruments are the interview, the field diary or observation and the oral corpus. In this sense, the project also fulfills this requirement, since throughout the data collection process it was conducted, one interview, twelve field diaries and one oral corpus composed of twenty-six oral productions of the participants. Furthermore, it is important to point out that the aforementioned instruments made it possible to obtain a considerable number of results, so that the process of this type of analysis helped to organize, codify and establish the data corresponding to each domain or category, in order to finally have a clearer perspective on the answer to the questions that guided this research, following the schedule foreseen for this analysis, where the activities to be carried out were located. As shown in the following table:

Chronogram used for the Data Collection

Week	Date	Description/activity	Participants	Objective
1-2	March 1st-12th	Observation stage	❖ Researcher ❖ Participants	To observe the development of the teaching and learning process in English in the grades that will be studied to identify the skills to be reinforced.
3	March 15th-19th	Conception of the research proposal to	❖ Researcher ❖ Teacher Magdaleydy	To seek strategies for strengthening the listening and

		be implemented in the institution		speaking skills into the population under study.
4	March 22nd-26th	Design of the letter of informed consent for participants. Conception of the access letter to the classes.	❖ Researcher ❖ Teacher Magdaleydy	To make participants and supervisors aware of the research and its role as participants in the research.
5	April 5th-9th	To make the proposal known to the educational community	❖ Researcher ❖ Participants	To start the research project and share the research and its components with the educational community.
5	April 5th-9th	Presentation of informed consent to participants. Presentation of the letter of access to classes to the supervisor.	❖ Researcher ❖ Participants	To show participants the criteria to be taken into account to be part of this study. To begin the data collection stage.
6	April 12th-16th	Participants selection. Conception and correction of the first interview	❖ Researcher ❖ Participants Teacher Magdaleydy	To facilitate data collection. To specify and validate the questions to be implemented regarding the students' interest in learning English as a foreign language and the strategies used by the teacher to increase the students' motivation in this teaching-learning process.
7	April 19th-23th	Field journal	❖ Researcher ❖ Teacher Magdaleydy	To capture the practitioner's point of view during the implementation of the research regarding the impact of audiovisual media on listening and speaking skills in English classes with ninth grade students.

		Oral corpus		To collect information from participants in order to analyze their progress before, during and after the implementation of the proposal.
		Conception and correction of the second interview.		To specify and validate the questions to be implemented regarding the impact of audiovisual media on the teaching and learning of English as a foreign language.
8	April 26th-30th	Application of the interview to the participants and the supervisor.	❖ Researcher ❖ Participants	To learn about the students' perspective on teaching and learning English.
		Analysis of the data from the interview.		To systematize the data collected during the first interview.
		Oral corpus		To collect information from the participants to later analyze their progress before, during and after the implementation of the proposal.
		Field Journal		To capture the practitioner's point of view during the implementation of the research regarding the impact of audiovisual media on listening and speaking skills in English classes with ninth grade students.
9-10	May 10th-21 st	Analysis of participants' progress before, during and after project implementation.	❖ Researcher ❖ Teacher Magdaleydy	To categorize and analyze the information collected during the study in order to proceed with the drafting of the results obtained in the study.

11	June 4th to June 18th	Submission of the final written report to the tutor Final report review Final socialization of the research	❖ Researcher ❖ Teacher Magdaleydy	To present the analysis and final results obtained after the implementation of the research.

Table 10:Chronogram used for the data collection

As such, it should be noted that in the first instance the software used to code the aforementioned instruments was MAXQDA, and the coding process began with the loading of all the documents we had (interviews and corpus). In this case, the oral corpus based on the elements included in the analysis grids were taken as a reference to give continuity to the process, from which 273 codes emerged that were grouped because there were similarities between them, as could be seen in the visual tools offered by the program (see Appendix 16). However, in order to continue with the respective steps of the selected analysis, some analysis grids were made by group of instruments, in this case the interview (see Appendix 17), field diaries and oral corpus (see Appendix 18) where the most important and useful information was condensed and used.

After following each step of the selected analysis, the following domains were established:

- Influence of audiovisual media on motivation when learning English as a second language.
- Influence of audiovisual media on the strengthening of listening and speaking skills in English.

From there, all the information collected was organized and the results were analyzed to answer the research sub-questions.

Results

This section presents the results obtained according to the research questions and based on the aforementioned domains.

Influence of audiovisual media on motivation when learning English as a second language

Motivation is an essential aspect when learning a second language, and in this case the use of audiovisual media plays a fundamental role in the development of the classes and, of course, in the improvement of listening and speaking skills. Therefore, it was decided to address the following aspects a) Student's perspective on the use of audiovisual media b) Audiovisual media as a source of personal motivation

a) Student's perspective on the use of audiovisual media.

From the data supporting this domain, it has been shown that the learner's perspective on the use of audiovisual media can have a positive impact on his or her motivation to learn a second language. In this case the participants named some of the reasons why these tools motivate them in this learning process, among which are better understanding of English, getting out of the monotony of classes, being in constant practice and improvement, avoiding external distractions.

With respect to these elements, one of the participants expressed "Estas herramientas son como una forma de entretener al cerebro. No sé, como guiarme en algo y hacerlo. Aprender de una distinta manera. Que no sea como leer y repasar. Porque viendo videos como que a uno se le quedan las cosas más fácilmente" (Zharick, Interview). On the other hand, someone else said "Porque como le decía, no todo es teoría. Entonces a uno no lo cansa tanto. Entonces me gustan

así dinámicas, para que uno esté activo en la clase" (Lina, Interview). Therefore, it is considered

necessary to mention what Yoli said in the interview "Pues que realmente son efectivos y que

son muy didácticos porque pues es algo que uno como que lo motiva a seguir estudiando inglés,

porque inglés no es como una materia normal como las otras, porque es un idioma que

normalmente no comprende completamente. Y cuando pues le están preguntando algo, no es una

pregunta que uno entienda bien. Así que. Pues con estas plataformas y esta metodología de

trabajo es la manera más fácil de entender", thus emphasizing that it is not only a motivational

strategy but also an improvement strategy to strengthen English skills.

Additionally, it was found that these tools help the student to get out of the monotony of

the classes and thus significantly strengthen the knowledge acquired in this language, as stated

by the participant Allison "Los medios audiovisuales contribuyen mucho en mis conocimientos

en inglés, ya que nosotros así podemos mejorar y no estar solo en la monotonía de escribir y ya,

sino ya nos entretenemos más y ponemos en práctica todas nuestras habilidades". Considering

these perspectives, it was observed that both students recognized that the audiovisual media are a

useful strategy to motivate the process of learning English as a second language, since it is not

monotonous, it is in constant practice and improvement, and above all it helps to have a better

understanding of the different topics to be learned.

b) Audiovisual media as a source of personal motivation.

As for the source of personal motivation to learn English, this can have an impact on this

process since it is not only about the use of tools but the fact of wanting to learn, therefore

knowing these reasons helps to find the right tools when teaching this language.

There it was found that the main sources of motivation that the students of the population

under study have are centered on the possibility of getting better opportunities at the professional

level, having as a life project to study languages and travel, all of this they support by saying that it is necessary the assistance of the English teachers and the autonomy at the time of advancing in terms of knowledge. In this respect, it is appropriate to quote Allison who says "Más que todo porque lo quiero estudiar, me parece una lengua muy interesante. Y mis profesoras, las que he tenido siempre me han ayudado mucho y me han apoyado" (Interview). In fact, Yoli assures the following "Pues que así no sea en este momento, sino pues en un futuro voy a tener mejores oportunidades, pues para cualquier cosa, porque este idioma es muy importante, pues que nosotros lo interpretemos y que sepamos manejar pues así sean las pequeñas cosas básicas" (Interview). And Zharick then states "Yo creo que sería como. Cómo es que mi proyecto, pues y conviene como hablar distintos idiomas y conocer distintos países. Entonces yo creo que eso sería como mi motivación para aprender otro idioma" (Interview).

As well, those strategies that they use when they want to improve their English skills they mentioned listening attentively to the teacher in class, participating actively, practicing pronunciation autonomously using videos, audios, translators such as Word Reference and Reverso, watching subtitled movies, using platforms such as the English mansion to practice at home, and attending the extra-class spaces programmed by the trainee teacher. Most of them stated that they use these tools frequently to obtain significant improvements in pronunciation and the correct use of grammatical tenses, as clarified by some participants "Pues yo diría que utilizar como la reproducción de las palabras, o sea, por ejemplo, no entiendo algunas palabras o su pronunciación y entonces busco en el traductor la repito así para que se me quede como la forma de pronunciarla. También por ejemplo viendo videos, también viendo películas en películas en inglés con sus subtítulos. Si es así, por ejemplo, cuando dicen una palabra extraña, pues ya leo en el subtítulo y ahí aparece también, por ejemplo, en las canciones de inglés, es una

manera" (Zharick, Interview). In the same vein Julieth said "Por ejemplo, a veces escuchar vídeos como conversaciones de entre personas. Me ayuda mucho a aprender cosas que antes no entendía. Es muy útil porque en el momento que estas personas hablan, pues uno más o menos les entiende pues lo que dicen. Pues con respecto a lo que uno ya se haya aprendido. Y pues también uno aprende a pronunciar las palabras pues que antes no sabía cómo pronunciar"

Given the above, it is concluded that from this source of personal motivation of the students, the teacher can be guided to choose or design the appropriate audiovisual material in order to contribute more accurately to the meaningful learning of the language as such.

Influence of audiovisual media on the strengthening of listening and speaking skills in English.

To address this influence, it should be clarified that the audiovisual media used with the population of this project were audios, videos and images in order to strengthen listening and speaking skills in the teaching of English. Thus, this domain has been supported in the following aspect

a) Audiovisual media as a resource in the teaching of English.

Highlighting the importance of the use of audiovisual media in reinforcing listening and speaking skills in the English teaching-learning process, it is argued that this may vary according to the way they are implemented. As observed in the theoretical foundations, the author Mc Niff and Whitehead (2002, 45) propose a model called spiral that must follow specific stages to achieve better results in the implementation of these educational tools (Planning, action, observation and reflection), which was the one that helped in the achievement of the results.

The participants, including the supervisor, affirm that the use of these audiovisual tools is a fundamental strategy when teaching and learning a language since it is necessary to learn to express oneself in another language and this is achieved primarily through listening, which is why the use of videos and audios which language is English is essential to familiarize the mind and ear to learn this new language. Furthermore, it is clear that the use of audiovisual media creates an expectative in the student, which leads to a more meaningful learning of the language, as indicated by Dolly "Claro, definitivamente si. Yo en este momento y veo y con la profe Nataly es que ellos están trabajando, sacando provecho a lo que ella está realizando con ellos y todos ellos están creando una expectativa, están interesados, pues los que realmente quieren aprender. Entonces ha sido algo novedoso tanto para ellos como para mí. Entonces me parece muy productivo, muy productivo, esa utilización de todos esos medios, todas esas ayudas" (Interview). As for the impact of audiovisual media, she assures that students have awakened the students' interest in learning and attending classes, which leads to better results not only in listening and speaking skills, but also in writing and reading comprehension. It should be clarified that there are students who are really interested in acquiring solid knowledge and make the most of these audiovisual media used in the classes, while there are others who are simply not interested and do not participate or deliver activities in a timely manner.

From another perspective, it is assured that the use of these tools in the classroom helps to strengthen English skills and contributes to safety when putting acquired knowledge into practice, as claimed by Yoli "Pues porque así uno entiende mejor las cosas y pues al momento de realizar cada actividad asignada para evaluar, pues uno siente como más seguridad en cada respuesta que ha dado pues de eso después de ver los videos, las imágenes y audios que usted nos muestra en clase" (Interview)

In relation to the impact that this material had on the students from the beginning of its implementation, it should be clarified that during the first oral presentation most of the students included the data requested in the first stage of the exercise.

On the other hand, some difficulties were observed in the pronunciation of different words, so in the comments section they were informed and the phonetic transcription was added so that they could practice and improve these mistakes. In terms of the information on the worksheet, it was observed that the students took into account the information on the worksheet and used the relevant vocabulary and grammatical tenses (present and past simple) when making their personal presentation. Finally, aspects such as audio quality, image quality, creativity varied according to the body language used by each one, but in general, a good stage management was observed. However, as this pedagogical material was used in the classes, great progress was noted in the listening and speaking skills, and in the last activities the students improved significantly and were seen to be more interested in making an effort to improve their level of English.

In short, by making an appropriate use of the spiral method when designing and/or choosing the audiovisual material to be implemented in class, these can contribute significantly to the strengthening of listening and speaking skills in English, producing confidence in the students as they acquire knowledge.

Conclusions

From the results obtained and the analysis carried out, it can be established that the objective of this component has been fulfilled, so this study opens the way for many investigations in progress, since the audiovisual media play a primary role in strengthening listening and speaking skills Therefore, both listening and oral production are essential when learning a second language.

In this sense, it has been confirmed that in the first question, the results indicate that there are two elements that influence the motivation of EFL students, namely: the students' perspective regarding the audiovisual media (greater understanding, getting out of the monotony of the classes, being in constant practice and improvement, greater concentration), as well as the role played by the personal motivation of each one of them in learning English. In this way, these first ones allow to know the importance of the perspective that the student has about these tools in the English teaching-learning process, because depending on it, the teacher can be supported to design and/or look for the material to implement in the classes.

As for the second research question, the results showed that there is one main element on the influence of audio-visual media on the strengthening of listening and speaking skills in English, namely: audio-visual media as a resource in the teaching of English. Here it was concluded that by a properly using of these tools, optimal results can be achieved in strengthening not only listening and speaking but also all the skills necessary to learn a second language. Among the most used and effective audiovisual media are audios, videos and images, based on planning, action, observation and reflection (obtained from the field journal), from which it was obtained that when they are used, students create an expectation regarding the

results that can be obtained, and after their implementation, students feel more comfortable and confident when practicing the aforementioned skills.

Recommendations

An enriching contribution that this research offers to the people who read it and, of course, to the members of the ninth grade of the Institución Educativa Técnica Tomás Vasquez Rodriguez from Paipa-Boyacá, is to know in detail the audiovisual media that have interfered in our target group when it comes to reinforcing listening and speaking skills in English, because no study has been found that addresses all those that are evident with the realization of this study. In the same way, this study not only presents the most effective audiovisual media, but also highlights the context in which it takes place, as well as the actors involved.

In this sense, it has been shown that this action research has advanced in identifying the influence of these tools on the motivation and strengthening of the aforementioned skills, therefore it is important that future research takes into account the following: 1) to increase the number of people involved or the range of the population, prioritizing that they are from different school grades; 2) to implement an instrument to observe the development of these factors in the classroom (non-participating observation is suggested).

Chapter IV: Outreach Component

Title

Extra Class Aids with 8th 3 and 9th graders to Reinforce their vocabulary acquisition at the Institución Educativa Técnica Tomás Vásquez Rodríguez.

Introduction

Traditionally, teaching English as a foreign language is done through conventional methods, such as a simple explanation or mechanical activities, which are unpleasant and monotonous for students, even more so in the case of an audience of children. Therefore, this will negatively affect the willingness to learn that foreign language.

Nevertheless, the curriculum should be focused on the implementation of various tools that allow the students to have different spaces to achieve more comprehensive learning of the language. And one of the main ways to achieve this goal is through the use of extra class aids.

Thus, it is important to highlight the importance of mastering a foreign language, where none of the properties of the language should be ignored. According to Decarrico (2001), among the linguistic properties required, there is room for the acquisition of vocabulary, which is extremely fundamental for learning a new language. In the same vein, this same author emphasizes that when learners realize that there is a lack of vocabulary, it is very common for them to discover that their ability to understand or express themselves clearly is limited. However, the vocabulary that has been considered the head of the language is not always considered as valued when English is taught in school or other formal classrooms. Therefore, when the time comes for learners to understand the meaning of unfamiliar words in the context they are presented with, acquire a greater number of words through their own efforts, and use

them successfully in communication is still far from being achieved. The fact that vocabulary

learning is not considered very important in second and foreign language pedagogy is pervasive.

In these times of contingency in which remote education was chosen, there are some

students who for different reasons cannot attend the virtual meetings or those who do attend are

embarrassed to express their concerns in class, so the extra-class help to provide personalized

attention to the student is an excellent alternative to resolve their concerns or practice their

English skills.

Justification

Language is a necessary communication tool used by all people in the world, whether to take or give information. In this sense, every country in this world has its language, such as Japanese, English, Chinese, Arabic, Spanish, and many more. Differences in language can make the communication process difficult with people whose mother tongue is different from ours. In most of these cases, people use English as their primary source of communication.

In high schools, students learn English by developing the different English skills. Therefore, the teacher is obliged not only to provide and give the basic material but also to use different strategies and techniques that can be implemented with the students, in this case with adolescents.

In this way, vocabulary teaching is a crucial aspect of language learning, since languages are mainly based on the acquisition of vocabulary, so it is almost impossible to learn a language without words; even communication between human beings is based on words. According to Berne & Blachowicz (2008), recent research indicates that teaching vocabulary in the classroom can be problematic since most teachers do not know what are the best practices in teaching vocabulary.

For this reason, it is considered pertinent for teachers to take into account that vocabulary teaching is something new and different from the students' native language, moreover, teaching English to young learners is different from teaching English to adults, so the teacher must prepare and find the appropriate techniques, which will be applied to the students.

Hence, the goal of this community outreach project was to make the teaching-learning process interesting and comforting for students who are part of eight and ninth grade students so that they can reach the English learning goal that will be a more attractive and useful for them.

Objectives

General Objective

- To strengthen vocabulary acquisition through extra class aids in 8th3 and 9th grade students at Institución Educativa Técnica Tomás Vásquez Rodríguez

Specific Objectives

- To use extra class aids for reinforcing the vocabulary acquisition.

- To increase the motivation of the students for improving their vocabulary acquisition.

Methodology

The implementation of this community outreach component were carried out through the use of educational audiovisual tools that teach vocabulary for each of the extra-class aids established by the intern teacher from Monday to Friday, as this will allow eighth and ninth grade students to be motivated to learn and at the same time develop their English skills in a dynamic way.

It should be clarified that the development of this project were done in a synchronous manner in previously established schedules from Monday to Friday from 2 to 4pm. (see Appendix 19). This is due to the health emergency that is currently being faced at the national level because of Covid-19. The first part corresponded to filling out the attendance list, then proceeded to resolve doubts regarding the use of the Edmodo platform, then there was an explanation of the vocabulary topic to be addressed through videos or handouts with the respective explanation by the trainee teacher, to finally do systematization exercises, through online platforms such as Quizziz, Kahoot, Ejercicios Online Inglés, Agenda web, Liveworksheet and Aprender Inglés Go.

Description of the activities implemented in the Community Outreach Component

Considering that since the fourth cycle of the first period, the practicing teacher and the students decided to use the Edmodo platform to deliver the different activities, the teacher started counseling to solve doubts regarding the use of the platform or doubts about the proposed activities, for which approximately one hour is allocated, since there are parents who ask for more personalized advice.

In the second hour of the meeting approximately 10 students who are interested in improving their English skills and who have expressed that they like the material worked on in

these extra-class meetings. Thus, in the first session the teacher used the British Council platform to do a placement test and observe the level of understanding of the students in the different English skills, from which results were obtained from beginner to pre-intermediate.

Subsequently, vocabulary topics have been implemented through online exercises, videos and pronunciation exercises. These topics have been formal, informal and super informal greetings and farewells, daily routine, numbers, alphabet, time expressions, English abbreviations, food and drinks vocabulary, and review of the verb to be in the present simple tense, which was consolidated into a PDF document with the handout used for that purpose.

Material designed to support the planning process

The support material so far has been online, and daily schedules are communicated through the corresponding WhatsApp group. Besides, handouts of the topics worked by this platform were always sent, however, at the end of this space for the community outreach component, it was decided to consolidate some of the information provided by means of a PDF document containing the material worked on in the extra class spaces, including supporting audiovisual material and platforms used to assess participants' understanding and progress. (see Appendix 20)

Chronogram of Activities Outreach Component.

Activity	Implementation Week
Pre-service teacher presentation	March 1st to March 26th
Observation stage	March 1st to March 12th
To make the proposal known to the educational community	April 5th to April 9th

To establish the extra class aids schedule with students	April 12th to April 16th
To design attendance format	April 9th to 10th
Plan different activities to develop different skills with students	April 8th to 11th

To implement the outreach component
Topics:
  ✓ Placement test
  ✓ Greetings and farewells
  ✓ Daily routine vocabulary
  ✓ Numbers
  ✓ Alphabet
  ✓ Time Expressions
  ✓ English abbreviations
  ✓ Food and drinks vocabulary
  ✓ Review of the verb to be in the present simple tense
	April 12th to June 4th

Table 11:Chronogram of Activities Outreach Component

In terms of the implementation of the first activity related to the placement test, the trainee teacher decided to open this space of extra-class help by asking the students to take this test on the British Council platform during the time of the meeting, thus beginning this space, it could be corroborated that most of the participants obtained a beginner to pre-intermediate level (Appendix 21). Furthermore, in the first meeting they expressed their desire to improve their English skills, especially vocabulary, as it is considered very necessary when it comes moment to test their level of the language they are learning.

As a second vocabulary activity the topic of greetings and farewells was worked on, in this case it began by showing a video containing formal, informal and super informal greetings used in American English, as long as the video was played the teacher was in charge of practicing pronunciation, verifying the students' notes, to finally show the corresponding handout, which was sent by the corresponding WhatsApp group. The next topic was based on the vocabulary corresponding to the daily routine. In this case, the pre-service teacher was supported by a video in English that made use of images that complemented the understanding and pronunciation of this topic. As the vocabulary was explained, each participant was asked to pronounce each word and then make the pertinent corrections. As a mechanization exercise, the daily routine of a girl was shown through a video, then, she was asked questions about it and finally the participants were asked to make a brief description of each one's daily routine, where they made short sentences expressing the activities that defined their daily routine.

It is worth mentioning that in the development of each one of the activities of this component, the spiral method named in the pedagogical-research component (Planning, Action, Observation and Reflection) was also used, and it was considered an excellent strategy not only to teach listening but also any other skill that corresponds to the teaching-learning process of a foreign language.

Conclusions

From the results obtained based on the activities implemented, it can be established that the objectives of this component has been fulfilled, coming to the conclusion that these audiovisual tools also strengthen other skills in English, in this case the acquisition of vocabulary that is an essential aspect when learning a second language.

In this component, communication and interaction with the students were more productive and enriching for both the teacher and the beneficiaries, since in the virtual meetings held with them every minute of the class has been used to the maximum, making this space develop in the best way, observing that the students are increasingly motivated to attend these extra-classroom spaces. In addition, the teacher always asked the students if they liked the class and everything they worked on, allowing them to express their opinions, which are a determining factor for the success of this process and at the same time allowing them to have a pleasant learning environment that is more fun for them.

Otherwise, the practitioner always tried to implement different strategies that allow the good development of the classes, as is the case of games, which facilitate it even more since it helps to capture the attention of the students and that they have fun learning.

Chapter V: Intra-institutional Activities Component

Introduction

As mentioned in previous chapters, the Institución Educativa Técnica Tomás Vásquez Rodríguez is a public establishment in which different intra-institutional activities are scheduled to take place throughout the year, is this case in a virtual way, projecting videos according to the activity. In this way, the participation of the educational community in general is expected, contributing in this way to the fulfillment of the mission and vision established by the institution.

Therefore, this component allowed the practitioner to form and feel like part of the community, helping her to know the role of both administrators and teachers outside the classroom. In fact, by carrying out this series of activities, the practitioner is considered as an agent that takes a notable role within the activities programmed by the institution, being this a positive aspect to better prepare and adapt to the activities outside the classroom in which a teacher is involved. Therefore, the future graduate will arrive at the educational contexts with an experience, which will allow him/her to face the different challenges within education, not only inside the classroom but also outside it.

Given the above, Jiménez et al. (2014) in their research entitled "Learning to do: the importance of professional teaching practices", states that activities at the administrative and academic levels are closely related as they seek to provide the future professional with those essential tools to face the different situations that may arise in the work environment, which makes up a set of knowledge and experiences that are responsible for giving meaning to the theoretical-practical learning process acquired.

Justification

  Since this component aimed to include the teacher in training in different intra-institutional activities that were carried out in the Technical Educational Institution Tomás Vásquez Rodríguez, the pre-service teacher will be able to understand the development of the activities to be carried out with students, teachers, parents and administrative staff, which have strict regulations to avoid physical contact of students, which prevents the spread of COVID-19. As for the implementation of the activities, these were carried out remotely, so the teacher in practice will actively participate in these activities to promote their knowledge in educational contexts by observing and being immersed in this context the pre-service teacher will be able to have a broader knowledge about the protocols used by the institution to carry out these activities as well as to know the role played by each of the people involved in each event.

Objectives

General Objective

- To know the role of administrators and teachers in the extracurricular activities proposed in the institution's chronogram.

Specific Objectives

- Be an active member in the various intra-institutional activities proposed

- Provide ideas for the development of activities related to the English area

- Prepare students for activities concerning the area of English and those related to it.

Methodology

Taking as a reference the objective of this component based mainly on the active participation in the different intra-institutional activities of the school, the teacher in practice followed the calendar proposed by the institution in this it is clarified that this calendar is not exempt from changes.

Chronogram of Activities Intra-Institutional Component.

Activity	Date
Pre-service teacher presentation	March 1st to March 5th
Observation stage	March 1st to March 16th
Meeting with teachers from the English area (PAA)	March 29th and March 31st
Preparing English day activities	March 28^{7th}
Preparation for the English test of the first term for all students	April 7th
Creation of a blog for giving English information to the educational community	April 8th
Publication of the English day video	April 14th
English test day for all students (Google forms/Edmodo)	April 12th- April 16th
Preparation for the English test of the first term for all students	Friday, May 15th
Implementation of the English test of the first term for all students	From Monday, May 31st to Friday, June 4th

Table 12:Chronogram of Activities Intra-Institutional Component

Description of Intra-institutional activities

In relation to this component, the trainee teacher was involved in different intra-institutional activities such as meetings with the supervisor to fill out the Adjusted Classroom Plans, which must include grade level, objectives, topics seen in the first period, basic learning rights, class moments and activities implemented. Furthermore, a form had to be filled out listing all the students and the dates, where the specific date on which each student submits his or her activities had to be established. (see Appendix 22 and 23)

Given that in grade 9.3 there is a student with special needs of a cognitive nature, different work guides are designed for her (see Appendix 24) and the format to be filled out is called PIAR (Individual Plan of Reasonable Adjustments), which is a planning instrument, a tool that allows contrasting the curriculum for the school grade with the characteristics of the child with a disability to define goals and objectives for the school year and establish reasonable adjustments and pedagogical support. (see Appendix 25)

She also participated in the English Day activity, where she was delegated to design the English Day video of the first period of the best oral productions of the high school students during the first academic period. Thus, each teacher sent the productions of the best activities and the teacher in charge did the respective editing. The result was as expected, and there were compliments from the other teachers of the institution. (see Appendix 26)

The most recent activity of this component was the English test corresponding to the first period that are carried out in order to prepare students for the "Pruebas Saber 11", this was done in conjunction with the supervisor who approves each activity before it is implemented.

Finally, it is important to mention that in order to account for the development of this component, it was decided to create a blog in which the aforementioned information can be

found. The objective of the blog was to create an exclusive space for the English area to share

content related to it. (see Appendix 27)

Conclusion

From the beginning of the professional practice of the trainee teacher, the institution was very welcoming to her, since as far as possible she was included in the different activities previously described, she was also contextualized with the guidelines and methodologies that the institution follows, which helped the practitioner to understand the way in which the teaching profession develops in an institution outside the pedagogical field. Likewise, the practicing teacher was able to organize, prepare and develop different activities that allowed her to better interact with other teachers, as well as with parents.

In short, the involvement of teachers and administrators in activities outside the classroom implies dedication and love for the profession, since each proposed activity is aimed at getting to know the educational environment from another perspective different from the classroom. These activities have been enriching for the practitioner, as they have allowed her to learn about other aspects and important roles that teachers play in an institution, so she hopes to continue contributing positively to the development of this type of activities.

Chapter VI: Reflective Approach to Practicum Stage

At this stage, reflection played a fundamental role, since it was the basis for a self-evaluation of the teaching work, with the purpose of seeking improvement based on the different experiences acquired during this process. Sometimes the professional responsibilities involved tend to overwhelm the teacher, but the strongest motivation is the fact of contributing knowledge to the educational community from which she graduated, and there have also been comments from parents, students and even the supervisor who have been positively benefited with the help provided, which is gratifying.

In this process several obstacles had to be faced, within them the time was very short, however, it was possible to take advantage of each of the components. In the case of the pedagogical-research component, the community outreach component and the inter-institutional component, each of the proposed objectives could be achieved, although it was not an easy task to obtain excellent results throughout the implementation of this research-action.

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Appendix

Appendix 1: Observation format

Date: Monday, March 01st to March 12th 2021

Grades: 8.3/ 9.1/ 9.2/9.3

Teacher: Dolly Corredor

Number of Students: 121

Topic: Present and Past Simple Tenses.

LESSON PLAN	TEACHER	STUDENTS
• The class plan followed for the development of each meeting in all grades is: • To send a greeting to students via WhatsApp group. • To send link for students to connect to classes. • To admit students who belong to the class. • To wait 5 minutes after class starts, in order to give students time to connect. • To use the attendance list to verify who enter to the synchronous meeting, and contact those who did not connect after class. • Every two weeks a guide or workshop is worked, during the first week the topic is explained, practical exercises are done in class and a	• The teacher plays the role of guide, this is how she explains the respective topic by making use of slides and YouTube videos. • The teacher shows little interest in the use of other audiovisual tools that add to the process of teaching the foreign language, given that she has little knowledge of it. • The teacher asks the re-service teacher to reinforce the listening and speaking skills, as the students present more difficulty in these. • The teacher stresses the importance in the punctuality and organization of the proposed activities. • The teacher provides the pre-service teacher	• Students show little interest in participating in the proposed activities in the English area, so most of the time they wait for the teacher to call them. • Some students answer the attendance list and appear connected, but when the teacher asks there is no answer from them. • Students are afraid to be wrong when asked to speak English and express their discomfort in Spanish.

workshop is proposed in class to know if the topic was understood. • To make use of slides to present the corresponding topic and send that material to WhatsApp groups. • In the second week the students should have already sent the guide, then the material is corrected. • If less than half of the students have not delivered the activities they should be given space in class to finish them, however, it should be clarified that the grade will be given below 3.4, this in order to promote responsibility, organization and timeliness in the delivery of activities. • Finally the teacher remembers the pending activities and says goodbye to the students.	with information about the institution's coexistence manual and PEI so that the parameters, rules and commitments on which the institution's mission and vision are based are known. • The teacher informs the pre-service teacher that within the group of students in grade 9.3 there is a student with a special cognitive need, who must be designed flexible guides that include mostly images and games on the subject.	

Appendix 2. Sequence Model

GRADE:		LEVEL:		CYCLE N:		
TEACHERS: Nataly Ruiz Dolly Corredor		**OBSERVERS:** Students		**DATE/ DAY**		
LINGUISTIC OBJECTIVES: Objective linked to the grammatical topics to be addressed.		**COMMUNICATIVE OBJECTIVE:** Objective linked to oral production exercises on the topic(s) to be covered.				
GENERAL COMPETENCES Linguistic Objective Communicative Objective		**PREVIOUS SEQUENCE** Topics from the previous lesson		**TOPIC-TASK** Cycle guide and workshop		
STAGES	**DESCRIPTION OF THE ACTIVITY**		**TIME (min)**		**SKILLS**	**MATE RIAL**
Opening	Aspects such as greetings, attendance list and aspects concerning previous cycles are presented here.					
Warm-up	In this part there is a starting activity to attract the attention of the students, sometimes in this same part there is an exploration of previous knowledge.					
Explanation of the topic	Here it is specified how the topic will be explained and of course the material to be used for this purpose.					
	Linguistic activity: **L.O:**					

Production Activities	According to the linguistic objective set at the beginning of the sequence, an activity is designed to fulfill it, with pre, while and post stages. **Pre:** Preparation activity **While:** Development of the activity **Post:** Feedback **<u>Communicative activity</u>** **C.O:** According to the communicative objective set at the beginning of the sequence, an activity is designed to fulfill it, with pre, while and post stages. **Pre:** Preparation activity **While:** Development of the activity **Post:** Feedback			
Evaluation Activity	Most of the time an online platform is used to make this assessment or sometimes the communicative activities are used as an evaluative activity.			
Closure/ Homework Assignment	The development of the guide to be handed in is explained, the due date and the assignment of the Edmodo platform where it should be handed in is indicated. When most of the students have already handed in their activities, the answers are socialized.			

Appendix 3. Sequences

Link:

https://drive.google.com/drive/folders/1EMPG_YtGCDkshjMB4Oj4Gzhdpn8yN7Z5?usp=sharing

SEQUENCE N°1

GRADE:		LEVEL:	CYCLE N:
9°1 -9°2- 9°3		A2	3
TEACHERS:		**OBSERVERS:**	**DATE/ DAY**
Nataly Ruiz Dolly Corredor		Students	March 8th to March 19th 2021
LINGUISTIC OBJECTIVES:		**COMMUNICATIVE OBJECTIVE:**	
To differentiate the use of the simple present from the simple past in combined exercises in the affirmative, negative and interrogative forms.		To talk about their daily routine by using the Simple Present tense. To talk about a past anecdote using the simple past tense.	
GENERAL COMPETENCES	**PREVIOUS SEQUENCE**		**TOPIC-TASK**
Linguistic competence Communicative competence	❖ Simple Present and Simple past tense review. ❖ Do/ does/ did uses. ❖ Regular and irregular verbs		❖ Guide III solved ❖ Workshop III solved

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she is going to ask students to hand in the activities of the first and second cycle to teacher Dolly, clarifying that from the third cycle onwards the activities will be handed in to her. She will also let the students know that they will follow the same parameters established by Professor Dolly from the beginning (participation, attendance, punctual delivery of activities, space to solve doubts). Appendix 1 (Power Point slides-class rules)	20	Listening Speaking	Power Point slides
Warm-up	After this the teacher proposes to do a short self-introduction activity in which she can get to know them a little better. First, she explains to the students that they should introduce themselves by saying name, age, where they are from and their favorite hobby. Then, the teacher makes her presentation to guide the students in the development of the activity. Next, she makes use of an online roulette formed by numbers according to the order of the list, so that all students can participate. Appendix 2 (Virtual roulette link)	40	Listening Speaking	Virtual roulette
Explanation of the topic	The teacher explains the topic through the use of slides that include key words for each grammatical tense (Simple Present and Simple Past tense), structure, rules and examples so that students can differentiate between them. Appendix 3 (Power Point slides Simple Present and Simple Past tense) She also makes use of videos that synthesize the information explained, in order to complement the topics of the present and simple past. In	15 8	Listening Speaking Listening Speaking	Slide YouTube videos

SEQUENCE #2

GRADE:	LEVEL:	CYCLE N:
9°1 -9°2- 9°3	A2	4
TEACHERS:	**OBSERVERS:**	**DATE/ DAY**
Nataly Ruiz Dolly Corredor	Students	March 22nd to April 9th 2021

LINGUISTIC OBJECTIVES:	COMMUNICATIVE OBJECTIVE:	
To learn to use the future simple tense in the affirmative negative and interrogative forms. To learn about the use of the most commonly used English linking words.	To talk about their personal information by using the linking words to join the ideas.	
GENERAL COMPETENCES	**PREVIOUS SEQUENCE**	**TOPIC-TASK**
Linguistic competence Communicative competence	❖ Simple Present and Simple past tense review. ❖ Do/ does/ did uses. ❖ Regular and irregular verbs	❖ **Introducing myself** ❖ Guide IV solved

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she is going to ask students to hand in the activities of the first and second cycle to teacher Dolly, clarifying that from the third cycle onwards the activities will be handed in to her. She will also let the students know what activities are due, always emphasizing the importance of time organization and responsibility in the delivery of each assignment.	20	Listening Speaking	
Warm-up	After this the teacher proposes to do a short exercise based on the auxiliaries used in the simple present and simple past, in order to verify the comprehension of the topic corresponding to cycle III of the first academic term. Appendix 1 (Power Point slides do/does/did game)	20	Listening Speaking	Power Point Slides
Explanation of the topic	The teacher explains the topic through the use of slides that include the future simple structure, rules and examples so that students can better understand the topic. Appendix 2 (PowerPoint Slides Future simple)	15	Listening Speaking	Slide
	She also makes use of videos that synthesize the information explained, in order to complement the topic explained (Future simple). In addition to this, he decides to propose some practice exercises in class to promote participation and to know the possible confusions that the students may have regarding the aforementioned topic.	8	Listening Speaking Listening Speaking	YouTube videos Microphone Slides

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SECOND TERM

SEQUENCE #3

GRADE:		LEVEL:	WEEK N:
9°1 -9°2- 9°3		A2	5
TEACHERS:		OBSERVERS:	DATE/ DAY
Nataly Ruiz Dolly Corredor		Students	April 12th to 16th 2021
LINGUISTIC OBJECTIVES:		COMMUNICATIVE OBJECTIVE:	
To make a review of the topics seen during the first period to reinforce them.		To answer some questions based on the audiovisual tools used to review the previous topics.	
GENERAL COMPETENCES	PREVIOUS SEQUENCE	TOPIC-TASK	
Linguistic competence Communicative competence	❖ Future simple. ❖ Do/ does/ did uses.	❖ Online quiz solving. (Quizziz platform)	

INSTITUCIÓN EDUCATIVA TÉCNICA TOMÁS VÁSQUEZ RODRÍGUEZ
SECOND TERM

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she is going to ask students to hand in the activities of the first and second cycle to teacher Dolly, clarifying that from the third cycle onwards the activities will be handed in to her. In addition, she will clarify to the students that they are in leveling week and those who have not yet submitted all the activities must do so. However, those students who are responsible should attend classes in order to reinforce the topics seen through the use of audiovisual media.	30	Listening Speaking	Class list
Warm-up	After this, the teacher decides to use a virtual roulette with different connectors and proposes to the students to participate actively. The activity consists of spinning the roulette and having each student say a sentence in which he/she uses the corresponding connector. Appendix 1 (Virtual roulette link)	40	Listening Speaking	Virtual roulette
Explanation of the topic	The teacher will then ask the students who must submit activities to take the class time to submit them in advance through the corresponding means, in order to continue implementing the academic flexibility stipulated since the beginning of the school year. Students who have been responsible will be asked to perform the class exercises and maintain an active participation in the development of the class, in order to reinforce the topics and resolve doubts	15	Listening Speaking	Class list

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SECOND TERM

SEQUENCE #4

GRADE:	LEVEL:	WEEK N:
9°1 -9°2- 9°3	A2	6 and 7
TEACHERS:	**OBSERVERS:**	**DATE/ DAY**
Nataly Ruiz Dolly Corredor	Students	April 19th to April 30th 2021
LINGUISTIC OBJECTIVES:	**COMMUNICATIVE OBJECTIVE:**	
To learn how to use the modal verbs of obligation, their structure, use and differences. To learn how to use the conditional zero, its structure and correct use.	To talk about the electronic device they want to buy.	
GENERAL COMPETENCES	**PREVIOUS SEQUENCE**	**TOPIC-TASK**
Linguistic competence Communicative competence	❖ Leveling week	❖ Guide I solved ❖ Presenting the electronic device, I want to buy. ❖ Listening quiz

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SECOND TERM

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she will welcome students to the second academic period by reading a quote, reminding them of the importance of handing in the different proposed activities on time and highlighting the extra class spaces created to solve doubts regarding the Edmodo platform or class activities. Appendix 1 (Emaze slides quote)	15	Listening Speaking	Power Point slides https://www.emaze.com/ @AOTZWCOTT/9th-grade--first-cycle--second-term
Warm-up	After this the teacher proposes share those English words they know that have to do with the vocabulary of electronic devices, in order to observe whether or not they have previous knowledge of this topic.	10	Listening Speaking	Google Meet chat
Explanation of the topic	The teacher explains the topic through the use of slides that include key words for each grammatical tense (in this case modal verbs), its structure, rules and examples so that students can differentiate between them. Appendix 2 (Emaze Slides-modal verbs) She also makes use of videos that supports the information explained, in order to complement the topic of the modal verbs. In addition to this, he decides to propose them to take notes about the information obtained from the video. It is also important to clarify that she will pause several times during the video to explain each part in more detail.	15 30	Listening Speaking Listening Speaking	Slide YouTube videos

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SECOND TERM

SEQUENCE #5

GRADE:		LEVEL:	WEEK N:
9°1 -9°2- 9°3		A2	8 and 9
TEACHERS:		**OBSERVERS:**	**DATE/ DAY**
Nataly Ruiz Dolly Corredor		Students	May 3rd to May 14th 2021
LINGUISTIC OBJECTIVES:		**COMMUNICATIVE OBJECTIVE:**	
To learn how to uses and structure of the present and past perfect tense.		To form affirmative, negative and interrogative sentences using the present and past perfect in their different forms.	
GENERAL COMPETENCES	**PREVIOUS SEQUENCE**		**TOPIC-TASK**
Linguistic competence Communicative competence	❖ Modal Verbs ❖ Zero conditional ❖ Electronic devices vocabulary		❖ Guide II solved ❖ Online activity https://es.liveworksheets.com/workshe ets/en/English_as_a_Second_Languag e_(ESL)/Present_perfect/Present_perf ect_gn96391ip https://es.liveworksheets.com/workshe ets/en/English_as_a_Second_Languag e_(ESL)/Past_Perfect/Past_Perfect_af firmative_qv178942zs

INSTITUCIÓN EDUCATIVA TÉCNICA TOMÁS VÁSQUEZ RODRÍGUEZ
SECOND TERM

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she will welcome students to the second cycle by reading a quote, reminding them of the importance of handing in the different proposed activities on time and highlighting the extra class spaces created to solve doubts regarding the Edmodo platform or class activities. In addition, she will review the modal verbs must and have to of which there were doubts in the last cycle, explaining the differences and proposing different exercises to see if the topic was fully understood. Appendix 1 (Emaze slides)	15	Listening Speaking	Power Point slides https://www.emaze.com/@ AOTTLRTLO/second-cycle-9
Warm-up	After this the teacher proposes share those English words they know that have to do with the vocabulary of electronic devices, in order to observe whether or not they have previous knowledge of this topic.	10	Listening Speaking	Google Meet chat
Explanation of the topic	The teacher explains the topic through the use of slides that include key words for each grammatical tense (in this case modal verbs), its structure, rules and examples so that students can differentiate between them. Appendix 2 (Emaze Slides-modal verbs) She also makes use of videos that supports the information explained, in order to complement the topic of the modal verbs. In addition to this, he decides to propose them to take notes about the information obtained from the video.	15 30	Listening Speaking Listening Speaking	Slide YouTube videos

SEQUENCE #6

GRADE:	LEVEL:	WEEK N:
9°1 -9°2- 9°3	A2	10 and 11
TEACHERS:	**OBSERVERS:**	**DATE/ DAY**
Nataly Ruiz Dolly Corredor	Students	May 17th to May 28th 2021
LINGUISTIC OBJECTIVES:	**COMMUNICATIVE OBJECTIVE:**	
To learn about the uses and structure of the first and second conditional.	To create and present a dialogue demonstrating the use of food and drinks vocabulary, as well as the expressions to be used in a restaurant.	
GENERAL COMPETENCES	**PREVIOUS SEQUENCE**	**TOPIC-TASK**
Linguistic competence Communicative competence	❖ Present Perfect ❖ Past Perfect ❖ Indoor and Outdoor activities vocabulary	❖ Guide III solved ❖ Dialogue: At the restaurant

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Teacher Nataly is going to start the class by greeting the students. Then, she is going to call students through the attendance list as usual. Later, she will welcome students to the second cycle by reading a quote, reminding them of the importance of handing in the different proposed activities on time and highlighting the extra class spaces created to solve doubts regarding the Edmodo platform or class activities. In addition, she will review the modal verbs must and have to of which there were doubts in the last cycle, explaining the differences and proposing different exercises to see if the topic was fully understood. Appendix 1 (Emaze slides)	15	Listening Speaking	Emaze slides https://www.emaze.com/@AOTQLTLLQ/second-term-third-cycle-9th
Warm-up	After this the teacher proposes share those English words they know that have to do with the vocabulary of food and drinks, in order to observe whether or not they have previous knowledge of this topic.	10	Listening Speaking	Google Meet chat
Explanation of the topic	The teacher explains the topic through the use of slides that include key words for each grammatical tense (in this case first and second conditionals), its structure, rules and examples so that students can differentiate between them. Appendix 2 (Emaze Slides-conditionals) She also makes use of videos that supports the information explained, in order to complement the topic of the food and drinks vocabulary and the first and second conditional. In addition to this, he decides to propose them to take notes about the information obtained from the video.	15 30	Listening Speaking Listening Speaking	Slide YouTube videos

FICHA DE ENTREVISTA N°1: "Incidencia de la utilización de los medios audiovisuales al momento de aprender inglés como lengua extranjera y reforzar las habilidades de escucha y habla"

Buenos tardes xxx, como se había previsto con anticipación hoy vamos a llevar a cabo la primera entrevista de la investigación titulada *"Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción."* Antes de comenzar quisiera preguntarle si en el lugar en donde se encuentra hay presencia de ruido o si puede contestar las preguntas sin ninguna interrupción. Además, le solicito muy respetuosamente su permiso para que esta entrevista sea grabada, esto para hacer un análisis más detallado de las respuestas proporcionadas por usted a lo largo de la misma, asimismo le pido que por favor elija en este momento el seudónimo que desea se use al momento de analizar su información, esto con el objetivo de asegurar los parámetros de confidencialidad establecidos en el consentimiento informado.

PRESENTACIÓN DE LA ENTREVISTADORA

Buenos días, mi nombre es Leidy Nataly Ruiz Calderón. Soy estudiante de décimo semestre de la licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona. En primera instancia, le quiero agradecer por haber accedido a participar en esta entrevista la cual tiene como objetivo: conocer las perspectivas de los participantes en cuanto a la incidencia de los materiales audiovisuales en el proceso de aprendizaje del inglés y la mejora de las habilidades de habla y escucha. Esta entrevista se llevará a cabo en español para su comodidad al momento de responder a todas las preguntas. De la misma manera, esta tendrá una duración de aproximadamente 30 minutos y está compuesta por **11** preguntas abiertas. Es importante resaltar que su anonimato está estrictamente protegido bajo un seudónimo que usted decidió elegir y que será usado durante la entrevista, es por esto que usted será llamada xxx. Los datos recolectados en esta entrevista serán transcritos para profundizar sobre la problemática a estudiar.

TEMA: <u>INCIDENCIA DE LA UTILIZACIÓN DE LOS MEDIOS AUDIOVISUALES AL MOMENTO DE APRENDER INGLÉS COMO LENGUA EXTRANJERA Y REFORZAR LAS HABILIDADES DE HABLA Y ESCUCHA</u>

Fecha: xx de xx de 2021
Hora:
Plataforma:
Participante:

Objetivo: Conocer la perspectiva de los participantes en cuanto a la incidencia de los materiales audiovisuales en el proceso de aprendizaje del inglés y la mejora de las habilidades de escucha y habla.

Preguntas Principales	Preguntas Complementarias	Preguntas de Clarificación
¿Cuáles son las fortalezas que usted tiene al momento de poner en práctica sus habilidades en inglés? Por ejemplo: • Capacidad de repetir y pronunciar palabras • Facilidad para imitar sonidos • Facilidad de aprender vocabulario • Capacidad de sistematizar las estructuras gramaticales.	¿Puede ejemplificar alguna?	¿Cuáles son sus principales habilidades al momento de aprender inglés? Por ejemplo: • Capacidad de repetir y pronunciar palabras • Facilidad para imitar sonidos • Facilidad de aprender vocabulario • Capacidad de sistematizar las estructuras gramaticales.
¿Entrega sus actividades de inglés a tiempo?	- ¿Por qué? - ¿En qué momento ha notado que su motivación al momento de realizar los trabajos de inglés disminuye?	¿Cree usted que el nivel de dificultad de las actividades de inglés influye en la entrega de las actividades de inglés?
¿Cuáles son las estrategias que usted usa para mejorar sus habilidades en inglés?	¿Con qué frecuencia la(s) usa para mejorar su producción? ¿Cómo mejoró sus habilidades en inglés desde que empezó a utilizarla(s)?	¿Qué hace usted para perfeccionar sus habilidades en inglés?

¿Cuáles son los recursos que la profesora de inglés usa en la clase de inglés?	¿Con qué frecuencia lo (s) usa? ¿Cuál es su opinión respecto al uso de estos recursos? ¿Qué otros recursos se deberían utilizar en la clase de inglés para mejorar las diferentes habilidades?	¿Qué materiales audiovisuales usa la profesora de inglés en sus clases?
¿Considera que las herramientas audiovisuales como videos y audios en inglés, comics, imágenes, etc contribuyen en su motivación en el aprendizaje del inglés como lengua extranjera ?	¿De qué manera? o ¿Cómo?	¿Las herramientas audiovisuales forman parte de las estrategias que lo motivan a aprender inglés?
¿Considera que las clases de inglés se hacen más activas e interactivas con la implementación de los medios audiovisuales?	- ¿Por qué? - ¿Por qué no le gusta?	¿Considera que el inglés es importante para su desarrollo personal y profesional?
¿Considera usted que la utilización de los medios audiovisuales en clases de inglés mejora su aprendizaje y su desempeño académico?	- ¿Cómo lo sabe? - ¿Cuál es su principal fuente de motivación al momento de aprender el inglés como lengua extranjera?	¿Cómo puede describir su nivel de motivación en cuanto al aprendizaje del inglés? Excelente / Buena / Regular / Mala ¿Por qué?
¿Cuáles son los medios audiovisuales que más le gusta que utilice el profesor en la clase de inglés?	¿Por qué?	¿Considera que los videos, audios, imágenes, comics,etc que utiliza su profesor en clase de inglés lo motivan a seguir aprendiendo?
¿Qué estrategias utiliza para desarrollar su habilidad de escucha en inglés?	- ¿Por qué? - ¿Cómo han contribuido en la mejora de esta habilidad?	¿Qué herramientas utiliza para mejorar su habilidad de escucha en inglés?

¿Qué estrategias utiliza para desarrollar su habilidad de habla en inglés?	- ¿Por qué? - ¿Cómo han contribuido en la mejora de esta habilidad?	¿Qué herramientas utiliza para mejorar su habilidad de habla en inglés?
¿Cómo describe su nivel de escucha y habla en inglés?	¿Por qué? ¿Cómo lo sabe? - ¿Cuál de estas habilidades es la que más se le facilita? - ¿Por qué? - ¿Cuál de estas habilidades es la que más se le dificulta? - ¿Por qué? - ¿Qué estrategias usa para fortalecer está habilidad?	Desde su experiencia y su perspectiva

RECAPITULACIÓN: Participante X quiero agradecerle por sus respuestas y su tiempo. En este momento voy a recapitular las respuestas suministradas por usted para que exprese su consentimiento de que lo dicho comprende lo expresado por usted. (Se habla de los puntos abordados)

Está de acuerdo con el resumen suministrado / con los puntos esenciales de su conversación?

Appendix 5: Chronogram of Activities

Activity	Implementation Week
To identify and select the focus of the research	March 01st to March 09th
To define the questions research	March 01st to March 09th
To define the instruments to be implemented	March 10th
To apply the corrections to the research	March 12th
To define the population and type of sample of the study	March 15th to March 19th
Selection of the participants	March 23rd to March 26th
Drafting of the informed consent of the participants	April 05th to April 09th
Conception and correction of the interviews to be implemented	April 12th to April 16th
Implementation of the interview with participants	April 19th to April 23rd
Preparation and correction of field journals formats	April 19th to April 23rd
Implementation of the interview with participants	April 26th to April 30th
Collection of oral corpus of participants	May 3rd to June 4th
Analysis of the instruments	June 4th to 18th
Drafting of the results found	June 4th to 18th
Review and correction of data analysis	June 19th to 21st
Final deadline of the final research report	June 25th
Oral presentation of the research	June 28th
Notes delivery	June 29th

FICHA DE ENTREVISTA N°1: "Incidencia de los medios audiovisuales en la enseñanza del inglés en las habilidades de escucha y habla"

Buenas tardes querida docente, como se había previsto con anticipación hoy vamos a llevar a cabo la primera entrevista de la investigación titulada *"Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción."* Antes de comenzar quisiera preguntarle si en el lugar en donde se encuentra hay presencia de ruido o si puede contestar las preguntas sin ninguna interrupción. Además, le solicito muy respetuosamente su permiso para que esta entrevista sea grabada, esto para hacer un análisis más detallado de las respuestas proporcionadas por usted a lo largo de la misma, asimismo le pido que por favor elija en este momento el seudónimo que desea se use al momento de analizar su información, esto con el objetivo de asegurar los parámetros de confidencialidad establecidos en el consentimiento informado.

PRESENTACIÓN DE LA ENTREVISTADORA

Buenos días, mi nombre es Leidy Nataly Ruiz Calderón. Soy estudiante de décimo semestre de la licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona. En primera instancia, le quiero agradecer por haber accedido a participar en esta entrevista la cual tiene como objetivo: conocer la manera como la implementación de los medios audiovisuales en el aula de clase contribuye a la motivación de los estudiantes en el proceso de enseñanza aprendizaje del inglés como lengua extranjera y en la mejora de las habilidades de escucha y habla.

Esta entrevista se llevará a cabo en español para su comodidad al momento de responder a todas las preguntas. De la misma manera, esta tendrá una duración de aproximadamente 30 minutos y está compuesta por **13** preguntas abiertas. Es importante resaltar que su anonimato está estrictamente protegido bajo un seudónimo que usted decidió elegir y que será usado durante la entrevista, es por esto que usted será llamada XXX. Los datos recolectados en esta entrevista serán transcritos para profundizar sobre la problemática a estudiar.

TEMA: Incidencia de los medios audiovisuales en la enseñanza del inglés en las habilidades de escucha y habla

Fecha: xx de xx de 2021
Hora:
Plataforma: Zoom
Participante:

Objetivo: Conocer la manera como la implementación de los medios audiovisuales en el aula de clase contribuye a la motivación de los estudiantes en el proceso de enseñanza aprendizaje del inglés como lengua extranjera, y en la mejora de las habilidades de escucha y habla.

Preguntas Principales	Preguntas Complementarias	Preguntas de Clarificación
¿Qué estrategias emplea para la enseñanza del inglés?	- ¿De qué manera han contribuido en el desempeño de sus estudiantes? - ¿Cómo lo sabe? - ¿Usa las mismas estrategias en la modalidad presencial y en la modalidad virtual? - ¿Por qué? - ¿Cómo acostumbra a organizar los momentos de la clase? - ¿Qué situaciones diferentes a las planeadas se le han presentado durante el desarrollo de las clases? - ¿Cómo atiende las situaciones imprevistas durante la clase?	¿Qué recursos utiliza para sus clases de inglés?
¿Qué estrategias utiliza para motivar a sus estudiantes a aprender el inglés como lengua extranjera?	¿Cómo estas estrategias han contribuido en la participación y desarrollo de las habilidades en inglés de sus estudiantes?	¿Cuáles son las principales estrategias que usted utiliza para despertar el interés de los estudiantes por aprender el inglés como lengua extranjera en el aula de clase?
¿Cuál ha sido su mayor reto en la enseñanza del inglés en esta modalidad virtual?	- ¿Cómo lo ha superado? - ¿Cuenta con el apoyo de los padres de familia? - ¿Cuál es el nivel de participación de los estudiantes?	¿Cuál o cuáles han sido las situaciones nuevas a las que se ha enfrentado en esta modalidad virtual?
¿Qué herramientas acostumbra a usar para desarrollar las	¿La utilización de esas herramientas ha sido efectiva? ¿Cómo lo sabe?	Al momento de llevar a la práctica las habilidades de escucha y habla en inglés ¿qué recursos utiliza?

habilidades de escucha con sus estudiantes?	¿Considera que las herramientas audiovisuales tales como audios, videos, imágenes, etc como parte de las herramientas que contribuyen en la mejora de la habilidad de escucha de los estudiantes en esta modalidad virtual? ¿De qué manera? ¿Qué herramientas audiovisuales ha usado en la enseñanza del inglés? ¿Cuál ha sido su experiencia usándolas?	
¿Qué herramientas acostumbra a usar para desarrollar las habilidades de habla con sus estudiantes?	¿Considera que las herramientas audiovisuales tales como audios, videos, imágenes, etc. como parte de las herramientas que contribuyen en la mejora de la habilidad de habla de los estudiantes en esta modalidad virtual? ¿De qué manera? ¿Qué herramientas audiovisuales ha usado en la enseñanza de esta habilidad en inglés? ¿Cuál ha sido su experiencia usándolas?	
¿Cómo describe el nivel de aprendizaje de inglés de sus estudiantes a través del uso de los medios audiovisuales?	- ¿Por qué? - ¿Qué recomendaciones le haría usted a sus estudiantes para lograr mejores resultados en este proceso de enseñanza-aprendizaje del inglés?	Desde su experiencia y su perspectiva ¿Cuál es el nivel de lengua con el que cuentan sus estudiantes?

¿Cuál es su perspectiva acerca del uso de los medios audiovisuales en la clase de inglés?	- ¿Por qué?	¿Cómo considera usted que inciden los medios audiovisuales en el proceso de enseñanza del inglés?
¿Considera usted que, al hacer uso de ejercicios didácticos con la utilización de medios audiovisuales antes, durante y después de la clase; favorece que el aprendizaje del inglés sea más efectivo?	- ¿De qué manera? - ¿Cómo lo sabe?	¿Cree que hacer uso de los medios audiovisuales favorece significativamente la enseñanza de inglés dentro y fuera del salón de clases ?
¿Cree usted que se mejora la pronunciación en los estudiantes a través de ejercicios en los cuales se utiliza videos o audios en inglés?	¿De qué manera? ¿Cuáles son las ventajas de usar videos y audios para mejorar la pronunciación en inglés? ¿Cuáles son las desventajas que acarrea usar videos y audios en inglés en el aula de clase?	¿Hacer uso de los medios audiovisuales mejora la pronunciación en los estudiantes?
De acuerdo a su experiencia como docente de inglés ¿Cuál es la manera más eficaz de practicar la habilidad de escucha en clase?	- ¿Por qué? - ¿Cuál ha sido la respuesta de los estudiantes?	¿De qué manera enseña la habilidad de escucha a sus estudiantes en clase?
De acuerdo a su experiencia como docente de inglés ¿Cuál es la manera más eficaz de practicar la habilidad de habla en clase?	- ¿Por qué? - ¿Cuál ha sido la respuesta de los estudiantes?	
Teniendo en cuenta la modalidad virtual dada la emergencia sanitaria actual ¿cuál es el rol que juegan las herramientas audiovisuales en la	¿Cómo lo sabe?	Al momento de llevar a la práctica la habilidad de escucha en inglés ¿qué papel juegan los videos, audios, comics, imágenes, etc.?

enseñanza de la habilidad de escucha?		
Teniendo en cuenta la modalidad virtual dada la emergencia sanitaria actual ¿cuál es el rol que juegan las herramientas audiovisuales en la enseñanza de la habilidad de habla?	¿Cómo lo sabe?	Al momento de llevar a la práctica la habilidad de habla en inglés ¿qué papel juegan los videos, audios, comics, imágenes, etc.?

RECAPITULACIÓN: Querida docente X quiero agradecerle por sus respuestas y su tiempo. En este momento voy a recapitular las respuestas suministradas por usted para que exprese su consentimiento de que lo dicho comprende lo expresado por usted. (Se habla de los puntos abordados)

Está de acuerdo con el resumen suministrado / con los puntos esenciales de su conversación?

Appendix 7. Personal Presentation Worksheet

PERSONAL PRESENTATION- SPEAKING ACTIVITY

Name: _____ Grade: 9th grade

Favorites

Personal Information

Music: _____

Books: _____

Biography

Movies: _____

Place and date of birth:

Television: _____ Favorite food: _____

_____ Sports: _____ _____

_____

I live in: _____ I study in/at: _____

****

Classes: 👍 I like (n):_____

👎 I don't like (n)_____

****

Friends   **Family**   **My favorite animals**

Appendix 8: Oral corpus #1 transcriptions

Corpus n°1 Allison

Topic: Personal Information: Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise, as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:01:10   **Individual work**

TRANSCRIPTION

1. Hello teacher¡ How are you? ///. This is my personal presentation! //. ¡My name is

2. XXXX! From grade 9.3 /**nueve tres**//¡ I like music in English//! ¡ My favorite book

3. is Over the sea//. ¡ I like action and fun movies/. I was born in Soatá on March 18

4. /**diez y ocho**/ 2007/. I don't like to watch a lot of television! ¡ My favorite food is

5. ice-cream///. I like to dance. ¡ I live in Paipa and! I study at the Tomás Vásquez

6. Rodríguez school. ! I love English and technology classes. ¡ I don't like Maths very

7. Much///. My friends are Diana, Jana, Paula and Yuli. ! My family is made up of me

8. mother, my stepfather and my grandmother///. ¡ My favorite animals are cats, dogs

9. and lions/. Thank you. Bye bye!

Corpus n°1 Karen

Topic: Personal Information: Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:00:56   **Individual work**

TRANSCRIPTION

1. Hello teacher¡ Personal Presentation: speaking /skɪŋ/ activity! //. ¡Date of birth 25 December 2004. My favorite! /ˈfeɪvə/ music is Bachata///. ¡I don't like any book! My favorite /ˈfeɪvə/ movie is action/. My favorite! /ˈfeɪvə/ sport is/ basketball//. My favorite! /ˈfeɪvə/ food/ is// pizza. ¡ I live// in// Paipa. I study! /studi/ at school Tomás Vásquez Rodriguez. I like /lak/ art class. I don't like Maths// class. My fiend/ˈfriɛnd/ is Daniela, Sofía and Danna. My family is! father David, mother Olga, sister Dayanna. My favorite /ˈfeɪvə/ animal is! dog, cat, bear. Thank you teacher/.

Corpus nº1 Lina

Topic: Personal Information: Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:01:40   **Individual work**

TRANSCRIPTION

1. ¡Personal Presentation /prɛzⁿnˈtaʃⁿn/ Speaking Activity! //. ¡Hello! My name is

2. XXXX! ¡I was born /wɔrn/ in Paipa-Boyacá on April 24ᵗʰ 2006, ¡where currently

3. /kúˈərin/, I live /larf/ in Paipa-Boyacá! ¡I study /ˈstudi/ in the Tomás Vasquez

4. Rodríguez school and ¡I am a 9th grade /grade/ student. ¡Talking /ˈtaɪːkɪŋ/ about

5. /boʊt/ my likes! I can say that my favorite music is vallenato/ and Latin pop, ¡I

6. like drama books, ¡my favorite genre /ˈgɑnər/ of movies are action and romantic! |

7. ¡On the other hand, ¡I like the RCN channel! and its novels /**novelas**/; besides /brˈs/,

8. I do not practice any /ˈani/ sport! and my favorite food is //French fries! Concerning

9. /kənˈsɜn/ my favorite class, it is ¡physical /ˈpɪzɪkəl/ education and ¡I do not like

10. maths// and social classes. ¡My friends /ˈfriɛnds/ is… are Karen, Natalia and

11. Yesica! ¡Some of my family members are my mom Aura Becerra, my father

12. Dionicio Sandoval and my sister Lucero Guadalupe! ¡Finally, /ˈfɪnəlti/, I would

13. /wɔl/ say that my favorite animals are the dog/, the cat/ and the dolphin /ˈdolpɪn/.

14. ¡Thank you!

Corpus n°1 Yolima

Topic: Personal Information-Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:01:09

Individual work

TRANSCRIPTION

1. Hello teacher¡ today I am going to make my personal Presentation//. ¡My name is

2. XXXX! I was born Paipa on September//// 19th in 2007 /**dos mil siete**/, ¡I am 13

3. years old. My favorite book is Neff of ///Kidnapping! ¡My favorite movie is the

4. book of life! ¡My favorite food is burger///. My favorite TV show is I am Frankie!

5. //My favorite music is reggae. ¡The sport I like the most is basketball! I live in

6. Paipa/. ¡ I don't like social class. ¡I like Maths class. ¡My friends /friend/ are Gina,

7. Juliet and Laura! ¡My cousin is Lorena////; my mom is Marina! My//// favorite

8. animals are the dog, the cat and the white /wɪt/ tiger/. ¡Thank you teacher, bye!

Corpus n°1 Juliet

Topic: Personal Information-Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:01:11   **Individual work**

TRANSCRIPTION

1. Personal Presentation activity! //. ¡Hi! My name is XXXX! I am ninth grade /great/

2. one /¡ My favorite music genre /ˈɡɑnər/ is rap//! ¡ My favorite book is "El juego

3. de Ender"! // ¡which is action and science-fiction /**ciencia ficción**/ /. I like to watch

4. action movies! ¡I like to watch television! /tɛləˌvɪsiən/. My favorite food is pizza!

5. I am born in Paipa-Boyacá on April /ˈapril/ 4ᵗʰ 2007! ¡My favorite sport is micro

6. football! I live /laɪf/ in Paipa. I am student of the education institution Tomás

7. Vásquez! I like physical education /ɛdʒʊˈkaʃən/ class/. ¡I don't like social class!

8. ¡My best friends /ˈfrɛnds/ are Luna. Diego and Paola. ¡My family is Karina Neira

9. who /ˈuː/ is my mother! Javier Monroy who /ˈuː/ is my father! and Liseth Juliana

10. who /ˈuː/ is my sister! ¡My favorite animals are dogs, cats and rabbits!

Corpus n°1 Zharick

Topic: Personal Information- Speaking Activity

Objective: To observe the English level of the participants by means of a personal presentation that should contain specific information that can be found in a worksheet designed for this exercise as well as the level of creativity they have at the moment of presenting the activity. (Appendix)

Instruction:

- Remember that you must fill out your personal information in the worksheet, you can fill it out in WORD, print it and take a picture of it or handwrite the worksheet and take a picture of it.
- Then you must record a video of your personal presentation with the information contained in the worksheet.

Duration: 0:01:34   **Individual work**

TRANSCRIPTION

1. ¡Good morning teacher! // My name is XXXX! ¡I am ¡fifteen years old. I live /laɪf/

2. in Paipa. I'm from Bogotá///// 19th 2005. ¡The grade ninth one, My favorite books

3. is//. are//. is// those of dreams! and homicide! /hɒmɪsaɪd/. ¡My favorite movie//

4. is "Anime". ¡ My favorite food is dessert. ¡I don't usually watch T.V/////. I don't

5. usually practice sports// and I study at Tomás Vásquez Rodriguez// school. ¡I like

6. class/////… Spanish language /leng'gwə/ and nature /natur/. I don't like artistic/.

7. My favorite animal the dog/, the other/ and /y/ the fishes///! ¡My friends /'frɛnds/

8. ///// Jaider Patarroyo/////, Carlos Coronado and /y/ Sandra Sana! ¡My family, my

9. brother is David, my two sisters! ///// is Patty and Jireth, my mom is Carmen! //

Appendix 9: Electronic device poster model

Appendix 10: Oral corpus #2 transcription

Corpus n°3 Allison

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is? / When are you planning to buy it? / How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT! It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:38   **Individual work**

TRANSCRIPTION

1. Workshop I: ¡speaking activity///7. Good morning! I am XXXXXX from grade
2. ninth one//! ¡Activity, to describe /dɛˈskrɪb/ an electronic /ɛːlɛkˈtrun/ device! /.
3. ¡What device is it?! It is a telescope/ that// is used /uːzd/ to see the constellations//
4. /kənˈlɛkʃən/ or see distant// objects /əbˈgɛkt/. ¡When are you planning to buy /bɪ/
5. it? I plan to// buy /bɪ/ it ¡when I have a job or//// the money necessary to have it.
6. ¡How much /mutʃ/ it will cost you?! Three hundred and fifty thousand pesos//.
7. ¡Why would you like to buy /buɪ/ it? ¡Because// it is one of the most practical!
8. ways to know how beautiful and big the galaxy is/.!

Corpus n°3 Juliet

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is? / When are you planning to buy it? / How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT! It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:38   **Individual work**

<u>**TRANSCRIPTION**</u>

1. Good afternoon teacher¡ My name is XXXX! y el día de hoy voy a hacer el audio
2. del dispositivo electrónico¡. The electronic device I want to buy! is laptop. Reason
3. number one¡ / I have has /əz/ many disadvantages! /ˌdɪsˈvɑːntɪdʒ/. Reason number
4. two! / it would be a great help /ɛlp/ for my family! It cost is one million eight
5. hundred colombian! pesos /pass/. Thank you teacher!

Corpus n°3 Karen

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is? / When are you planning to buy it? / How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT! It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:43   **Individual work**

<u>**TRANSCRIPTION**</u>

1. The electronic! device /dɛˈvɪs/¡ that I would /ˈwʊl/ like to buy is the cell phone/

2. iPhone /Ifon/ 12¡, because////¡ it has /əz/ an excellent /ˈɛsələnt/ camera¡, has /əz/ a

3. lot /of storage /ˈstɔrɪ/! its battery! is of high duration¡Besides /bɛˈsɪdz/, what I

4. like/most about this product is that it can be immersed /ɪˈmust/ in water¡. It was

5. created ////by Steve Jobs! On the other hand, /ænd/¡, I must say that this would help

6. me at this/ time to be more productive /prəˈdʌktɪve/ since¡ I would have enough//

7. capacity to/ save and store documents¡ that are important! ///.

Corpus n°3 Lina

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is?

  · When are you planning to buy it?

  · How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT!

It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:43   **Individual work**

TRANSCRIPTION

1. Hello, student XXXXX, grade 9.1 /**nueve uno**/. ¡The electronic! device /dɪˈvɪs/¡ I

2. want to buy is the// iPhone 12 /**doce**/ pro! manufactured /ˌmænuˈfæktʃ/ and apple!

3. in NC for its GB RAM/// memory! storage¡ /ˈstɔːr/ is 512 /**quinientas doce**/ GB///.

4. ¡Internal memory storage by /bɪ/ Microsoft /mɪˈkrōsuf/. ¡It is smart and the best,

5. thank you! /

Corpus n°3 Sonia

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is?

  · When are you planning to buy it?

  · How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT!

It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:32   **Individual work**

TRANSCRIPTION

1. Good afternoon teacher /titʃ/ ¡The device /duˈaɪs/ I want to buy /buɪ/! Is an Epson

2. Printer// ¡and I plan /plean/ to ¡buy /buɪ/ it in the next week! it will cost /kust/ me!

3. seven hundred /ʌndrud/ and fifty thousand pesos ///and! I want to ¡buy this device

4. /duˈaɪs/ to print my works! //

Corpus n°3 Yolima

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

   · What device it is? / When are you planning to buy it? / How much it will probably cost you?

   · Explain why you want to buy this electronic device.

IMPORTANT! It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:38   **Individual work**

<u>**TRANSCRIPTION**</u>

1. Good afternoon teacher¡ My name is XXXX! y el día de hoy voy a hacer el audio

2. del dispositivo electrónico¡. The electronic device I want to buy! is laptop. Reason

3. number one¡ / I have has /əz/ many disadvantages! /ˌdɪsˈvɑːntɪdʒ/. Reason number

4. two! / it would be a great help /ɛlp/ for my family! It cost is one million eight

5. hundred colombian! pesos /pɛs/. Thank you teacher!

Corpus n°3 Zharick

Topic: Electronic Device Presentation

Objective: To observe the English level of the participants by means of a presentation where they talk about the electronic device they want to buy as well as creativity when presenting the device. (Appendix)

Instruction:

- First, draw or paste the electronic device you want to buy on an eighth of cardboard or on a white sheet (poster). Next, you should record an audio file containing the following aspects:

  · What device it is? / When are you planning to buy it? / How much it will probably cost you?

  · Explain why you want to buy this electronic device.

IMPORTANT! It will be taken into account: creativity, vocabulary, grammatical tenses structure, pronunciation (fluency, punctuation), punctual delivery.

You can make the electronic device by hand or use technological tools that guarantee your creativity.

Duration: 00:38   **Individual work**

TRANSCRIPTION

1. Workshop I: ¡speaking activity///7. Good morning! I am XXXXXX from grade

2. ninth one//! ¡Activity, to describe /dɛˈskrɪb/ an electronic /ɛˈlɛkˈtrun/ device! /.

3. ¡What device is it?! It is a telescope/ that// is used /uːzd/ to see the constellations//

4. /kənˈlɛkʃən/ or see distant// objects /əbˈgɛkt/. ¡When are you planning to buy /buɪ/

5. it? I plan to// buy /buɪ/ it ¡when I have a job or//// the money necessary to have it.

6. ¡How much /mutʃ/ it will cost you?! Three hundred and fifty thousand pesos//.

7. ¡Why would you like to buy /buɪ/ it? ¡Because// it is one of the most practical!

8. ways to know how beautiful and big the galaxy is/.!

Appendix 11: Oral corpus #3 transcriptions

Corpus n°4 Allison

Topic: Dialogue: at the restaurant

Objective: To observe the English level of the participants by means of a presentation where they perform a conversation in a restaurant, as well as the use of technological tools that allow them to present the activity in a creative way, and where teamwork is seen.

Instruction:

- To perform the dialogue in the groups established in class.
- You will take on the role of the waiter and your partner(s) as the customer.

Recommendations:

- To set up a space that you are going to use as a restaurant - With clothes that you have or with recyclable material, design the waiter's costume.

Here is a video to design a chef's hat: https://www.youtube.com/watch?v=qvCXWBpSthY

- To learn the dialogue
- To demonstrate teamwork
- To observe the criteria to be evaluated in the attached word document.
- To be aware of food and drinks vocabulary and useful restaurant expressions

Duration: 0:03:36   **Teamwork**   **Allison role: waitress**

TRANSCRIPTION

1. *[Music] [costumer 1 is talking]* ¡Your welcome! ¡Good morning ladies,

2. welcome! How / wɪtʃ/ I can help you?! *[costumer 1 is talking]*. Ok. Please scan the

3. barcode /**bar koɪ**/ that is on the table! *[costumer 1 is talking]*. ¡May I take your

4. order?! *[costumer 1 is talking]*. Ok, mushrooms soup! and enchiladas. Ok. And

5. for you? *[costumer 2 is talking]*. Ok. ¡What /waɪ / would you like to drink?

6. *[costumer 2 is talking]*. Orange juice! ok. ¡ And for you? *[costumer 1 is talking]*

7. Ok, one moment please! ¡And for dessert? *[costumer 2 is talking]*. ¡Anything else?

8. /ɔlsoʊ/. *[costumer 1is talking]*. Ok, one moment, please! *[costumer 2 is talking]*.

9. ¡Your welcome. *[costumer 1 is talking]*. Yes? *[costumer 1 is talking]*. ¡It's thirty

10. eight thousand pesos. *[costumer 1 is talking]*. Your welcome ladies. *[costumers*

11. *are saying good bye to the waitress 1]*

Corpus n°4 Juliet/Zharick

Topic: Dialogue: at the restaurant

Objective: To observe the English level of the participants by means of a presentation where they perform a conversation in a restaurant as well as the use of technological tools that allow them to present the activity in a creative way, and where teamwork is seen.
Instruction:
- To perform the dialogue in the groups established in class.
- You will take on the role of the waiter and your partner(s) as the customer.

Recommendations:

- To set up a space that you are going to use as a restaurant - With clothes that you have or with recyclable material, design the waiter's costume.

Here is a video to design a chef's hat: https://www.youtube.com/watch?v=qyCXWBpSthY

- To learn the dialogue
- To demonstrate teamwork
- To observe the criteria to be evaluated in the attached word document.
- To be aware of food and drinks vocabulary and useful restaurant expressions

Duration: 0:02:50   **Teamwork**

TRANSCRIPTION

1. Dialogue / dialogue/ **in a restaurant:**

2. Characters:

3. Customer 1: Juliet

4. Customer 2: Zharick

5. [Waiter]

6. ¡Place: Italian Restaurant.

7. ¡Two friends meet at a restaurant to enjoy a delicious dinner / ˈdaɪnə/, as well as share and

8. remember good times.

9. Customer 1: ¡Good afternoon.

10. [Waiter]

11. Customer 2: ¡A table for two, please

12. [Waiter]

13. The ladies order their food orders, Italian dishes.

14. [Waiter]

15.Client 1: ¡I want to start with a vegetable / vɛitəbᵊl/ salad, please!

16.Customer 2: I want the same! /// thank you!

17.[Waiter]

18. Clients 1 and 2: ¡Thank you!

19. ¡While / wɪl/ the waiter brought the order! the ladies discussed / dɪˈskused/ their lives

20. and professions!

21. [Waiter]

22. Client 1: ¡Yes, I would / wʊl/ like a plate of spaghetti Bolognese with a glass of red

23. wine! please.

24. Customer 2: And ¡I want a plate of lasagna! with a glass of white wine / wɪn/, please.

25. [Waiter]

26. Clients 1 and 2: ¡Thank you very much.

27.! After enjoying the dishes! the young ladies finally / fɪnali/ ordered their desserts.

28. Customer 1: ¡Waiter the dessert menu, please!

29. [Waiter].

30. Customer 1 and 2! We want two gelatos, please.

31. ¡When they finish enjoying the dessert, the ladies ask for the bill and leave!

32. [Waiter]

33. Client 1 and 2: ¡Very delicious, thank you very much! The bill, please///

34. [Waiter]

Corpus n°4 Lina

Topic: Dialogue: at the restaurant

Objective: To observe the English level of the participants by means of a presentation where they perform a conversation in a restaurant as well as the use of technological tools that allow them to present the activity in a creative way, and where teamwork is seen.
Instruction:
- To perform the dialogue in the groups established in class.
- You will take on the role of the waiter and your partner(s) as the customer.

Recommendations:

- To set up a space that you are going to use as a restaurant - With clothes that you have or with recyclable material, design the waiter's costume.

Here is a video to design a chef's hat: https://www.youtube.com/watch?v=qyCXWBpSthY

- To learn the dialogue
- To demonstrate teamwork
- To observe the criteria to be evaluated in the attached word document.
- To be aware of food and drinks vocabulary and useful restaurant expressions

Duration: 0:03:36   **Teamwork**   **Lina's role: waitress**

TRANSCRIPTION

1. *[Music]* ¡Good afternoon for you people! ¡Do you need /ned/ a table /ˈtablə/? ////.

2. *[costumer 1 is talking].* ¡Well, follow! /ˈfɑl/ me///. What kind /kɪnd/ of food do you to

3. eat? ¡Fast food///, lunch! *[costumer 1 is talking].* I offer /fɔːʳ/ you ¡spaghetti or rice///;

4. fish, chicken! or meat;/// salad. *[costumer 1 is talking].* ¡And of drink ////**drake**/ I offer

5. for! Lemon//// or soda. *[costumer 1 is talking].* ¡And do you want to accompany of

6. with a dessert? /drɛˈzɚt/. *[costumer 1 is talking].* ¡And what! kind /kɪnd/ of dessert

7. /drɛˈzɚt/ do you want? //// *[costumer 1 is talking].* ¡Ice /ɪz/- cream /kream/, cake /kʊk/

8. or lemon dessert /drɛˈzɚt/. *[costumer 1 is talking].* Let's proceed /proˈseːd/ for request

9. /reˈkɛsin/ a while for accompanny! /// ¡It will be 50.000 /**cincuenta mil**/. *[costumer 1*

10. *is talking].* ¡Happy day and come back soon!

Corpus n°4 Yoli

Topic: Dialogue: at the restaurant

Objective: To observe the English level of the participants by means of a presentation where they perform a conversation in a restaurant as well as the use of technological tools that allow them to present the activity in a creative way, and where teamwork is seen.
Instruction:

- To perform the dialogue in the groups established in class.
- You will take on the role of the waiter and your partner(s) as the customer.

Recommendations:

- To set up a space that you are going to use as a restaurant - With clothes that you have or with recyclable material, design the waiter's costume.

Here is a video to design a chef's hat: https://www.youtube.com/watch?v=qyCXWBpSthY

- To learn the dialogue
- To demonstrate teamwork
- To observe the criteria to be evaluated in the attached word document.
- To be aware of food and drinks vocabulary and useful restaurant expressions

Duration: 0:01:23

Teamwork

Yoli's role: costumer

<div align="center">

TRANSCRIPTION

</div>

1. ¡Good afternoon teacher, my name is XXXXX!. *[the waitress is talking]* ¡Good

2. afternoon! A table for one please!! *[the waitress is talking]* ¡Ordering food! *[the*

3. *waitress is talking]* ¡I'll have the gratin steak and an order of fries! /frīz/. *[the*

4. *waitress is talking]* Can I see the drinks menu?! *[the waitress is talking].* I'll have

5. a glass of wine /wɪn/ after the meal! *[the waitress is talking].* ¡A cup of coffee

6. would be nice, thank you! Asking for the bill check. ¡Could I have the bill please?

7. *[the waitress is talking].* ¡Can I pay /pæk/ by credit card? !. *[the waitress is*

8. *talking].* Ok. ¡Here you are 50 /**cincuenta**/ dollars! ¡Keep the change /tʃandʒ/. *[the*

9. *waitress is talking].* ¡Thank you, good bye!

Appendix 12: Oral corpus #4 transcriptions

Corpus n°5 Allison

Topic: English Day Second Term. (Appendix)
Objective: To observe the level of improvement of the students through different activities programmed for the English day, where they must put into practice their pronunciation and fluency.

Instruction: In the Edmodo assignment (English Day Second Term) you must upload the activity chosen or assigned for English Day.

Remember that the activities are:

- Poems (write the poem on cardboard or any other material you have and record the corresponding video).
- Presentation of the Country (Presentation of the aspects mentioned, see attached document, creativity is very important).
- Acrostic alluding to Mother's Day (Acrostic on cardboard or any other material you have and record the corresponding video).

IMPORTANT -These videos and cards must be turned in on this assignment. You must wear the school uniform, or be very well presented. / Pronunciation will be worked on and progress will be reviewed in class and at extra class spaces. The advisory schedule is as follows:

Monday: 3 to 5pm /Tuesday: 2 to 4pm/ Wednesday: 5 to 6 pm/ Thursday: 2 to 4pm/ Friday: 2 to 4pm

- When editing the videos, do not add background music, make sure that the place where the video is recorded is a place where you do not hear the noise but your presentation.

Duration: 0:00:20   **Individual work/ Poem**

TRANSCRIPTION

1. Good afternoon teacher¡ My name is XXXX! From grade ninth three¡ Poem: Jelly,

2. Jam and Buttered Toast.! I like breakfast for the most! Bagels! cream cheese!

3. juices /dʒases/, freeze squeeze, make me say! pass more here / hə˞/ please. Thank

4. you! Good bye!

Corpus n°5 Karen

Topic: English Day Second Term. (Appendix)
Objective: To observe the level of improvement of the students through different activities programmed for the English day, where they must put into practice their pronunciation and fluency.

Instruction: In the Edmodo assignment (English Day Second Term) you must upload the activity chosen or assigned for English Day.

Remember that the activities are:
- Poems (write the poem on cardboard or any other material you have and record the corresponding video).
- Presentation of the Country (Presentation of the aspects mentioned, see attached document, creativity is very important).
- Acrostic alluding to Mother's Day (Acrostic on cardboard or any other material you have and record the corresponding video).

IMPORTANT -These videos and cards must be turned in on this assignment. You must wear the school uniform, or be very well presented / -Pronunciation will be worked on and progress will be reviewed in class and at extra class spaces. The advisory schedule is as follows:

Monday: 3 to 5pm / Tuesday: 2 to 4pm/ Wednesday: 5 to 6 pm/ Thursday: 2 to 4pm/ Friday: 2 to 4pm

- When editing the videos, do not add background music, make sure that the place where the video is recorded is a place where you do not hear the noise but your presentation.
Duration: 0:01:10   Individual work/ Acrostic

<div align="center">

TRANSCRIPTION

</div>

1. ¡ Good night teacher¡ Acrostic happy day /daɪ/ mom! ¡ Happiness /ˈhæpin/ is one

2. of the words that defines you. ¡ Always love you// no matter /ˈmeiral/ what perfect

3. guide that /// illuminates my conscience! /ˈkounʃiti/ and sense! Please don't ever

4. fall me. ¡ You touch /tæg/ me with your beautiful! tender hands! ///Deep you love

5. that reigns in my heart. ¡ Angel /ˈeɪŋgəl/ of my days! /daɪs/ //and nights! who /wo/

6. is ¡ always /ˈaɫwez/ present. ¡ You touch me with your beautiful! tender hand. ///

7. Mind that always /ˈaɫwez/ thinks of my welfare. ¡ Owner of my! thoughts. /// Main

8. person of my life who /hi/ is always /ˈaɫwez/ looking out for me//! ¡ Thank you

9. teacher!

Corpus n°5 Lina

Topic: English Day Second Term. (Appendix)
Objective: To observe the level of improvement of the students through different activities programmed for the English day, where they must put into practice their pronunciation and fluency.

Instruction: In the Edmodo assignment (English Day Second Term) you must upload the activity chosen or assigned for English Day.

Remember that the activities are:
- Poems (write the poem on cardboard or any other material you have and record the corresponding video).
- Presentation of the Country (Presentation of the aspects mentioned, see attached document, creativity is very important).
- Acrostic alluding to Mother's Day (Acrostic on cardboard or any other material you have and record the corresponding video).

IMPORTANT -These videos and cards must be turned in on this assignment. You must wear the school uniform, or be very well presented / Pronunciation will be worked on and progress will be reviewed in class and at extra class spaces. The advisory schedule is as follows:

Monday: 3 to 5pm/ Tuesday: 2 to 4pm/ Wednesday: 5 to 6 pm/ Thursday: 2 to 4pm/ Friday: 2 to 4pm

- When editing the videos, do not add background music, make sure that the place where the video is recorded is a place where you do not hear the noise but your presentation.
Duration: 0:00:17   **Individual work/ Poem**

TRANSCRIPTION

1. ¡ Life can be a challenge; of that there /deɪ/ is no doubt! ¡But /buɪ/ if we take a

2. moment to stop and see the joke /jok/, ¡we can change our /ˈouɪ/ entire /ɛnˈtuɪ/

3. day /daɪ/!

Corpus n°5 Yoli

Topic: English Day Second Term. (Appendix)
Objective: To observe the level of improvement of the students through different activities programmed for the English day, where they must put into practice their pronunciation and fluency.

Instruction: In the Edmodo assignment (English Day Second Term) you must upload the activity chosen or assigned for English Day.

Remember that the activities are:

- Poems (write the poem on cardboard or any other material you have and record the corresponding video).
- Presentation of the Country (Presentation of the aspects mentioned, see attached document, creativity is very important).
- Acrostic alluding to Mother's Day (Acrostic on cardboard or any other material you have and record the corresponding video).

IMPORTANT -These videos and cards must be turned in on this assignment. You must wear the school uniform, or be very well presented / Pronunciation will be worked on and progress will be reviewed in class and at extra class spaces. The advisory schedule is as follows:

Monday: 3 to 5pm/ Tuesday: 2 to 4pm/ Wednesday: 5 to 6 pm/ Thursday: 2 to 4pm/ Friday: 2 to 4pm

- When editing the videos, do not add background music, make sure that the place where the video is recorded is a place where you do not hear the noise but your presentation.
Duration: 0:00:26   **Individual work/ Poem**

TRANSCRIPTION

1. ¡Good afternoon teacher Nataly! ¡My name is XXXXX y el dia de hoy voy a recitar

2. mi poema! ¡Mi poema se llama a funny poem y dice! ¡ One fine morning in the

3. middle of a night! two dead boys got up /up/ to fight ¡ Back to back they faced each

4. /eatʃ/ other, draw out the swords and shot each /eatʃ/ other! ¡ A deaf

5. /dɛaf/policeman heard this noise! and shot the two dead boys! ¡ If you don't believe

6. my lies /lɪs/ to be true, ¡ ask the blind man he saw it too! ¡Thank you teacher! ¡Good

7. bye!

Corpus n°5 Zharick

Topic: English Day Second Term. (Appendix)
Objective: To observe the level of improvement of the students through different activities programmed for the English day, where they must put into practice their pronunciation and fluency.

Instruction: In the Edmodo assignment (English Day Second Term) you must upload the activity chosen or assigned for English Day.

Remember that the activities are:

- Poems (write the poem on cardboard or any other material you have and record the corresponding video).
- Presentation of the Country (Presentation of the aspects mentioned, see attached document, creativity is very important).
- Acrostic alluding to Mother's Day (Acrostic on cardboard or any other material you have and record the corresponding video).

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Monday: 3 to 5pm/ Tuesday: 2 to 4pm/ Wednesday: 5 to 6 pm/ Thursday: 2 to 4pm/ Friday: 2 to 4pm

- When editing the videos, do not add background music, make sure that the place where the video is recorded is a place where you do not hear the noise but your presentation.
Duration: 0:00:33   Individual work/ Poem

<u>**TRANSCRIPTION**</u>

1. ¡Good morning! ¡My name is XXXXX from the grade ninth one. ¡Buenos días mi

2. nombre es XXXXX soy del grado noveno uno// y hoy presentaré la actividad del

3. día del inglés, y es un poema, la autora es Nataly Ruiz!, ¡y se llama Pure Love! ¡The

4. purest love is the offered/// by /bɪ/ those women! // that even when everything goes

5. wrong they! Forgive//, ¡for someone's! this/// feeling is! forbidden, because it! is a

6. kind /kɪnd/ of love// that few people can// ¡receive! /rɪˈsaiv/. [translation]

Appendix 13. Field Journals

Link:

https://drive.google.com/drive/folders/1APWlZO6tQFha5V7sEFqnN7IMAi31fXgj?usp=sharing

Mi unidad > Nataly's project > INSTRUMENTS > FIELD JOURNAL ▾

Archivos   Nombre ↑

W FIELD JOURNAL # 1 (M...   W FIELD JOURNAL # 2 (M...   W FIELD JOURNAL # 3 (M...

W FIELD JOURNAL # 4 (Ap...   W FIELD JOURNAL # 5 (Ap...   W FIELD JOURNAL # 6 (Ap...

W FIELD JOURNAL # 7 (A...

W FIELD JOURNAL # 8 (M...   W FIELD JOURNAL # 9 (M...   W FIELD JOURNAL # 10 (...

W FIELD JOURNAL # 11 (...   W FIELD JOURNAL # 12 (...   W FIELD JOURNAL model....

Appendix 14. Letter of access to the field

Paipa, 07 de Abril de 2021

Docente
Dolly Corredor González
Institución Educativa Técnica Tomás Vásquez Rodríguez

Cordial saludo,

En el marco del desarrollo de la práctica Integral de la estudiante Leidy Nataly Ruiz Calderón de la Universidad de Pamplona, se requiere dar cumplimiento a uno de los objetivos del componente pedagógico basado en el proceso de la recolección de los datos. Este semestre, estoy dirigiendo la investigación **"*Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción*"**.

El objetivo de este proyecto es conocer la influencia que tienen los medios audiovisuales en la motivación de los estudiantes al momento de poner en práctica sus habilidades de escucha y habla en el aprendizaje del inglés como lengua extranjera, para así brindar una contribución positiva en este proceso de aprendizaje. Es por esto que los instrumentos que serán utilizados para la recolección de los datos son la entrevista semi estructurada, el diario de campo y el corpus oral de las actividades de producción oral propuestas, lo que permitirá dar cumplimiento a la etapa de recolección de datos, asimismo serán una herramienta relevante al momento de dar cumplimiento a los objetivos propuestos. De igual forma, se le solicita muy respetuosamente el permiso para grabar las sesiones de clase en los grados objeto de estudio, en este caso los novenos.

Por otra parte, sería enriquecedor que usted en calidad de la docente titular y supervisora de la estudiante practicante haga parte de la población de la investigación, ya que la información que usted pueda suministrar es muy valiosa y puede contribuir significativamente en los resultados finales.

Finalmente, es importante mencionarle que en toda la información obtenida se preservará la más estricta confidencialidad y anonimato que caracterizan este tipo de actividad. Además, se adjunta un resumen y un cronograma de las actividades que se llevarán a cabo durante este proceso.

De la manera más respetuosa espero su amable colaboración.

Cordialmente,

Leidy Nataly Ruiz C
_____   _____
Leidy Nataly Ruiz Calderón   Magdaleydy Martinez
        Docente practicante   Tutora Investigación

Recibido: _____

        Dolly Corredor González
        Docente supervisora

Firmado el 07/04/2021

Appendix 15. Informed Consent
Link:
https://drive.google.com/drive/folders/1yCowLFnHJWgAUxKzwnWJH2ZvI35dprEx?usp=sharing

<div align="center">

Consentimiento Informado

</div>

Este estudio titulado *"Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción."* desarrollada por Leidy Nataly Ruiz Calderón, estudiante de décimo semestre del Programa de Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona, bajo la supervisión de las docentes Dolly Corredor y Magdaleydy Martinez, da a conocer los aspectos más relevantes del mismo. Por medio de este consentimiento lo invito a ser parte de esta investigación, cuyo objetivo es motivarlo y concientizarlo a usted como estudiante, sobre la importancia de aprender inglés y desarrollar las habilidades mencionadas anteriormente, utilizando diferentes herramientas audiovisuales que contribuyan de manera positiva en este proceso de aprendizaje. Asimismo, es importante señalar que se tendrá en cuenta el acceso a Internet y a la plataforma Edmodo, así como también su disponibilidad para participar y apoyar este estudio. Todo esto con el fin de facilitar la obtención de los datos que se requieren para este proyecto.

De la misma manera me permito darle a conocer que las preguntas del estudio están vinculadas a conocer la manera como la implementación de los medios audiovisuales motiva y fortalece las habilidades de escucha y habla en el proceso de aprendizaje de inglés de los estudiantes de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez. En cuanto a los instrumentos para la recolección de la información, la investigadora optó por utilizar: dos entrevistas semi-estructuradas para conocer su punto de vista acerca de la efectividad en el uso de los medios audiovisuales para fortalecer las habilidades de escucha y habla en inglés; tres producciones orales para observar su progreso en cuanto a la habilidad de habla. Además, se cuenta con el diario de campo de la investigadora, lo que permite apreciar otro punto de vista frente a su participación en esta investigación, así como también, cuatro observaciones participantes para complementar los instrumentos antes mencionados que se llevaran a cabo durante el segundo periodo académico.

Del mismo modo, los temas a analizar y que serán objeto de entrevista, están relacionados con el impacto de las herramientas audiovisuales como medio de motivación para el aprendizaje de una lengua extranjera. En este caso sus videos de producción orales publicados en la plataforma "Edmodo" serán tomados en cuenta para la recopilación de datos. Aparte de esto se requiere su autorización para grabar los encuentros de clase y así tener como soporte su participación y motivación cuando la docente practicante lleva a cabo la presente investigación.

En lo que concierne al desarrollo de las entrevistas, los encuentros se llevarán a cabo por medio de vídeo llamadas (zoom, hangouts, skype), las cuales serán grabadas y a su vez, se acordará la hora y la fecha para la realización de esta, facilitando de esta forma, la recolección de datos prevista.

Teniendo en cuenta su rol como participante, la presente investigación le permitirá conocer a profundidad aquellas herramientas audiovisuales que puede utilizar para mejorar sus habilidades en inglés. De este modo, el conocer estas herramientas le será de ayuda para concientizarse de los mismos y por ende mejorar sus habilidades de comprensión oral y producción oral.

Como todo ejercicio investigativo, nadie aparte del equipo de investigación, tendrá acceso a la información que usted suministre sin su autorización escrita. Cuando los resultados de la investigación se publiquen o se discutan en ponencias, no se incluirán detalles que puedan revelar su identidad. Si es su voluntad, usted puede adoptar un seudónimo para preservar su identidad.

Si durante el diligenciamiento de la entrevista o posterior a ella usted tiene alguna duda puede contactarse con la investigadora que conduce este proyecto. Su participación en esta investigación es voluntaria. Su decisión de participar o no en este proyecto, no afectará sus relaciones actuales o futuras con la Institución Educativa Técnica Tomás Vásquez Rodríguez. Si usted decide participar, usted puede retirarse en cualquier momento sin tener ninguna consecuencia. Sin embargo, es necesario notificar a la investigadora si puede utilizar la información suministrada por usted hasta el momento de su retiro.

Finalmente, si usted tiene cualquier duda o pregunta acerca del estudio o respecto a sus derechos como participante, puede contactarse con la investigadora, al celular: 3185041470 o en su defecto al correo electrónico:leidycalderon11@gmail.com.

<div align="center">CARTA DE CONSENTIMIENTO INFORMADO</div>

Yo _____ estudiante del grado: _____ y de _____años de edad, acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación denominado: ***Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción***, luego de haber leído, conocido y comprendido en su totalidad, la información sobre dicho proyecto, los beneficios directos e indirectos de mi participación en el estudio, y entendido que:

1. Mi participación como estudiante no repercutirá en mis actividades ni evaluaciones programadas en el área de inglés.

2. No habrá ninguna sanción para mí en caso de no aceptar la invitación.

3. Puedo retirarme del proyecto si lo considero conveniente a mis intereses, aun cuando la investigadora responsable no lo solicite, informando mis razones para tal decisión en la Carta de Revocación respectiva si lo considero pertinente; pudiendo si así lo deseo, recuperar toda la información obtenida de mi participación.

4. Se guardará estricta confidencialidad sobre los datos obtenidos producto de mi participación, con un seudónimo que preservará mi identidad.

5. Si en los resultados de mi participación como estudiante se hiciese evidente algún problema relacionado con mi proceso de enseñanza – aprendizaje, se me brindará orientación al respecto.

6. Puedo solicitar, en el transcurso del estudio información actualizada sobre el mismo, a la investigadora responsable.

7. En mi condición como participante ☐ acepto ☐ no acepto que graben mi voz durante las entrevistas previstas.

8. ☐ Acepto ☐ no acepto que mis actividades orales (videos) publicadas en la plataforma "Edmodo" sean tomadas en cuenta para la recopilación de los datos del instrumento de observación.

9. ☐ Acepto ☐ no acepto que las respuestas que yo proporcione en las entrevistas sean grabadas y sean tomadas en cuenta para la recopilación de los datos del instrumento de entrevista.

Lugar y Fecha: _____

Yo_____ en calidad de acudiente de

_____ doy mi consentimiento para él/ellahaga parte

de la presente investigación.

Nombre de quien proporcionó la información para fines de consentimiento:

Leidy Nataly Ruiz Calderón   Fecha: / /2021

CARTA DE REVOCACIÓN DEL CONSENTIMIENTO

Yo _____, estudiante del curso de:

_____ y de ____ años de edad, participante en el proyecto de

investigación, denominado: "*Las herramientas audiovisuales como estrategia para reforzar las habilidades de escucha y habla en el proceso de enseñanza-aprendizaje de la lengua inglesa con los alumnos de noveno grado de la Institución Educativa Técnica Tomás Vásquez Rodríguez Paipa-Boyacá. Una investigación acción*",** deseo manifestar mi decisión de retirarme del mismo.

Para el caso someto las siguientes razones: (opcional)

_____

_____

_____

_____

_____

_____

_____

_____

_____

De igual forma ☐ si ☐ no, decido que la información que proporcioné para esta investigación siga siendo utilizada para los fines que me fueron descritos.

Lugar y fecha: _____

Yo_____ en calidad de acudiente de

_____ doy mi consentimiento para que haga

parte de la presente investigación.

Nombre y firma de quien recibe la revocación del consentimiento:

Appendix 16. Visual Tools MAXQDA

Codificación creativa

Modelo de caso-único (jerarquía de código)

Link: https://drive.google.com/file/d/1nNrh2P_sZJqedbiK81q-zMU2nL_SdJtl/view?usp=sharing

INTERVIEW ANALYSIS

Topic: The Impact of the Use of Audiovisual Media in Learning English as a Foreign Language and Reinforcing Speaking and Listening Skills

Platform: Zoom

Objective: To know the participants' perspective on the incidence of audiovisual materials in the process of learning English and improving listening and speaking skills.

MAIN QUESTIONS	ADDITIONAL QUESTIONS	CODES	ALLISON	JULIET	LINA	YOLI	ZHARICK
		VOCABULARY/ STRENGHTS					
		MOTIVATION	-			-	
		STRATEGIES TO IMPROVE IN ENGLISH					
		RESSOURCES USED BY THE TEACHER					
		AUDIOVISUAL MEDIA = MOTIVATION					
		AUDIOVISUAL MEDIA = MOTIVATION					
		AUDIOVISUAL MEDIA					

		= **CONTRIBUTION IN ENGLISH LEARNING**					
		AUDIOVISUAL MEDIA USED IN CLASS = **CONTRIBUTION IN ENGLISH LEARNING**					
		STRATEGIES TO IMPROVE SPEAKING SKILL			-		-
		LISTENING AND SPEAKING LEVEL					

Appendix 18: Oral Corpus and Field Journals Analysis Grids
Link: https://drive.google.com/file/d/1zzLV3iCu3Fua8yBbr1YLixBJ61ZB-8if/view?usp=sharing

Skill	Theoretical description	Excerpts from field journal Nº1	Excerpts from field journal Nº2	Excerpts from field journal Nº3
Listening	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.	Given that the pre-service teacher was just adapting to the work modality, the supervisor suggested only starting with the speaking activity and the work guide, and said that listening would saturate the students. However, some videos were used as audiovisual support when explaining the topics of the current cycle, followed by a series of comprehension questions based on the information provided there.	In this second week, no listening exercises were performed.	In this third field journal it was evident that the students were more interested in learn participation at the time of presenting videos of conversations based mainly on the topics. When asked questions about this, the students answer in Spanish, but the teacher asks t improve not only in oral comprehension but also in oral produ

FIELD JORNALS ANALYSIS | Corpus 1 Analysis | Corpus 2 Analysis | Corpus 3 Analysis | Corpus 4 Analysis

Appendix 19. Attendance list extra class spaces
Link:
https://drive.google.com/file/d/1VO6ygnVv3u13j5cHHPWsai6u0EgXivnY/view?usp=sharing

ATTENDANCE LIST: COMMUNITY OUTREACH PROJECT EXTRA CLASS AIDS
TEACHER: NATALY RUIZ   DATE

Nº	NAME	GRADE	TIME	TOPIC	PLATFORM
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Appendix 20: Outreach Component PDF
Link: https://drive.google.com/file/d/12dfr2O7K5fXl7sKWaXa3Mwm5f71-gtSG/view?usp=sharing

Ayudas extraescolares con alumnos de 8° 3 y 9° para reforzar sus conocimientos de inglés en la Institución Educativa Técnica Tomás Vásquez Rodríguez.

NATALY RUIZ
TEACHER

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL- COMPONENTE DE EXTENSIÓN A LA COMUNIDAD
GRUPO B
PAMPLONA
2021

By: teacher Nataly Ruiz

Appendix 21. British Council Activity- Evidence
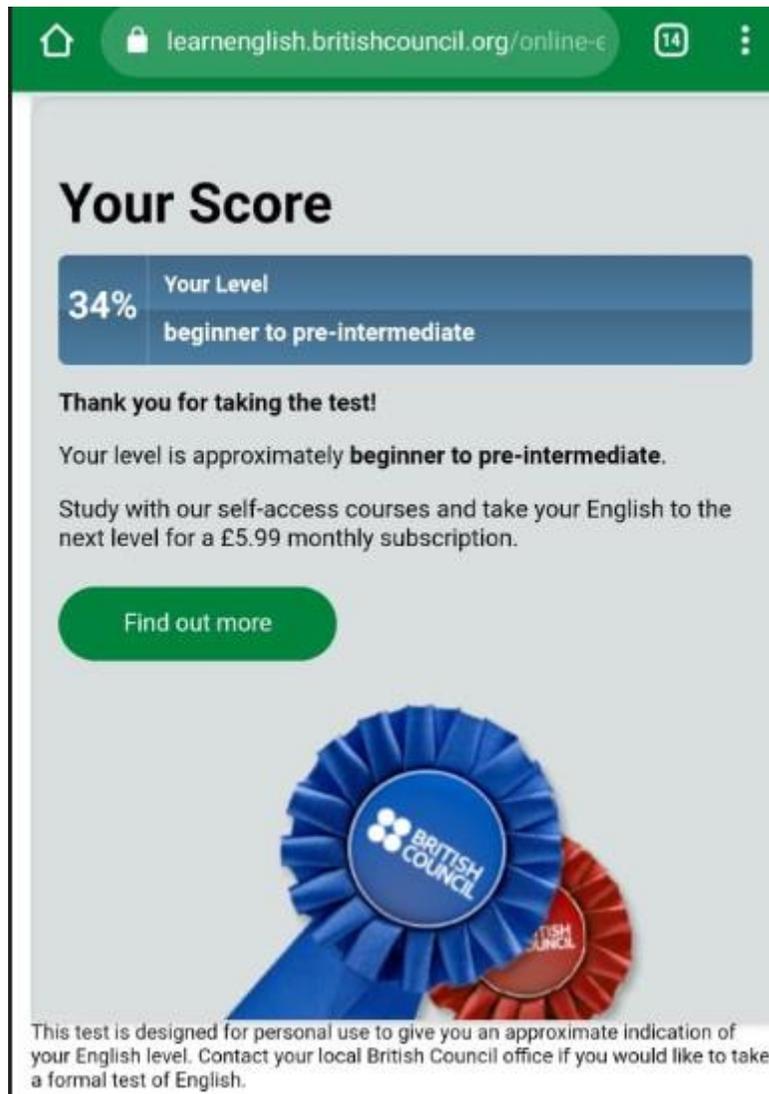
Your Score

34%	Your Level
	beginner to pre-intermediate

Thank you for taking the test!

Your level is approximately **beginner to pre-intermediate**.

Study with our self-access courses and take your English to the next level for a £5.99 monthly subscription.

> Find out more

This test is designed for personal use to give you an approximate indication of your English level. Contact your local British Council office if you would like to take a formal test of English.

Appendix 22. PAA format

GOBERNACIÓN DE
Boyacá
Secretaría de Educación

SECRETARÍA DE EDUCACIÓN DE BOYACÁ

FICHA DE PLAN DE AULA AJUSTADO (PAA)

MUNICIPIO:	**PAIPA**	INSTITUCIÓN EDUCATIVA:	**I.E.T. TOMÁS VÁSQUEZ RODRÍGUEZ**
NOMBRE DEL (LA) DOCENTE:		**DOLLY CORREDOR GONZÁLEZ**	
GRADO:	**8.3**	ÁREA	**INGLÉS**

INSTRUCCIONES: 1. Del Plan de Área tome los Aprendizajes que estaban previstos para desarrollar en las tres últimas semanas del primer periodo y los correspondientes al segundo periodo.   2. Diligencie este formato por cada uno de los Aprendizajes. 3. En la esquina superior derecha de cada cuadro despliegue un comentario ilustrativo. 4. Tenga en cuenta que esta planeación se debe hacer para una clase NO PRESENCIAL. 5. Si requiere más hojas de cálculo, duplique el presente formato antes de diligenciarla.

APRENDIZAJE DEL ÁREA
Identifica y reconoce el vocabulario relacionado a los síntomas, partes del cuerpo, tratamientos sencillos y breves. Identifica hechos relevantes, detalles concretos y referencias, reconociendo la estructura de preguntas de información, de las estructuras básicas de descripción, expresiones de opinión y de recomendación.

TIEMPO ESTIMADO PARA ALCANZAR EL APRENDIZAJE:	Nro.	12	horas clase

COMPETENCIA:	**Competencia lingüística, pragmática y sociolingüística.**	COMPONENTE:	Sostenibilidad: acciones humanas

EVIDENCIA(S) DEL APRENDIZAJE
Mecaniza tiempos verbales vistos por medio de audios y videos donde demuestra su conocimiento de los mismos, desarrolla crucigramas, ejercicios combinados y contruye oraciones en las cuales mecaniza la temática vista en años anteriores.

ENUNCIADO DEL DBA	EVIDENCIAS DEL DBA
	* Realiza actividades combinadas de mecanización con los tiempos presente y

	Explica por escrito diferentes situaciones familiares y hechos en forma coherente y simple, establece relaciones de suma, secuencia, causa y efecto.	Realiza actividades combinadas de mecanizacion con los tiempos presente y pasado perfecto,el infinitivo vs el gerundio y verbos modales. * Reconoce puntos de vista y opiniones sobre las partes del cuerpo, la familia y las enfermedades.
CONTENIDOS	1. Present and Past Perfect Tense. 2. Possessive Adjectives 3. Infinitive vs Gerund (should, can, ought to, must)	4. Modal verbs 5. Body Parts/Disease 6. Family Members Vocabulary
RECURSOS:	Guías de aprendizaje no presenciales que contiene las indicaciones para que los estudiantes puedan desarrollar las actividades y entregar las evidencias para alcanzar las competencias planeadas, lo que sirve también como instrumento de evaluación. Además se hace uso de Internet, WhatsApp, la plataforma Edmodo, videos, audios,diapositivas, crossword, board games y textos cortos.	

M O M E N T O S

1. SABERES PREVIOS (EXPLORACIÓN):

Actividades lúdicas como board games, crossword, wordsearch and comics, donde se busca introducir vocabuario relacionado a los miembros de la familia, las partes del cuerpo y las enfermedades.

2. ESTRUCTURACIÓN (PRÁCTICA)

Mecanizacion de los tiempos del presente y pasado perfecto, los adjetivos posesivos, el gerundio vs el infinitivo, los verbos modales. De igual forma, se propone el desarrollo de ejercicios, produccion de textos cortos, videos y actividdaes creativas como afiches.

3. TRANSFERENCIA (VALORACIÓN).

Desarrollo de las guias con orientación constante de la docente, recolección de las mismas y posterior retroalimentación y correción; esto se hace utilizando la forma de comunicación de que disponga el estudiante. Además se brinda asesorias para aquellos estudiantes que las requieran.

GOBERNACIÓN DE
Boyacá
Secretaría de Educación

SECRETARÍA DE EDUCACIÓN DE BOYACÁ

FICHA DE PLAN DE AULA AJUSTADO (PAA)

MUNICIPIO:	**PAIPA**		INSTITUCIÓN EDUCATIVA:	**I.E.T. TOMÁS VÁSQUEZ RODRÍGUEZ**
NOMBRE DEL (LA) DOCENTE:		**DOLLY CORREDOR GONZÁLEZ**		
GRADO:	**9.1- 9.2- 9.3**	ÁREA	**INGLÉS**	

INSTRUCCIONES: 1. Del Plan de Área tome los Aprendizajes que estaban previstos para desarrollar en las tres últimas semanas del primer periodo y los correspondientes al segundo periodo. 2. Diligencie este formato por cada uno de los Aprendizajes. 3. En la esquina superior derecha de cada cuadro despliegue un comentario ilustrativo. 4. Tenga en cuenta que esta planeación se debe hacer para una clase NO PRESENCIAL. 5. Si requiere más hojas de cálculo, duplique el presente formato antes de diligenciarla.

APRENDIZAJE DEL ÁREA

Reconoce situaciones de inequidad en temas tales como acceso a la educación y género haciendo uso de la estructura de textos escritos expositivos, donde puede distinguirse las relaciones de contraste y adición. Asimismo, identifica estructuras básicas de los tiempos pasado, futuro y condicional

TIEMPO ESTIMADO PARA ALCANZAR EL APRENDIZAJE:	Nro.	**12**	horas clase

COMPETENCIA:	**Competencia lingüística, pragmática y sociolingüística**	COMPONENTE:	**Apropiación de la gramática y vocabulario relacionado con el tiempo simple. Producción escrita, comprensión de oral y desarrollo de la competencia comunicativa.**

EVIDENCIA(S) DEL APRENDIZAJE

Desarrolla actividades combinadas con el fin de mecanizar los tiempos del presente y el pasado perfecto, los condicionales, los verbos modales, conectores, adverbios de frecuencia y secuencia, el estilo indirecto, asi como también vocabulario relacionado a los dispositivos electronicos y las actividaes al aire libre.

ENUNCIADO DEL DBA	EVIDENCIAS DEL DBA

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Para esto, tiene en cuenta el vocabulario, los conectores y sus conocimientos previos.	* Realiza actividades combinadas de mecanización con los tiempos presente y pasado perfecto,el infinitivo, los condicionales, los verbos modales, el estilo indirecto, los adverbios de frecuencia y secuencia. * Reconoce puntos de vista y opiniones sobre los dispositivos electrónicos y las actividades al aire libre.

CONTENIDOS	1. Tiempos presente y pasado perfecto.
	2. Los condicionales.
	3. Los verbos modales. 4. Los conectores.
	                                           5. El estilo indirecto.
	                          6. Los adverbios de frecuencia y secuencia.

RECURSOS:	Guías de aprendizaje no presenciales que contiene las indicaciones para que los estudiantes puedan desarrollar las actividades y entregar las evidencias para alcanzar las competencias planeadas, lo que sirve también como instrumento de evaluación. Además se hace uso de Internet, WhatsApp, la plataforma Edmodo, videos, audios,diapositivas, crossword, board games y textos cortos.

M O M E N T O S

1. SABERES PREVIOS (EXPLORACIÓN):

Actividades lúdicas como board games, crossword, word search and comics basados en el vocabulario de los dispositivos electrónicos, la actividades al aire libre y la rutina diaria.

2. ESTRUCTURACIÓN (PRÁCTICA)

Mecanizacion de los tiempos presente y pasado simple, los condicionales, los verbos modales, los conectores, el estilo indirecto, los verbos de frecuenciia y secuencia. De igual forma, se propone el desarrollo de ejercicios, produccion de textos cortos, audios y videos.

3. TRANSFERENCIA (VALORACIÓN).

Desarrollo de las guias con orientación constante de la docente, recolección de las mismas y posterior retroalimentación y correción; esto se hace utilizando la forma de comunicación de que disponga el estudiante. Asimismo, se abren espacios de asesoria para aquellos estudiantes que lo soliciten.

Appendix 23. Lists PAA

INSTITUCIÓN EDUCATIVA TÉCNICA TOMÁS VÁSQUEZ RODRÍGUEZ
PAIPA-BOYACÁ
CONTROL DE ACTIVIDADES "PLANES METODOLÓGICOS NO PRESENCIALES DE ESTUDIO"
PRIMER PERIODO   AÑO 2021

ASIGNATURA: INGLÉS
DOCENTE: DOLLY CORREDOR GONZÁLEZ

Semana de Recuperación del 12 al 19 de Abril

Nº	Grado 8-3 / Apellidos y Nombres	Ciclo 1 Febrero 8 al 19										Ciclo 2 Febrero 22 al 5 de Marzo										Ciclo 3 Marzo 8 al 19										Ciclo 4 Marzo 23 al 16 de Abril													
		8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	21	2	3	4	5	8	9	10	11	12	15	16	17	18	19	23	24	25	26	5	6	7	8	9	12	13	14	15	16
1	ABELLA PALMA CESAR ANDRES																															X													
2	ARIZA ESPINOSA LUNA MICHELL		X									X																					X												
3	AVILA SALAMANCA JHIRET TATIANA	X																															X												
4	BARON DIAZ ANDREA TATIANA	X	X									X	X																				X												
5	BARRERA ACOSTA DAVID ANDRES	X	X									X	X										X										X												
6	BOLIVAR BECERRA SERGIO SAMUEL	X										X																X					X												
7	CAMARGO VARGAS SEBASTIAN LEONARDO																				X												X												
8	CASTRO MONROY CRISTIAN DAVID	X	X									X	X															X		X			X												
9	CIPAGAUTA MONROY JULIANA	X								X		X																X		X			X												
10	CORREDOR BENAVIDES JAIRO CESAR																																X												
11	CORTES BARON JOHAN STIVEN									X											X							X					X												
12	FONSECA CIPAGAUTA ANA YAMILE									X																					X		X												
13	FUENTES CORREDOR IVAN NICOLAS																																X												
14	GALINDO ALBARRACIN LILIA FERNANDA	X	X									X	X									X	X										X												
15	GUTIERREZ MARTINEZ JERSON STEVEN								X																								X												
16	GUTIERREZ MARTINEZ OSCAR ESNEIDER																																X												
17	HERNANDEZ AMANO JOHANNY VICTORIA																																X												
18	LACHE RAMIREZ CRISTHIAN SEBASTIAN									X										X	X							X			X		X												
19	OCHOA RODRIGUEZ ALEJANDRO																																X												
20	OJEDA GUEVARA MICHELL TATIANA																																X												
21	PATARROYO CIPAGAUTA MARIA CAMILA									X										X	X							X			X		X												
22	PEREZ CIPAGAUTA JHOAN SEBASTIAN	X				X	X													X	X			X	X								X												
23	PINTO VÉLEZ BRIGITTE DANIELA	X				X	X													X	X	X	X										X												
24	RAMIREZ LINARES JUAN PABLO	X						X		X	X										X										X		X												
25	RAMIREZ PEDRAZA DAVID SANTIAGO								X											X													X												
26	RAMIREZ RODRIGUEZ JULIAN YOANY	X					X	X	X																					X	X		X												
27	RODRIGUEZ MARQUEZ JOHN ALEXANDER	X	X							X	X									X	X										X		X												
28	VEGA MONROY SEBASTIAN CAMILO								X											X	X											X												
29																																													
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INSTITUCIÓN EDUCATIVA TÉCNICA TOMÁS VÁSQUEZ RODRÍGUEZ
PAIPA-BOYACÁ
CONTROL DE ACTIVIDADES "PLANES METODOLÓGICOS NO PRESENCIALES DE ESTUDIO"
PRIMER PERIODO   AÑO 2021

ASIGNATURA: INGLÉS
DOCENTE: DOLLY CORREDOR GONZÁLEZ

Semana de Recuperación del 12 al 19 de Abril

Nº	Apellidos y Nombres	Ciclo 1 Febrero 8 al 19										Ciclo 2 Febrero 22 al 5 de Marzo										Ciclo 3 Marzo 8 al 19										Ciclo 4 Marzo 23 al 16 de Abril														
		8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	23	24	25	26	5	6	7	8	9	12	13	14	15	16
1	ALFONSO GRANADOS ANYI LORENA			x	x									x	x								x	x											X										
2	ARDILA HERNANDEZ JUAN DIEGO			x																x	x		x						x			X													
3	AVILA SALAMANCA ZHARICK XIMENA						x	x						x	x								x	x											X										
4	BAJICA LEAL YURY KATHERIN					x																													X										
5	BELTRAN MACIAS DAVID SANTIAGO								x										x																X										
6	CORONADO MONGUI ANDREA KATHERIN							x												x	x		x	x											X										
7	CORREDOR GIL DANIELA DE LOS ANGELES	x					x	x						x	x											x	x								X										
8	COY PULIDO AURA ALEJANDRA							x																	x			x							X										
9	DELGADO CASTRO DANNA KATHERINE	x	x				x	x					x	x									x	x											X										
10	FONSECA LOPEZ YOLIMA VANESSA						x	x										x	x				x	x											X										
11	FONSECA RODRIGUEZ LAURA SOFIA			x	x																x								x						X										
12	GALINDO PARRA KAREN JIMENA								x	x				x	x								x	x								X													
13	GIL ALFONSO JAIME ALEXANDER						x	x													x		x	x								X													
14	LOPEZ FONSECA SONIA LIZETH								x	x										x	x								x						X										
15	LOPEZ NIÑO DORIS ANDREA			x	x									x	x								x						x						X										
16	MARCHENA MATEUS YORK ALEXANDER			x														x					x	x								X													
17	MELO CALDERON JUAN SEBASTIAN			x	x									x	x								x	x								X													
18	MONROY NEIRA KAREN JULIETH	x					x	x						x	x								x	x											X										
19	MORENO RODRIGUEZ DIEGO FRANCISCO						x	x						x	x														x						X										
20	MUÑOZ POLANIA DANIELA								x	x								x	x									x				X													
21	PANCHE RAIRAN ANGIE DANIELA					x														x	x								x			X													
22	PATARROYO MURCIA JAIDER STIVEN						x	x										x	x										x			X													
23	PUERTO HERRERA NATALYA			x	x											x	x								x			x				X													
24	SANA VERNAZA ASTRID DAYANA	x					x	x										x	x				x	x											X										
25	SANCHEZ JIMENEZ LUIS ALEJANDRO			x														x	x									x	x						X										
26	SANDOVAL BECERRA LUNA STEFANY	x					x	x						x	x								x	x											X										
27	SANGUÑA ESPEJO YINA CAMILA						x	x													x							x	x						X										
28	TIBATA SUAREZ JHOAN SEBASTIAN						x	x																				x							X										
29	TORRES JUNCO YENIFER NATALIA				X	X								X	X								X	X											X										
30	VARGAS AVILA SANDRA PATRICIA			X																												X													
31	VARGAS CHAPARRO JOHAN JULIAN						x	x															x						x						X										
32	VARGAS VARGAS JHON JAIRO			x										x	x								x						x						X										
33																																													
34																																													
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37																																													

INSTITUCIÓN EDUCATIVA TÉCNICA TOMÁS VÁSQUEZ RODRÍGUEZ
PAIPA-BOYACÁ
CONTROL DE ACTIVIDADES "PLANES METODOLÓGICOS NO PRESENCIALES DE ESTUDIO"
PRIMER PERIODO   AÑO 2021

ASIGNATURA: INGLÉS
DOCENTE: DOLLY CORREDOR GONZÁLEZ

Semana de Recuperación del 12 al 19 de Abril

Grado 9-2

N°	Apellidos y Nombres	Ciclo 1 Febrero 8 al 19										Ciclo 2 Febrero 22 al 5 de Marzo										Ciclo 3 Marzo 8 al 19										Ciclo 4 Marzo 23 al 16 de Abril														
		8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	21	2	3	4	5	8	9	10	11	12	15	16	17	18	19	23	24	25	26	5	6	7	8	9	12	13	14	15	16
1	ALBARRACIN ALBARRACIN TANIA MARCELA							X	X									X	X								X	X				X													
2	ALVARADO CASTRO YON FERNANDO	X				X	X							X	X													X				X													
3	ARDILA ARDILA DAIRON STIVEN																															X													
4	ARISMENDI PRADA JUAN DAVID						X														X					X				X		X													
5	BAYONA LOPEZ NELSON STEVEN																															X													
6	BENAVIDES ARDILA KAREN YICETH	X		X	X							X	X														X		X			X													
7	CAMARGO OCHOA GINA CAROLINA					X	X														X					X	X					X													
8	CASTAÑEDA GRANADOS JANA NATALIA	X		X	X							X	X															X				X													
9	CUCHIVAQUE CASTRO JUAN PABLO			X	X																						X	X				X													
10	DIAZ GARZON KAREN VALENTINA					X	X																				X	X				X													
11	FERNANDEZ CASTILLO JULIO ALEJANDRO																															X	X												
12	GAITAN MONTAÑO YENNIFER TATIANA			X	X							X	X													X		X					X												
13	GARAVITO ROJAS CRISTIAN SANTIAGO					X	X													X	X					X							X												
14	GARZON BECERRA CRISTIAN DAVID	X		X	X							X	X													X	X						X												
15	LOPEZ OCHOA LAURA DANIELA	X	X			X	X					X	X													X	X						X												
16	MORALES OCHOA NICOLLE JISELLE	X		X	X							X	X													X	X						X												
17	NIÑO OCHOA YULY JOHANA									X									X														X												
18	OCHOA ARIZA SERGIO ALEJANDRO																																X												
19	OCHOA SALAMANCA MARIA CAMILA	X	X	X	X							X	X													X	X						X												
20	OJEDA GUEVARA BRILLITH JULIANA																																X												
21	PARRA CHAVARRIA TANIA YULIETH						X																										X												
22	RINCON MORENO JUAN JOSE																																X												
23	RINCON MORENO LIGNY BRILLIHT																									X							X												
24	RIVERA SANCHEZ YOHAN SEBASTIAN																															X													
25	RODRIGUEZ HOSTOS SHILY SAMANTA	X	X	X	X							X	X													X	X					X													
26	RODRIGUEZ LOPEZ LAURA YINETH									X																X	X					X													
27	ROMERO QUIJANO BRAYAN ESTIVEN								X	X											X					X						X													
28	ROSAS GUTIERREZ INGRID GERALDIN	X				X											X									X			X	X		X													
29	SILVA SILVA CAMILO									X											X						X	X				X													
30	TORRES GARNICA CRISTIAN GUILLERMO																															X													
31																																													
32																																													
33																																													
34																																													
35																																													
36																																													
37																																													

Grado 9-3

N°	Apellidos y Nombres	Ciclo 1 Febrero 8 al 19										Ciclo 2 Febrero 22 al 5 de Marzo										Ciclo 3 Marzo 8 al 19										Ciclo 4 Marzo 23 al 16 de Abril														
		8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	21	2	3	4	5	8	9	10	11	12	15	16	17	18	19	23	24	25	26	5	6	7	8	9	12	13	14	15	16
1	ALFONSO FONSECA JULIANA LISBETH					X	X							X	X												X	X				X													
2	AYALA CRISTANCHO SANTIAGO						X	X											X	X							X	X					X												
3	BERMEO ARDILA YUREIMY ALEXANDRA	X	X	X	X							X	X														X	X					X												
4	BERNAL BECERRA BRAYAM STIVEN	X	X			X	X					X															X			X	X		X												
5	CABALLERO ZANGUÑA ERICK SANTIAGO																													X	X		X												
6	DIAZ SANCHEZ LUCIA BRIYI		X																		X												X												
7	FLOREZ MALDONADO SERGIO ALBERTO									X																			X				X												
8	GARCIA SILVA MARIA FERNANDA									X										X								X																	
9	GIL BARON ERIKA DAYANA					X	X													X							X	X				X													
10	GIRALDO QUINTERO PAULA CATALINA	X				X	X												X	X							X	X				X	X												
11	GOMEZ LANCHEROS YULY CATALINA	X		X	X							X	X														X	X					X												
12	GUAMAN SANDOVAL JUAN CAMILO	X		X	X																								X				X												
13	HERNANDEZ SOSA DIANA SOFIA	X				X	X								X	X											X						X												
14	JIMENEZ GARCIA LINA XIMENA					X	X									X																	X												
15	LEON MARTINEZ ALLISON STEFANNY	X	X			X	X					X	X														X	X					X												
16	LOPEZ ACOSTA KAREN YULIETH	X	X	X	X							X	X														X	X					X												
17	LOPEZ LOPEZ HELMER JOSEPH					X																						X					X												
18	MAYORGA PINEDA ADRIAN ESTEBAN					X																					X	X					X												
19	MONROY OCACIONES LUCY VANESSA																																X												
20	OCHOA MARTINEZ YASMIN SOFIA																																X												
21	ORTIZ FONSECA ARLEY JAVIER																																X												
22	PATARROYO OSMA MAILY YURANY																																X												
23	PATIÑO ZAMBRANO FRANCY LUZ HEIDY	X	X	X	X							X	X														X	X					X												
24	PORRAS MORA EDUAR SAVIER																																X												
25	PRADA NIÑO JEYSSI NIKOLL	X		X	X							X	X														X	X					X												
26	RAMIREZ BARACALDO AALMA VIVIANA	X				X	X								X	X												X					X												
27	RICO PULIDO ASTRID XIOMARA					X	X												X	X							X	X					X												
28	RODRIGUEZ MATA FABIAN RICARDO									X																																			
29	RUIZ MONROY PAULA ALEJANDRA	X		X	X										X	X											X	X					X												
30	SAAVEDRA RODRIGUEZ DIEGO ALEXANDER		X																														X												
31	SANABRIA DELGADO HOLGER STIVEN								X	X																							X												
32	SUAREZ HURTADO CLARA PATRICIA	X	X	X	X							X	X														X			X			X												
33	VASQUEZ FONSECA KAREN DAYANNA	X		X	X										X	X											X	X					X												
34	ZEA AVILA JOHAN ARLEY																																												
35																																													
36																																													
37																																													

Appendix 24. Guides

Link: https://drive.google.com/drive/folders/14EZcDa6C-CSaLZRloSoFY8Vn2KRxSlfx?usp=sharing

Mi unidad > ••• > MAFE > PRIMER PERIODO ▾

Archivos

GUIA III 9.3- ÁREA ING...

GUIA IV 9.3- ÁREA IN...

Mi unidad > ••• > MAFE > SEGUNDO PERIODO ▾

Archivos

GUIA I 9.3- ÁREA INGL...

GUIA II 9.3- ÁREA ING...

GUIA III 9.3- ÁREA ING...

Appendix 25. PIAR Format

PROYECTO: APOYO PLAN PILOTO DE GESTIÓN A LA INCLUSIÓN EDUCATIVA EN EL MARCO DEL PLAN DE IMPLEMENTACIÓN PROGRESIVA DEL DECRETO 1421 DEL 29 DE AGOSTO DE 2017, DEPARTAMENTO DE BOYACÁ.

PIAR (Plan Individual de Ajustes Razonables)

Municipio: Paipa- Boyacá		Institución Educativa: Tomás vásquez Rodríguez		
Fecha: 14	Mes: Abril	Año: 2021	Sede de la Institución Educativa: Centro	
Responsable en la IE: Dolly Corredor Gónzalez		Cargo: Docente	Teléfono: 312 3674260	
Nombre del Estudiante: María Fernanda García Silva		Número de Documento: TI.	Edad:	Grado: 9.3

Entorno Personal

	DBA, INDICADORES DE DESEMPEÑO INSTITUCIONALES Y/O EBC	INDICADOR U OBJETIVO FLEXIBILIZADO (propósito flexibilizado o Indicador de Logro Flexibilizado)	BARRERAS QUE SE EVIDENCIAN EN EL CONTEXTO SOBRE LAS QUE SE DEBEN TRABAJAR	AJUSTES RAZONABLES (Estrategias Metodológicas)	CRITERIOS DE EVALUACIÓN	RECURSOS	EVALUACIÓN DE LOS AJUSTES (Marque con una X el estado del ajuste razonable)			
							Ajuste no Implementado	Ajuste en Proceso	Ajuste Implementado	Impacto (Solo de los Implementados)
Lenguaje	Realiza actividades combinadas de mecanización con los tiempos presente y pasado perfecto,el infinitivo vs el gerundio y verbos modales. Reconoce puntos de vista y opiniones sobre las partes del cuerpo, la familia y las enfermedades.	Observa e identifica oraciones en futuro simple, produce textos sencillos.	Falta mayor apoyo en casa.	Aprendizaje a través de loterías, trabalenguas, sopas de letras, cuadros comparativos, cartoons.	La estudiante Observa imágenes e identifica oraciones sencillas en futuro.	Cartoons e imágenes, colores, tijeras, pegante.		X		
					En cuadros comparativos y por medio de ejemplos comprende las estructuras para formar una oracion en futuro	Guías de trabajo, colores, Cartulina		X		
					Desarrolla ejercicios sencillos de relación.	Diccionario		X		
					Produce oraciones sencillas teniendo encuenta ejemplos dados.	Entorno familiar		X		

Nombre: Dolly Corredor González   Nombre:_____

Firma: _____   Firma: _____

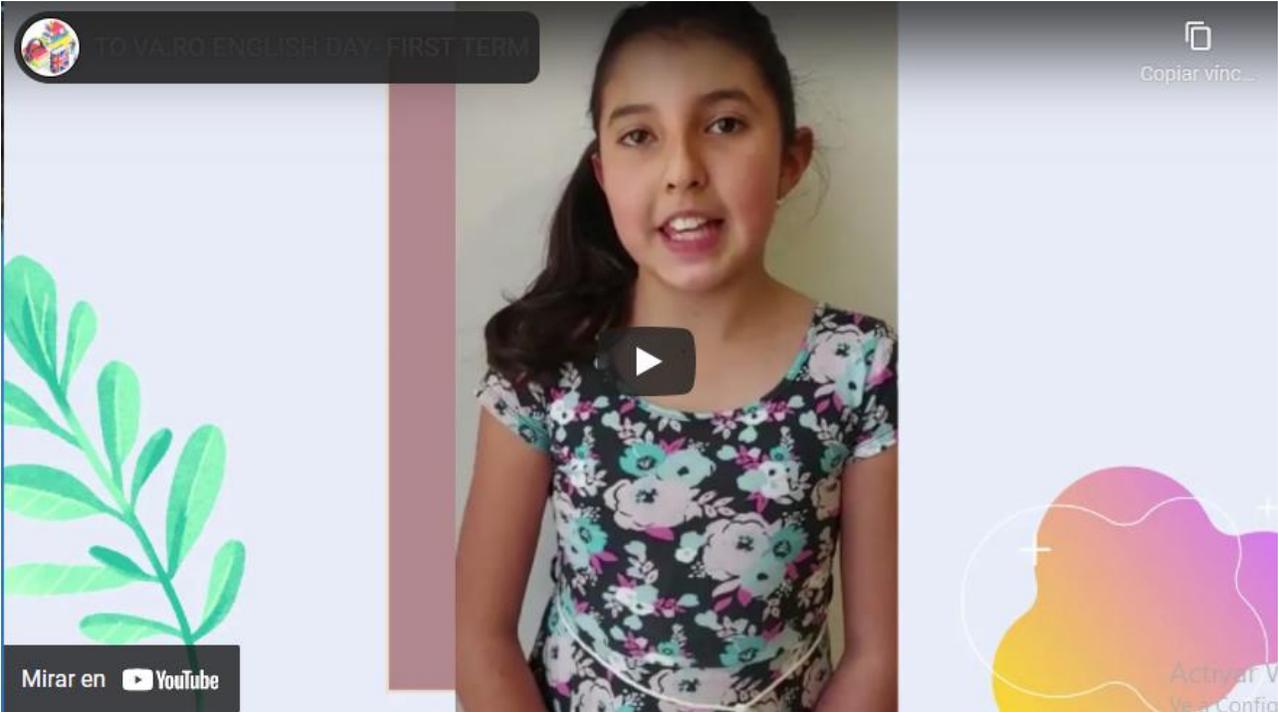Teléfono: _____   Teléfono: _____

PROFESIONAL DE APOYO   **DIRECTIVO DOCENTE**

Appendix 26: English Day First term video
Link:
https://drive.google.com/file/d/1h9QnPU6eB_0kZF3nZh_4zext3LHbB1bE/view?usp=sharing

Appendix 27. English Blog

Link: https://tovaroenglishblog.wixsite.com/website