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**The use of communicative tasks to foster 6th graders speaking skill at Jose Eustasio Rivera
high school: An action research**

Margy Yorgelis Hernández Diaz

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University of Pamplona

Department of Education

Foreign Languages Degree

Integral Practicum

July 2021-1



SC-CER96940



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General Presentation

The main objective of the foreign languages program is to train qualified and integral students to be able to confront challenges and barriers emerged from the education field and skilled in the teaching of a foreign language. To achieve this purpose, practitioners must implement a pedagogical project to consolidate their teaching experience, which is composed of four components: institutional observation, pedagogical-research, outreach, and intra-institutional component.

First, concerning the pedagogical-research component, after an observational process with sixth grade, student's needs could be encountered, at the Educational Center José Eustasio Rivera. Therefore, an educational project is proposed to enhance learning process, which comprises: statement of the problem, research questions, objectives, the adopted pedagogical and research methodology, as well as possible conclusions. In this section, it will be found the first implemented activity named "picture-description task" and a second one entitled "Celebrity interview's task.

Thereafter, in the outreach component, a formative project is developed connected with a social projection by the foreign language's practitioner in order to assist the necessities of primary school learners of English as a second language from Educational Center Las Villas through the design of audio-visual material related to the topics studied to practice it and encourage their acquisition process, it was developed four sequences and two mini-test to assess the topic studied.



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Finally, regarding the inter-institutional component, practitioner is involved in educational situations to acquire teaching experiences and extracurricular activities proposed by the institution within the role as foreign language teacher, where her participation can be just a witness or be part of the organizers', for instance, due to the closure of the school, it was programmed a first vivo-meeting to celebrate "Language Day".

Introduction

In a constantly changing world, the procedure of learning a second language, as English, can represent a crucial element and indispensable to begin with an effective process of communication in a large amount of countries, to ensure access to a wider range of data, and opportunities as Howett (1984) argued that throughout humankind's history, language teaching has been one of the major needs of human beings to be understood and establish relations with other regions, cultures, traditions and customs. As a result, the English as a Foreign Language (EFL) teaching contexts have been the focus of attention by the Ministry of National Education (MEN) in order to help learners to improve their English skills and achieve a quality education.

For instance, the National Program of Bilingualism (PNB) has been implemented as an intent to intensify the EFL learning training in different fields with the propose of enhancing the country's economic development by reaching an English language proficiency of B1 level from high school students (MEN, 2006). Nevertheless, the accomplishment of this English language policy has been affected by deficiencies in the pedagogical practices that might hinder the pupils' learning procedures.



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Hence, the foreign languages program of the University of Pamplona in regards to overcome these barriers, involves its students in an educational process focused on needs to improve the teaching of a foreign language in a local context, fulfilling a goal to perform integral professionals that bring relevant elements as pedagogical tools, didactic strategies and research capabilities to optimize the acquisition process.

Thus, the aim of this project is to improve 6th students' speaking skills at José Eustasio Rivera High School through the implementation of communicative tasks as a strategy to encourage learners to interact with others, by means of online platforms as educational environments to acquire and practice English as a foreign language.

Furthermore, it is vital to mention the social projection within the outreach component to attempt to tackle primary schools' difficulties and make aware of the importance of teaching English, as well, to be part of extracurricular events established by the educational center, which were carried out virtually.

Justification

In present, English language represents a vast majority of countries worldwide, taking a stance as an international language of communication which requires an adequate progress of its four competences so as to achieve an assertive process of communication. Despite this, the deficient in educational resources and innovative teaching alternatives make this an arduous labor. With this in mind, an observation was developed as a diagnosis process to find out the issues in the EFL acquisition, it will be carried out this pedagogical proposal from the guidelines established



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inside the Integral Practicum Framework, with the intent of gratifying teaching needs that contribute to the students' teaching-learning process during lockdown.

Bearing this in mind, the target population to implement this project is sixth graders from José Eustasio Rivera high school in the department of Arauca. Moreover, this study is intended to show an alternative, considering the suggestions of the supervisor to improve speaking competence in EFL in Secondary Education focused on communicative tasks as educational resource in class that promote a comprehensive learning of the language by synchronous encounters held through educational platforms as Google Meet. Zaremba (2006) indicates that speaking skills are regarded as one of the significant factors in seeking employment.

In addition, this research benefits as the primary institution Las Villas because it contributes to the training of students to foster their language skill as a social projection from the teacher-practitioner, since it allows the proposition of innovative resources and tools in order to struggle with the challenges that could emerge in current learning contexts as a future teacher, likewise, as a temporary member of the educational center can put their knowledge at the service of the community in primary school where there is not a professor in charge of teaching English area, finally, the practitioner can get involved in real-life educational situations through an active participation in extracurricular activities programmed at the Educational Center, in this way, she gains experience from intra-institutional events and responsibilities.

General objective

- To develop the teaching practicum through pedagogical-research component, the outreach component and the inter-institutional activities.



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Specific objectives

- To foster 6th students' speaking skills at José Eustasio Rivera High School through the use of communicative tasks.
- To encourage EFL learning in primary students from Las Villas educational center.
- To participate in the extracurricular occasions proposed by the institution.

General conclusion

Firstly, in term of the research-pedagogical component, it was concluded from the data collected using instruments as teacher's journal, participative observation, audio recordings and an interview that the implementation of Communicative Tasks can effectively promote speaking ability generating a change of attitude in students towards learning English as a Foreign Language. Indeed, Communicative Task led students to participate actively and feel motivated to use English orally through varied communicative activities such picture-description and conducting a celebrity's interview. In addition, these exercises allowed them to gain new vocabulary and reinforce grammatical structures improving their pronunciation and fluency.

Secondly, regarding the outreach component, teaching materials were provided to fourth and fifth grade students as an example audiovisual files as well as questionnaires to encourage them to learn basic vocabulary, grammar and practice pronunciation.

Finally, in what concerns to the intra-institutional activities, the practitioner became engaged with the events programmed at the high school during integral practicum time through virtual meeting on YouTube or Facebook to celebrate dates as Mother's Day and Language's Day.



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Chapter II: Institutional observation

Topographical location of the institution

The educational center José Eustasio Rivera is a public high school, located in the urban area of the city of Saravena, in the department of Arauca, on street 17 # 14-109, Ciudad Universitario. Besides, it counts with six headquarters of primary education: Seis de Octubre, San Juan Bosco, Alfonso Lopez, Las Villas, Jorge Gaitán, and Divino Niño.



Figure 1 Educational Center José Eustasio Rivera

Administrative level

Institutional Educational Project (PEI)

The E.C. José Eustasio Rivera's motto is "We are the product of what we choose", which represents the main institutional purpose. Students have the opportunity to learn some aspects about commercial activities. That way, at the end of their academic stage at school, students can get a certificate in Field Operations by Sena.



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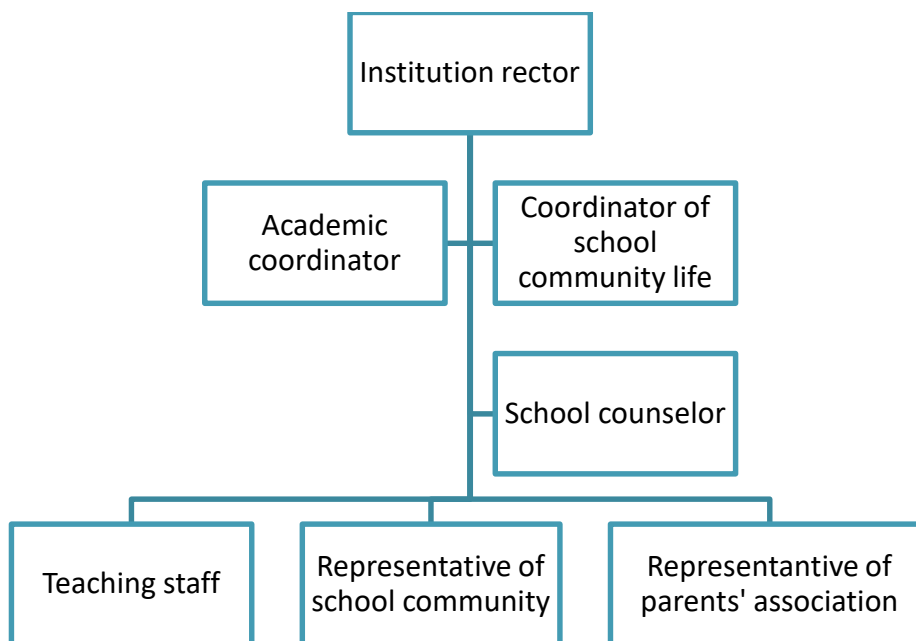
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Organizational chart of the educational institution

This organizational chart represents the main authorities and their functions in the institution, and the students as the center of it.

Table 1 Organizational chart



Policy implemented by the (MEN) due to the health emergency

Taking into consideration the current situation generated by the covid-19 pandemic in line with what the political constitution of Colombia stipulated in article 49, which announces that everyone must contribute to the care of their health and that of their community, the Ministry of Health and Social Protection declared a national health emergency through resolution 385 of March 12, 2020.



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In accordance with the above, the Ministry of National Education states that every educational entity in the country should take the required measures, due to the closure of schools and universities, to act in this situation and reinvent itself to continue contributing from a distance students' training process, since all these activities have shifted to be exclusively online. Thus, the educational center adopted some of these measures, such as: the interruption of face-to-face classes and the adjustments to the institutional academic schedule.

Institutional academic schedule

CALENDAR 2021 JOSÉ EUSTASIO RIVERA HIGH SCHOOL						
MONTH	DAYS OF THE WEEK					AREAS
JANUARY	04	05	06	07	08	INSTITUTIONAL WEEK
JANUARY	11	12	13	14	15	INDUCTION- STUDENTS PLACEMENT
JANUARY	18	19	20	21	22	INDUCTION- STUDENTS PLACEMENT
FEBRUARY	01	02	03	04	05	WEEKDAYS OF COMPUTER CLASSES
FEBRUARY	08	09	10	11	12	WEEKDAYS OF SOCIAL STUDIES
FEBRUARY	15	16	17	18	19	WEEKDAYS OF BIOLOGY AND RELIGION
FEBRUARY	22	23	24	25	26	WEEKDAYS OF ENGLISH AND SPANISH
MARCH	01	02	03	04	05	WEEKDAYS OF MATHS AND PHYSICAL EDUCATION
MARCH	08	09	10	11	12	WEEKSDAYS OF ETHICS AND COMMERCIAL SECTOR
MARCH	15	16	17	18	19	WORK WEEK OF SPANISH, COMPUTER CLASSES AND PHYSICAL EDUCATION
MARCH	22	23	24	25	26	WORKWEEK OF BIOLOGY AND ARTISTIC ACTIVITIES
APRIL	29	30	31	01	02	HOLY WEEK
APRIL	05	06	07	08	09	WORK WEEK OF SOCIAL STUDIES, ENGLISH AND RELIGION

Figure 2 Institutional academic schedule

Pedagogical aspects

Related to the pedagogical aspects identified during institutional observation, to elaborate the support material, which includes guides, educational videos and synchronic meetings via the web-conference program (Google Meet), professors of every area develop a collaborative work to create new didactic material according to the educational needs of their students, whose grammatical axis is found on the standards to accomplish the target indicators of achievement

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established to 6th graders. In this way, students work autonomously at home, and the teacher plays the role of facilitator and guide providing worksheets as well as to clarify any doubts and difficulties that students have through text messages on WhatsApp group and calls.

Additionally, the structure to present each worksheet is established by the five English area's teachers whose language subjects are established on the syllabus of sixth grade with the goal to accomplish the English quality standards for secondary education and the development of training plan; firstly, a topic explanation accompanied by an educational video, then a practical section with illustrated examples, finally, a task with a delivery date at the end of the English's week to develop skills as grammatical, listening and writing. Concerning the thematics, propose that students maintain a model to follow simple conversations aligned with the curriculum map's topics about personal and academic knowledge to be evaluated taking into account the responsibility in the fulfillment of tasks.

Supervisor's academic calendar

Table 2 Supervisor's calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
603	INDIVIDUAL WORK OF ENGLISH GUIDE	9:30 - 10:30am Video conferencia	INDIVIDUAL WORK OF ENGLISH GUIDE	Schedule to clarify possible doubts	Organized task to present on a
604	INDIVIDUAL WORK OF ENGLISH GUIDE	10:40 – 11:40am video conferencia	INDIVIDUAL WORK OF ENGLISH GUIDE		
605	INDIVIDUAL WORK OF ENGLISH GUIDE	INDIVIDUAL WORK OF ENGLISH GUIDE	9:30 – 10:30am video conferencia		



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606	INDIVIDUAL WORK OF ENGLISH GUIDE	INDIVIDUAL WORK OF ENGLISH GUIDE	10:40-11:40am Video conferencia	through WhatsApp groups de	PDF file and upload t ton the educative
607	9.30 – 10:30 a.m. video conferencia	INDIVIDUAL WORK OF ENGLISH GUIDE	INDIVIDUAL WORK OF ENGLISH GUIDE	WhatsApp from 7 am to	platform Google Classroom.
608	10:40- 11:40 Inglés video conferencia	INDIVIDUAL WORK OF ENGLISH GUIDE	INDIVIDUAL WORK OF ENGLISH GUIDE		

Technological aspects

As a result of lockdown, the educational center supports the idea of ensuring an accessible and online education giving digital devices as tablets to learners who do not have those resources in their homes to dive into language learning where the classroom has to be replaced by technological platforms to arrange virtual meetings for guidance and prioritize the chance for a second language acquisition using strategies, social media as WhatsApp, the educational program Google Classroom, and the web conference platform Google Meet where students have a synchronic meeting around 60 minutes. In this way, students work autonomously at home with guides as well as audiovisual material, and the teacher plays the role of guide to clarify any doubts and difficulties that students have through text messages, calls and virtual encounters where they started the class with a prayer, then, a brief explanation about the topics studied in the guide, sometimes there is a break or a pause to talk about something out of the area, likewise, the English teacher sings Llanera music.



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Population and information about participants

Although, there are five English Teacher in the Educational Center, one teacher is in charge of six groups of 6th grade, composed by around 25 to 40 students each one, children aged from 9 to 12, besides, I could be established by the observation of each class that a vast majority are girls. Taking about the language level, the Ministry of National Education has determined an English language proficiency based on the Basic Rights of Learning to Secondary (DBA) for each grade, which states that 6th graders have to reach an A2 level having the ability to participate in short conversations; understand instructions orally and written; describe basic characteristics about people, places and objects; likewise, utilize small phrases related to routines and likes; as well as, write elementary personal information. However, after asking the teacher and seeing some students' tasks and their interaction, it can be suggested that they have a basic language level.

Chapter III: Pedagogical and research component

The use of communicative tasks to foster 6th graders speaking skill at Jose Eustasio Rivera high school: An action research

Introduction

Indeed, the present era of globalization demands the development of English language and communicative skill as essential aspects of both individual and organizational success. Richards (2008, p. 16) claims, “the mastery of speaking skill in English is a priority for many second-language of foreign language learners”. In this way, it is generally accepted the



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importance of teaching speaking in English as an initial request to acquire the target language because without developing speaking skill is very difficult, especially for the non-English students.

Additionally, it is believed that in order to learn a language, one has to practice using it to communicate meaning to others, therefore, it is necessary to set aside traditional strategies and find out the most appropriate teaching approaches taking into account the current circumstance generated by the pandemic to provide learners the tools to develop their speaking abilities. Moreover, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Bearing in mind what is stated before, this educational project of the foreign languages program at the University of Pamplona aims to promote speaking skill in 6th students of José Eustasio Rivera Educational Center through the implementation of communicative tasks, as an endeavor to provide learners a different educational environment where they can foster their language skill.

Statement of the problem

Indeed, speaking skill represents a meaningful place in language courses and around the world today because of the role of English as an international language, this shifts the focus to implementing more effective ways to teach this crucial communicative ability. In other words, pupils need to take part of activities which require them to practice the functional language items to become integrated into their linguistic repertoire (Richards, 2008).



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As freshmen of secondary education, sixth grade students may face a lot of learning difficulties owing to the absence of an English professor from primary school towards the language teaching classes and therefore the progress of speaking skill since teachers are engaged to teach only vocabulary and grammar through worksheets what could be described as passive breakthrough in their learning.

Therefore, some troubles have been identified in the English class by conducting the observation, which are captured by perceiving the teaching learning process and from the supervisor. In this way, it can be concluded that the major problem is focused on the students' low ability in speaking skill as one of the last reinforced competencies with students. In view of this information, the aim of this proposal is to develop speaking skill through communicative tasks in a creative way to motivate pupils in the EFL learning process to practice speaking competence that is less worked and attended taking into account the modality of teaching during lockdown.

Related to communicative tasks' development, Higgs and Clifford (1982) have observed that oral production tasks often provide students with a large lexicon and a high degree of fluency in a fairly short time, likewise, when learners carry out communicative activities, they get engaged in the procedure of negotiation of meaning, employing strategies as comprehension, confirmation and clarification requests which achieve the level of linguistic accuracy.

Research questions

The focus of this study is on the role of communicative tasks and their impact to develop a spoken proficiency of ESL 6th graders. This research addresses the following research questions:



- How does the use of communicative tasks develop the 6th graders oral production?

Sub-questions

- What are the learners' perspectives about the implementation of communicative tasks in the classroom?
- What is the impact of communicative tasks in improving the spoken proficiency of the learners?

Justification

Generally, the development of speaking skill in the classroom can seem a difficult part of ESL learning and teaching process. This provokes that students play the role of “passive listeners” and tend to do drilling exercises and memorize conversations (Tomlinson, 2016). For that reason, today's education field requires crucial changes and the utilization of new strategies to achieve the goals fixed to the class.

In the light of this situation, traditional methods have been still used to teach English as a foreign language at schools but not all of them support to reach the fixed communicative goals (Cabrera, 2012), resulting in poor language knowledge in classes where can differ the proficiency levels, likewise, after the observation process, it can be noticed that speech activities have a low presence during the class. However, the objective of this study is to implement a series of communicative tasks as an endeavor to help students, to the point of exchanging their ideas orally while interacting with others, this ability allows them to excel in using the target



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language to be able to communicate. In this sense, the communicative tasks represent a suitable strategy to be conducted. As mentioned by many theorists like Nunan (1998), speaking competence can be developed through communicative tasks, because of a lot of talking is done by students while they start practicing grammar and vocabulary, in this case, guided by their teacher through synchronous encounters in order to enable students to attain spoken proficiency in English.

Harmer (2001) points out three basic aims for administering speaking task to students in the classroom, firstly, speaking activities provide chances to rehearse the real life language use, secondly, speaking tasks provide feedback for both teacher and students and finally, they provide opportunities to the students to activate the various elements of language they have stored in their brains (p.87-88).

Likewise, the virtual exchange has been a powerful way for people to continue learning and connect with others, especially at a time when we have to stay at home to be safe; so that, this project brings into focus a type of education program that uses technology devices and online resources to be developed, which attempts to make actions and aid assisted by the appliance of a teaching-learning process enabling the school community to take place in a comfortable atmosphere of creative and meaningful learning as well as developing their intellectual and communicative abilities using relevant resources that contribute to the purpose of this project.



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General objective

- To promote an English spoken proficiency development using communicative tasks with 6th graders at José Eustasio Rivera High School in Saravena, Arauca.

Specific objectives

- To design material to reinforce 6th graders' speaking competence
- To implement different communicative tasks to develop oral production.
- To analyze the impact of the use of communicative tasks in sixth students to promote oral skill.

Theoretical framework

Through the following stage of the research, which is based on the definition of terms according to different auteurs that will help to conceptualize and have a better understanding about the purpose of this project: Speaking skill, task, communicative tasks, and communicative approach.

Speaking skills

Being one of the four competencies that EFL learners need to develop and practice, speaking skills is known as the ability of communicate effectively in order to convey a message, which involves more than just pronouncing word, and its mastery assures to not be misunderstood by those who are listening. There are three kinds of speaking situations (Suárez, 2008):

1. Interactive: Face-to-face conversations, in which we alternate listening and speaking as telephone calls, and exchanges with a partner.



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2. Partially interactive: this type is developed when giving a speech to a live audience, who does not interrupt.
3. Non-interactive: circumstances when recording a speech for a radio broadcast.

Task

David Nunan (2014) defines task as “a *piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning*”. In this way, tasks allow the use of communicative language through activities to form language skill as well as to help them discover the essential features in oral production.

Communicative task

For years, the communicative task has emerged as a meaningful building block in the improvement of language programs and also as a constituent for encouraging process-oriented foreign language acquisition research which has three purposes: to find information, break down barriers, talk about self, and learn about the culture. The scope of these tasks will vary according to the level of students' skills (Olenka Bilash, 2009)

Supporting speaking skill in class with communicative tasks appears to be a suitable alternative for them to acquire the target language in a significant way, which can stretch their speaking competence despite accurate and incomplete utterances. It is defined as a task whose solution requires the use of verbal and /or non-verbal actions to achieve a specific communicative situation (IGI Global Dictionary, 1988-2021).



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Communicative Approach

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“Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability” that is “the ability of applying the language principle in order to produce grammatical sentences and understand ‘when, where and to whom’ the sentence used” (Richard (1997) cited from Irmawati (2012, p. 90))

Furthermore, communicative approach is much more pupil-oriented, because dictated by pupils ‘needs and interests. In the same way, it seeks to personalize and localize language and adapt it to the students ‘comforts, using authentic resources, more interesting and motivating.

Newspaper and magazine, articles, poems, annuals, recipes, telephone calls, videos, - all can be exploited in variety of ways (Richards, Jack C. & Rogers, Theodore, 2001).

Literature review

In this section, the study gains support reviews of the literature taking into consideration some preliminary researches and their pertinence to this proposal, divided into two categories: The role of tasks in developing speaking and helpful communicative activities.

Role of tasks in Developing Speaking

Shantha S., & Mekala S. (2017) conducted an experimental study with the aim of improving English spoken proficiency of Indian first year engineering students for control and experimental group comprising 38 in each group, using as vital tool oral communicative tasks from task-based approach, which enabled the learners to generate sentences on their own orally



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through a Computed “t” Test to compare the performance of the students revealing from the statistical analysis, a significant level of improvement in the oral product of the experimental group.

Furthermore, Masuram, J. & Sripada, P. (2019) carried out a research with the idea of developing speaking skills through task-based materials, this process was divided into two section, firstly, in a pre-intervention stage, as a diagnosis procedure, students were recorded in order to know their pronunciation and issues related to spoken English to seek information and develop material keeping in mind learners’ needs, where tasks and activities were widely used to elicit language production such as role-play, problem-solving, brain-storming, information gathering which allowed the students’ to speak fluently with proper pronunciation and intonation.

In addition, Albino, G (2017)’ study was an attempt to know how ninth-grade learners of English as a foreign language (EFL) at PUNIV- Cazenga, improved their speaking fluency in a task-based language teaching (TBLT) through a case study design that used picture-description tasks, and speech production was recorded, which indicated that students improved their speaking fluency and increased grammatical accuracy, feeling encouraged to speak due to their expanded vocabulary.

Helpful Communicative Activities

The communicative activities are used as a treatment of improving students’ speaking ability being as a suitable method to be conducted to cover the learning of the communicative



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competences. These activities can engage students through the eagerness for communicating in order to create effective learning and supportive atmosphere in the speaking skill.

Ilhomovna, S.Z. (2017) mentioned in her research that teachers should create real-life situational activities with the help of authentic materials and meaningful tasks that promote oral language communicative as the following examples of tasks designed for the first course students studying English at Samarkand, institute of foreign language:

- ✚ Using grid activities: this allows cooperative conversation without direct teacher involvement, learners from study showed a great enjoyment.
- ✚ Using communicative activities, based on games are so advantageous to give students valuable practice. Games give learners opportunities to use the language they are acquiring in non-threatening and friendly conversation in enjoyable contexts.

Moreover, Toro, V. et al (2019) conducted a study under a mixed method approach at a public elementary school in the city of Loja, Ecuador with the purpose of determining the resources and material used by 6 teachers, based on Communicative Language Teaching approach in the English classroom to improve oral ability. In this order, modeling, repetition, pair and group work were revealed as main strategies to help pupils develop communicative competences. However, it also emerged a variety of tools that can be incorporated to encourage them to produce the language such as simulated interviews, jigsaw technique, use of video clips, role-plays, and realia.



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Research Methodology

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Approach

Considering that this study focuses on promoting oral competence proficiency in sixth-grade students through the use of communicative tasks, this research will employ a qualitative research methodology which allows researchers a detailed exploration of a problem and deeply understanding of a central phenomenon assigned to a social group or individuals (Creswell, 2012, p.27). According to Creswell (2012) the purpose stated and the research questions broad way so as to the participants' experiences, collecting data based on words and views obtained from a small number of individuals; who refers to a research method focused on studying, analyzing, or exploring a social phenomenon of everyday life in which some individuals are implicated.

Design

“Action research methodology bridges the divide between research and practice” Bridget (1995). In order to carry out this inquiry, the adapted design is an Action Research whose main objective is to “focus more on systematic procedure useful in addressing practical problems in schools and the classrooms to gather data to address improvements in the educational settings, teaching and learning of students” (Creswell, 2012, p. 22). From these perspectives, an Action Research Design (ARD) can be a suitable methodology to know if the implementation of communicative tasks favors the development of speaking skills in high school pupils, where the practitioner is intimately immersed in the target social context.



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Population

The participants chosen for the study were four grade students from 607 group at José Eustasio Rivera High School located in urban area in the city of Saravena, department of Arauca, where there are eight 6th-grade groups composed by 30 students each.

Sample

The total sample in this study consists of 4 students. This group was selected based on simple random as well as suggestion by the supervisor who is the head teacher, and their ages range between 9 and 12 distinguished through volunteering allowing pupils to choose openly without any pressure. After a brief presentation related to the most relevant aspects of the project as objectives and the methodology, pupils expressed an enthusiastic attitude to be part of this pedagogical proposal; from this 30' students group, I communicated with 4 students through the supply of a formal letter to inform them about their participation in a research project and have their approval.

Instruments and techniques to gather data

Data will be collected through three instruments: participant's observation, teacher's journal, audio recording material, and semi-structured interview.

Participative-observation.

Hatch (2002) defines participant observation as “the kind of observation used in most qualitative work usually called participant observation because the researcher acts as a participant at some level in the settings he or she is studying” (p.173). In this way, practitioners attempt to see what is happening in the real context where the phenomenon is being studied.



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The teacher's journal is a pedagogical research tool that allows to reflect on the performance, the behavior, and the learning process of the student (Wiegerová, 2013). In this instruments, teacher-practitioner can write her points of view towards the performance in the development of the proposed project and convey the barriers found during the process as well as the impact of the strategies in the target population, it has been redacted two journals which emerged from the two communicative tasks developed ([Annex 1](#)).

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Teacher Journal # 1
First workshop

This initial implemented workshop was carried out in two part, the first on April 6th, a virtual encounter was programmed at the Google Meet platform where students practiced the vocabulary and language requirements for the task's completion done through games, flashcards, as well as a lecture; and the latter on April 8th, which took place at the municipal library as a face-to-face meeting for developing the communicative task concerning the presentation of a brief description of their family tree.

When solving the workshop, students did not express to have many doubts about the vocabulary or the grammar topics such as verb to Be, professions and family members, owing to those subjects have been studied in their online classes, instead, it was more focused on pronunciation that allow them to work on speaking skill's development and the preparation of their oral production. I observed that through this workshop, students were enthusiastic towards the activities, for instance, when they played on Bamboozle platform, a game about using verb to Be and professions' lexicon, they were so participative and attentive.

Figure 3 Teacher journal



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Audio recordings.

As a meaningful mechanism to gather data, audios recordings from each online encounter will be taken. This audio-visual material is useful to analyze detail information that can be left out during the participant observations done during each workshop. In the field of education, authors as Honorato et al. (2006) indicate that the proper use of moving image, coupled with the audio, allow capturing aspects that may go unnoticed when other resources are used.

Furthermore, taking into consideration today's world situation, the meeting on Google Meet platform will be recorded. The analysis of speech data from secondary learners who are engaged in communicative tasks, permit to observe captivating aspects of their speech activity such the use of English: grammar, vocabulary, and pronunciation. Likewise, the concentration in on the needs of students and task given is well prepared.

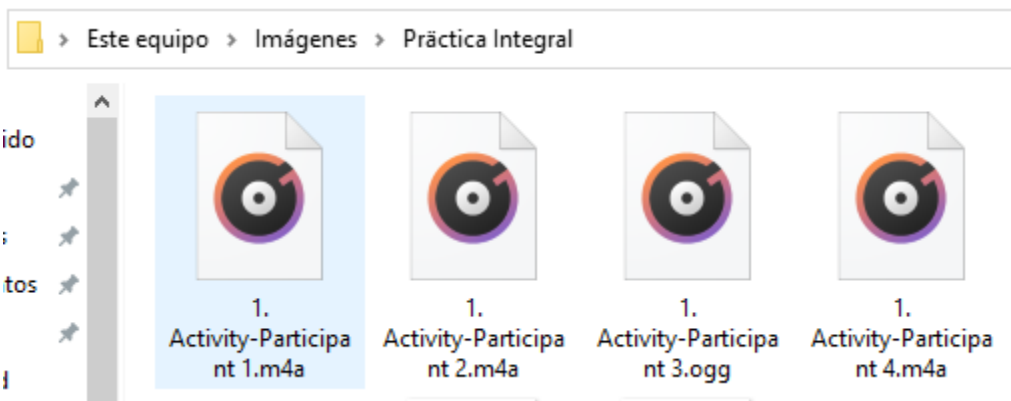


Figure 4 Audio recordings



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Semi-structured interview.

The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. The researcher has more control over the topics developing a written interview guide in advance (Given L., 2008), whose purpose was to explore participants' opinions, and perceptions with questions about the activities developed after concluding the project.

Preguntas de entrevista semi-estructura del proyecto "The use of communicative tasks to foster 6th graders speaking skill at Jose Eustasio Rivera high school: An action research"

El propósito de este instrumento de investigación (entrevista semi-estructurada) es de conocer las percepciones u opiniones de los estudiantes del grado 607 en la Institución Educativa José Eustasio Rivera con respecto a la implementación de tareas comunicativas como estrategia pedagógica para desarrollar la producción oral de la lengua extranjera (inglés) y su impacto en la clase.

- Conocer las perspectivas de los estudiantes de sexto grado de la institución José Eustasio Rivera sobre el impacto del uso de tareas comunicativas en las clases de inglés.

Dirigida a los estudiantes de grado sexto- 607

Para el desarrollo de esta entrevista se hará a través de video llamada con los estudiantes o si es posible de manera presencial durante un tiempo no mayor de 10 minutos.

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	RESPUESTAS
<p>¿Considera importante la práctica de la habilidad del habla en el área de inglés?</p> <p>¿Si? ¿no? ¿Por qué?</p>	Speaking production: Pronunciation	Abierta	Dicotómica	<p>B: Sí, porque me ayuda en la práctica del inglés y en los trabajos.</p> <p>D: Sí, porque son temas que me interesan mucho.</p>
<p>¿Qué piensa usted de las actividades de producción oral que hacía en las clases de inglés?</p> <p>¿Le gustaron? ¿Fueron interesantes?</p>				<p>B: Me gustaron y fueron de mi interés.</p> <p>D: si me gustaron porque me sirve para mejorar el inglés y aprender nuevos idiomas.</p>
<p>¿Qué piensa usted del material de apoyo que se debía crear para las producciones orales en inglés? (árbol genealógico, carta de trabajo, dibujo de la ciudad)</p> <p>¿Le gustaron? ¿Fueron interesantes?</p>				<p>B: Me gusto la actividad del árbol familiar porque se trataba sobre la familia y nos enseñaba como pronunciar las palabras <u>mother, father, grandfather</u>, etc.</p> <p>D: Un apoyo para poder tener un buen trabajo y buena pronunciación.</p>

Figure 5 Semi-structured interview

Concerning the ethical considerations, they are factors required for the optimum development of this project such as having the permission through an informed consent that support the children's voluntary participation, moreover, respect for anonymity and confidentiality protecting the participants' identity, their private life, so that, to create an atmosphere of trust, finally, a letter of permission to conduct the interview ([Annex 2](#)).



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Type of analysis

The data collected is analyzed following Hatch’s (2002) qualitative interpretative analysis which “details a way to transform data that emphasizes interpretation making inferences, developing insights, attaching significance, refining understandings”. Therefore, in order to make sense, the results of this analysis arise from the information gathered of the workshops developed taking into account the questions of this pedagogical research and at the light of a set of categories which emerged from the theory and were organized in a chart on a Word file to be analyzed from the instruments to collect data ([Annex 3](#)).

Chronogram

Table 3 Research Chronogram

Instrument	February				March				April				May	June			
	1	2	3	4	1	2	3	4	1	2	3	4		1	2	3	4
Non-participative observation					X												
Participant observation: presentation of the project							X										
Participant’s observation & Teacher journal									X			X					
Audio recordings									X			X					
Semi-structured interview														X			



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Pedagogical Methodology

Regarding the way in which this project is developed, this pedagogical proposal will follow the guidelines proposed by Ellis (2004) and Prabhu (1987) concerning the stages to develop a task:

Pre-task: Students will get involved in the realization of a similar task, through brainstorming and mind map, present the language requirements that will serve to the task's completion, and observe a model activity.

While task: Request of explications among the members of the group, monitoring to identify possible difficulties to develop the task, also give corrections.

Post-Task: Presentation of planned task, the obtained results, a reflective process about the accomplishment, likewise provide pupils of a feed-back.

In light of the above, the complexity of the dialogues or the communicative activities depends on topics for students who are beginners, I can assign the students a role or a conversation giving each pair their lines on a piece of paper, listen to the practice and check their pronunciation, provide correction and monitor their progress. This project may include activities such as conducting an interview in order to find answers to specific question to gather personal information, learn how to introduce themselves, talk about their interests and families through the description of pictures as genealogical trees, because the emphasis is on creative language use, helping students to develop linguistic strategies for completing the assigned task within the constraints and the vocabulary of what they know of the target language. In this manner, these sort of activities will coax students out of their shells and into the road of English as second language acquisition. As mentioned before, there is an activity that should be done by students,



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subject is taken from all the aspects studied in each guide, which claims to be active in speaking English, and hard-working. All these activities will give influence to the pupils in improving the ability of speaking.

Table 4 Planning worksheet

PLANING WORKSHEET # 1			
Communicative task:			
Date:	Group:	Level:	
Institution name:	Supervisor teacher:	Hour: Time of the class	
Objectives: Linguistic Communicative Socio culture			
	Stages	Description of the activity	Material
Speaking production	Pre-task		•
	While-task		
	Post-task		
Homework			

Chronogram

Table 5 Chronogram of activities

<i>N°</i>	<i>Week</i>	<i>Description of the activity</i>	<i>Language requirements</i>
1	06 th April	Implementation of the first workshop: Presenting their family tree to the class.	Verb to Be Family members Greetings
2	26-30 April	Second workshop: Interview celebrity task.	Verb to Be Wh-questions Colors Food: Fruits and vegetables.
3	Date X	Third workshop: My town/ neighborhood (planning designed but not implemented)	Places of the city Adjectives



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Implementation of the pedagogical project

Owing to the closure of school during this period of health crisis, MEN took prevention measures as the educational activities have shifted to be exclusively online. In this way, students work autonomously at home with guides.

In accordance with the above, the classroom has to be replaced by technological platforms to arrange virtual meetings for guidance using strategies as social media WhatsApp and the web-conference platform Google Meet where students have a synchronic meeting around 60 minutes to develop this proposal. The first thing done was the presentation of the project to the 6th grade students, for which a PowerPoint presentation was designed and explained to the pupils in an encounter with the objective of doing a formal presentation related to the most relevant aspects of the project and inform the sixth grade students about their participation in a research project ([Annex 4](#)).



Slide 1: The use of communicative tasks to foster 6th graders speaking skill at Jose Eustasio Rivera high school: An action research. Integral Practicum Foreign Languages Program. Margy Yorgelis Hernández Díaz. 2021-2.

Slide 2: PURPOSE
General objective: To promote an English spoken proficiency development using communicative tasks with 6th graders at José Eustasio Rivera High School in Stavros, Antioquia.

Slide 3: Methodology

Pedagogical	Technological
Communicative activities	Synchronic meetings
Asynchronous meetings	Around 60 minutes
	Google Meet WhatsApp

Slide 4: Chronogram

N°	Week	Description of the activity	Language requirements
1	05-09 April	Presenting their family tree to the class	Verb to Be Family members Adjectives Professions
2	26-30 April		
3	10-14 March		
4	24-28 March		

Slide 5: My Family Tree
Árbol familiar/ árbol genealógico

Slide 6: Thank you so much! Formando líderes para la construcción de un nuevo país en paz.



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1st Communicative task: My family tree

With the purpose of immerse students in speaking production through a picture-description task ([Annex 5](#)), it was carried out the first workshop consisting on a brief presentation of their family's tree to the class ([Annex 6](#)), it was indispensable that students first revised grammatical rules and basic vocabulary that they would require to complete the task. This explanation was focused on: Verb to Be, family's members, greeting and a list of professions. Likewise, the development of this lesson followed the order of the stages proposed in the pedagogical methodology (Pre, While and Post-task).

PLANING WORKSHEET # 1		
Communicative task: My family tree		
Date: April 6 th	Group: 607	Level: A1
Institution name: Institución Educativa Técnica Comercial José Eustasio Rivera	Supervisor: Emilsen Díaz	Hour: From 2pm to 4 pm Time of the class
Objectives:		
Linguistic: <ul style="list-style-type: none"> • To know the vocabulary to talk about family's members • To learn the grammatical aspects for a brief personal presentation Communicative: <ul style="list-style-type: none"> • To prepare a performance to introduce themselves and describe the family's tree Sociocultural:		
Task: To create a short spoken production where you introduce yourself and present their family's tree for a friend (picture-description task)		
Stages	Description of the activity	Material



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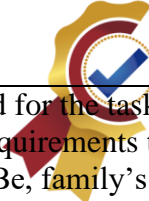


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In this first stage of the workshop, students will be prepared for the task. It means learners will be introduced for language requirements to develop the activity as grammatical topics: verb to Be, family's members, a basic list of adjectives and professions, through description of rules, pronunciation of terms, illustrated examples as well as a game (this gambling was played as a challenge one student vs another) they could use as a support material the 1st English guide for the completion of sentences about professions and verb to Be.

Verb To Be

Verb TO BE (su traducción al español del verbo 'Estar' es 'ESTAR')

AFIRMATIVO (POSITIVO)

Subject	+ V _{be}	+ Complement
I	am	a student.
He	is	a nurse.
She	is	a nurse.
It	is	a nurse.
You	are	good friends.
We	are	good friends.
They	are	good friends.

* Recuerda que estamos usando el verbo to be en tiempo PRESENTE.


I **am** a student. I **am** grumpy and kind

↓
Verbo To Be

↓
Verbo To Be

Professions


 doctor
 He is a doctor.


 teacher
 She is a teacher.

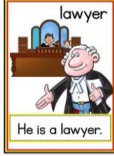

 fireman
 He is a fireman.


 farmer
 He is a farmer.


 nurse
 She is a nurse.


 policeman
 He is a policeman.


 reporter
 He is a reporter.


 lawyer
 He is a lawyer.

Team 1
10

Team 2
0

5


 Who is he ?
 He is a doctor

✘ Oopss!
✔ Okay!

9

10

11

12

13

14

15

16

Pre-task

2. After that, teacher presents a similar activity that will serve as a guide to elaborate the task assigned, which will be read together with the students to practice pronunciation and ask them

Slides
Web-conference
Google Meet
1st English guide
([Annex 7](#))
Bamboozle platform:
Activity to practice professions and verb to Be
'A family tree' worksheet
Vocabulary flashcards about professions





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comprehension questions to check understanding of unknown words

Hello! My name is Tom, I'm nine years old, I learn English at school, and this is my family. Look at the photo.



This is my father, Peter, He is 42.
 This is my mother, she is Lucy. She is 39.
 This is my sister, Lora. She is 14-year-old.
 This is my brother, Mario, He is 20.
 This is my grandfather. He is George and he is 60. This is my grandmother, Ally. She is 55.

Tell me about your family

Your friend, Tom

- The teacher will read aloud the speaking production to know the pronunciation.
- Then, the teacher will ask different students to read it in order to practice their articulation, while others note possible unknown vocabulary.
- Consequently, the practitioner will give the significance of those new words.
- Pupils will respond to some comprehension interrogations:
 - How old is Tom?
 - How many people there are in his family?
 - Tom is an English guy: True__ False__
 - What is Tom' brother' name?
 - a. Peter b. Mario c. George

While task

Considering the family's tree worksheet that learners were asked to create, they start to do their own oral production following the features to present their family's tree and the task's model. In this way, teacher will monitor the process correcting their language, suggesting phrases and identifying possible difficulties to organize the final draft and rehearse what they want to say to be reported to the class.

Post-task

This phase comprises the presentation of the speaking activity planned, which is evaluated taking into account aspects as vocabulary, pronunciation, organization and the design of their family's tree worksheet. Then, the teacher, will give the feedback to make students check mistakes. **(Annex 8)**
<https://drive.google.com/drive/folders/1pIdtjrLEA4cK8UfPm4aPI06x2IS8xJcX?usp=sharing>



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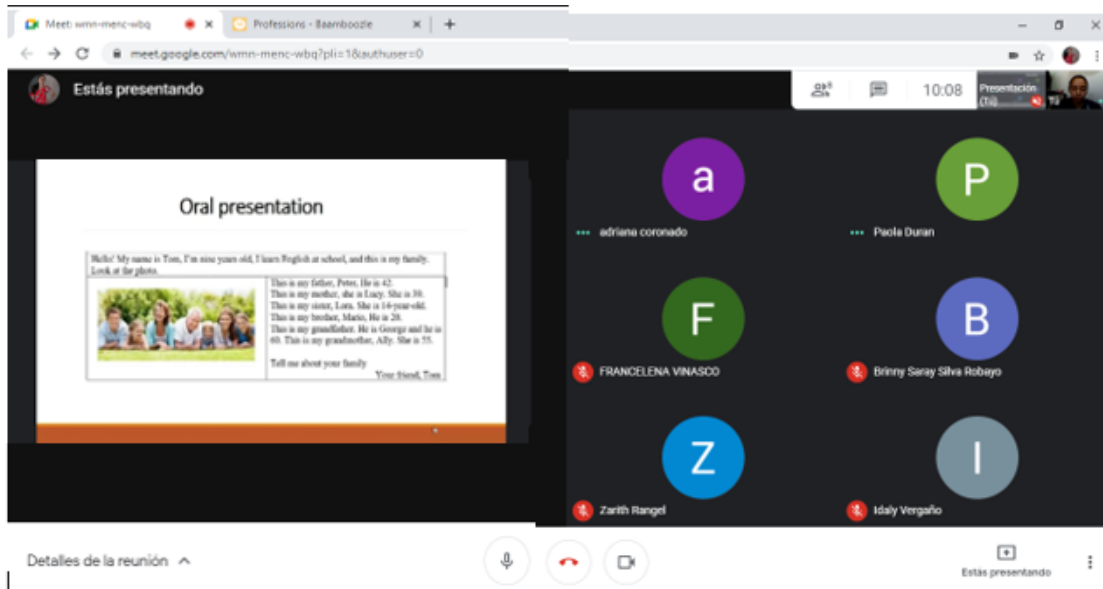


Figure 6 First implemented activity

2nd Communicative task: *Celebrity Interview*

Concerning the second activity developed with the participants, it was established to explore Anglophone culture by doing a performance of a celebrity-style interview, where it was carried out an explanation about the language requirements to be used in the completion of the task as well as an activity's model in order to identify personal information and likes of another person, filling in a business card template ([Annex 9](#)), in that way, the participant has to answer the interview questions whether they are the male or the female celebrity. This template included a square to add a picture and complete with some information as name, age, nationality, profession, etc.



PLANING WORKSHEET # 2		
Communicative task: Celebrity interview's task		
Date: 26 th April	Group: 607	Level: A1
Institution name: Institución Educativa	Supervisor teacher: Emilsen Díaz	Hour:

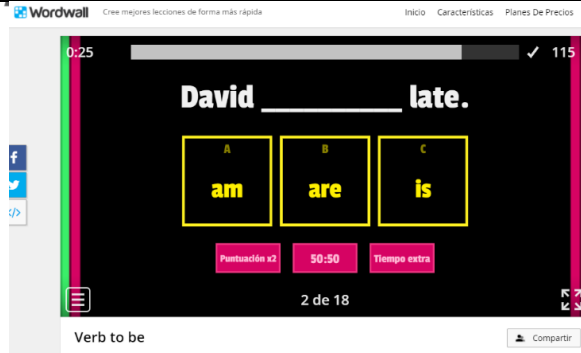


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Técnica José Eustasio Rivera		Time of the class	
<p>Objectives:</p> <p>Linguistic :</p> <ul style="list-style-type: none"> ✓ To learn the wh- questions words and their use to prepare an interview ✓ To know vocabulary to tell about likes (colors, food). <p>Communicative</p> <ul style="list-style-type: none"> ✓ To performance a celebrity to answer to specific questions to gather personal information. <p>Socio culture:</p> <ul style="list-style-type: none"> ✓ To know some American celebrities that are popular around the world. 			
Speaking production	Stages	<p style="text-align: center;">Description of the activity</p> <ol style="list-style-type: none"> To begin with, the practitioner will introduce the task about what students have to do, therefore, teacher will present a task model in order identify the language requirements for its completion, also they will meet some celebrities and could choose their favorite character. <div data-bbox="544 966 1218 1186" style="border: 1px solid black; padding: 5px;">  <p>Hello, good morning. My name is <u>Angelina Jolie Voight</u> I am from <u>United States</u> I am an <u>actress</u> My favorite color is <u>blue</u> My favorite fruits are <u>strawberries and apples</u> I am <u>45</u> years old.</p> </div> <ol style="list-style-type: none"> Then, students will play a game as review of the verb to Be on the platform Word wall, where they have to choose the correct form of the verb to Be taking into account the subject and also completion of sentences. <div data-bbox="544 1375 1136 1722" style="border: 1px solid black; padding: 5px;">  <p>Wordwall Crear mejores lecciones de forma más rápida Inicio Características Planes De Precios</p> <p style="text-align: center;">The Wordwall QUIZ SHOW</p> <p>Verb to be</p> </div>	<p style="text-align: center;">Material</p> <ul style="list-style-type: none"> • Slides • 2nd English guide (Anne x 10) • Flashcards • Game on Word wall platform
	Pre-task		



3. After that, the topic concerning the wh-questions will be presented making a relation between those words and their significance in Spanish and some examples:

- How old are you?
I am _____ years old.
- What is your name?
My name is _____



4. Then, the teacher will explain through flashcards and slides the vocabulary about colors and food related to fruits and vegetables and will ask learners about their favorite color as well as food in order to practice pronunciation.

Which is your favorite color/ food?
My favorite color/ food is -----



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**Whil
e-
task**

5. Firstly, pupils will observe a brief interview about a celebrity as an introduction of the oral presentation. The teacher will ask some questions:
 -Who is the celebrity/ character?
 -What is her/his profession?
 -How old are she/ he?

To develop this activity, students will choose a role or a favorite character and put themselves in the shoes of a celebrity to answer the interview questions as if they are the male or female celebrity.
 : <https://youtu.be/AmqAJd6ajv4>

6. Then, the teacher will show the interrogations that they have to answer and will start to look for this information about their respective characters:

1. What is your name?
My name is _____
2. Where are you from?
I am from _____
3. What is your profession?
I am _____
My profession is _____
4. Which is your favorite color?
My favorite color is _____
5. What is your favorite food?
My favorite fruit/ vegetable is _____
6. How old are you?
I am _____ years old.

Moreover, as a creative work, pupils will design a business card with personal information about the celebrity taking into account the questions, it will be a support to their oral presentations.





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Post-task	<p>In this stage, students will do their oral presentation, which is evaluated taking into account aspects as vocabulary, pronunciation, organization and creativity. It will be developed as a TV Show where the teacher will be the interviewer or the host and students as the guests. Likewise, teacher will give their respective feedback.</p> <p>https://drive.google.com/drive/folders/1pKyl1LWIPJO2TZxyMt8JK6TcGHW-IH4m?usp=sharing</p>

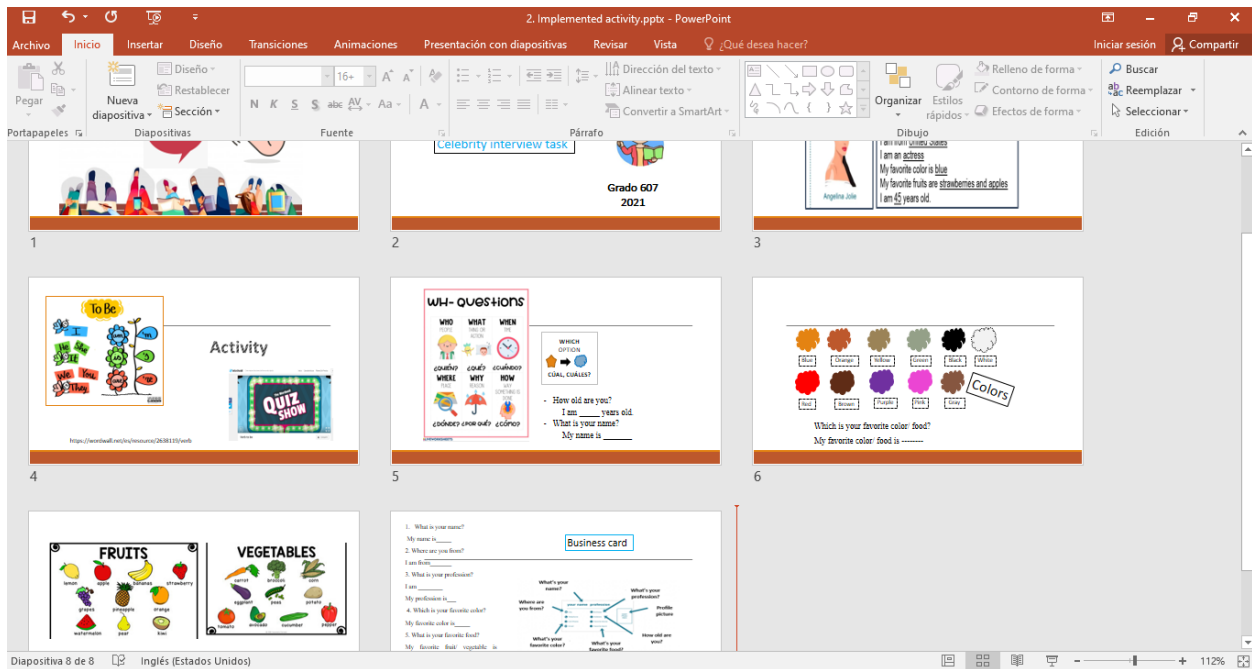


Figure 7 Second Implemented Activity



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3rd Communicative task: My neighborhood

This workshop was designed considering the topic described in the course table of content with the purpose of leaning vocabulary as the places in the city, a very basic list of adjectives, the subject there is /there are and practice the formation of verb to Be in order to make a brief description of pupils' neighborhood and their town, however, it could not be implemented due to the cessation of educational activities amid the national strike.

PLANING WORKSHEET # 3			
Communicative task: My Neighborhood			
Date:	Group: 607		Level: A1
Institution name: Institución Educativa Técnica Comercial José Eustasio Rivera	Supervisor: Emilsen Díaz		Hour: Time of the class
Objectives:			
Linguistic: <ul style="list-style-type: none"> To know the vocabulary to talk about their neighborhood and house. To learn the grammatical aspects to describe a place: there is/there are... Communicative: <ul style="list-style-type: none"> To prepare a performance to describe their town/ neighborhood and their house. Cultural: <ul style="list-style-type: none"> To know important or representative American places. 			
Task: To create a short spoken production to tell about their neighborhood and house' characteristics for a friend (poster-description task)			
	Stages	Description of the activity	Material
Speaking production	Pre-task	To introduce the topics, the practitioner will ask some questions: <ul style="list-style-type: none"> What is your town/ neighborhood? Is it big or small? What are the places in your town? <ol style="list-style-type: none"> Hospital School Parks, etc. 	Slides Web-conference Google Meet 31 st English guide



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In this first stage of the workshop, students will be prepared for the task.

Poster

I ♥ MY TOWN

Hello, my name is Liam, I am 10 years old, I am from Salinas, it is not a big town. In my city, there is a hospital, a fire station, there are ten schools, three gas stores, four banks, there is not a University or a cinema but there are many supermarkets and parks. I love to go to the park with my friends because there are swings and I am very happy. My neighborhood is called Las Palmeras, I live with my parents and my brother. In my house, there is a dog, it is small and its name is Pinina.



1. Teacher presents a similar activity that will serve as a guide to elaborate the task assigned, which will be read together with the students to practice pronunciation and ask them comprehension questions to check understanding of unknown words:

- The teacher will read aloud the speaking production to know the pronunciation.
- Then, the teacher will ask different students to read it in order to practice their articulation, while others note possible unknown vocabulary.
- Consequently, the practitioner will give the significance of those new words.
- Pupils will respond to some comprehension interrogations presented on a game on Kahoot:

1. Is he from London? **True/ False**
2. How old is Liam? **A. 10 B. 9 C. 8**
3. What are there in the city? _____
4. Is there a cinema in the town? Yes, there is. No, there isn't
5. Is the dog big? **True/ False**

- After that, learners will be introduced for language requirements to develop the activity as grammatical topics: there are/there is, a basic list of adjectives and places of the town, through flashcards, pronunciation of terms, illustrated examples as well as a game where they could use as a support material the 3st English guide for the completion of sentences using there are and there



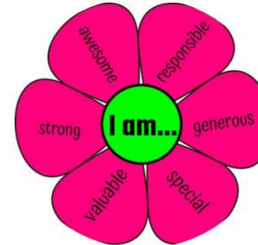
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is also to form the correct phrase following the structure: Pronoun + verb to Be + adjective.

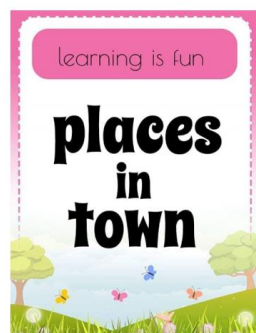
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ADJECTIVE

Big	Small
Good	Bad
Warm	Hot
Beautiful	Ugly
Quiet	Noisy
Elegant	Attractive
Fantastic	Gorgeous
Enormous	Tiny
Colorless	Colorful
Clean	Dirty
Wide/immense	Narrow



- Students have to identify the adjectives in the lecture and the places in the town.



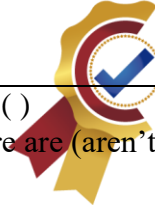
- Look at the picture and write T if it is true and F if it is false.



- There is a museum ()
- There are two parks ()
- There is a hospital ()



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	<p>○ There are two supermarkets () <i>Avanzamos... ¡Es nuestro objetivo!</i></p> <p>➤ Complete with there is (isn't) or there are (aren't):</p> <ul style="list-style-type: none"> - _____ a zoo - _____ a school - _____ many restaurants - _____ two hospitals 	
<p>While-task</p>	<p>Considering the poster that learners were asked to create, they start to do their own oral production following the features to describe their town/neighborhood and the task's model. In this way, teacher will monitor the process correcting their language, suggesting phrases and identifying possible difficulties to organize the final draft and rehearse what they want to say to be reported to the class.</p> <p>When students get ready they will present their town to the whole class, S classmates will listen to their 'presentations to ask questions if there are about their town/neighborhood.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Creation of a poster with their own city (Places of the town) 2. Brief presentation of themselves: name, age, family, etc. 3. Talk about their city: elements or characteristics in their neighborhood and town. 	
<p>Post-task</p>	<p>This phase comprises the presentation of the speaking activity planned, which is evaluated taking into account aspects established in the rubric for assessing the poster presentation, organization, etc. Then, the teacher, will give the feedback to make students check mistakes.</p>	

Results

This research based on communicative tasks under the methodology proposed by Ellis (2004) and Prabhu (1987) concerning the stages to develop a task (pre, while and post-task), it was an attempt to strengthen the development of English speaking skill in sixth grade students at the Educational Center José Eustasio Rivera. In this regard and from the data collected from teacher's journals, spoken productions, and an interview emerged two categories: a) Speaking production and b) Communicative Approach.



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Speaking production

The proficiency in speaking skill is the pertinent objective for any language learner.

Nunan (1991) wrote, “Success is measured in terms of the ability to carry out a conversation in the (target) language” (p.39). This category represents a significant basis for this project owing to its purpose of improving oral ability in learners. In fact, students had to use this skill to record two communicative activities in which they gave a brief description of their family tree and conduct a celebrity’s interview. For this objective, it was stated five subcategories which are: Ability of description, pronunciation, fluency and coherence, vocabulary as well as grammar.

Ability of description

In regard to this aspect, when this project started it could be noticed from the speaking productions that students made use of some language requirements in order to do the activity with limited structures since they just followed the task’s model without adding extra information in order to give a brief description of their family tree. Journal1. Nevertheless, in the second communicative task, after the instructions were given, students were able to understand and followed them properly, including the vocabulary and grammar viewed in class on the task of oral production concerning personal information as name, age, city, favorite color and fruit as well as adding extra information to conduct a celebrity’s interview. In this manner, pupils made an oral production rich in vocabulary and the utilization of grammatical structures as the verb to Be.



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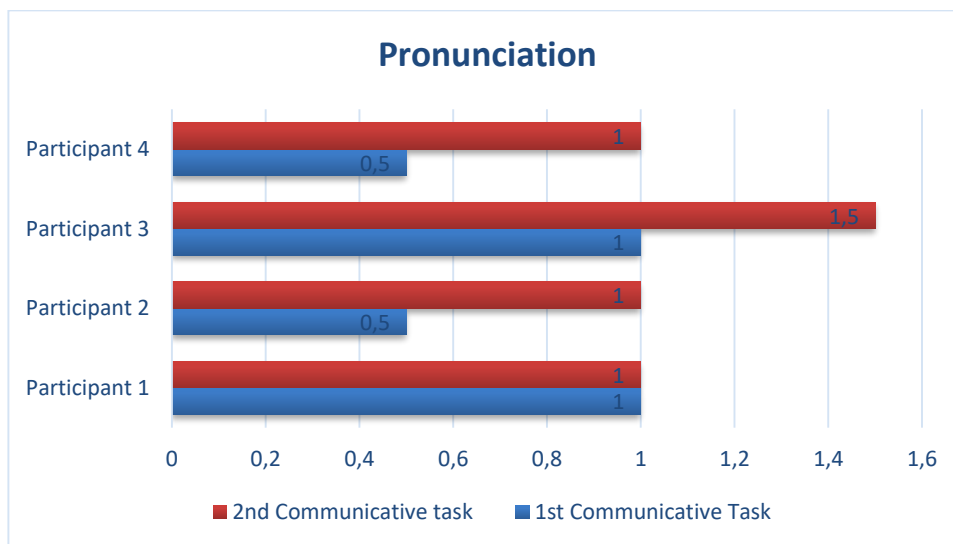


Pronunciation

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For British Council A1 level, he/ she can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate, carefully articulated, slow speech with long pauses, very short. Learners made some mistakes related to the pronunciation of consonants sounds: /θ/, /ʃ/, /z/ in words like he and she, three and pleasure. Spoken production1. Owing to those subjects have been studied in their online classes, it was more focused on pronunciation that allowed them to work on speaking skill's development and the preparation of their oral production. Concerning the pronunciation of numbers, the sound of /th/ was a difficulty. Journal1.



As it can be observed in the table, learners demonstrated an improvement in their pronunciation from the first communicative task, named *picture-description* where they had to do a presentation of their family tree to the second activity about an interview with the practitioner talking about their favorite character's likes (color, food, city, etc.) and they felt more encouraged and comfortable.



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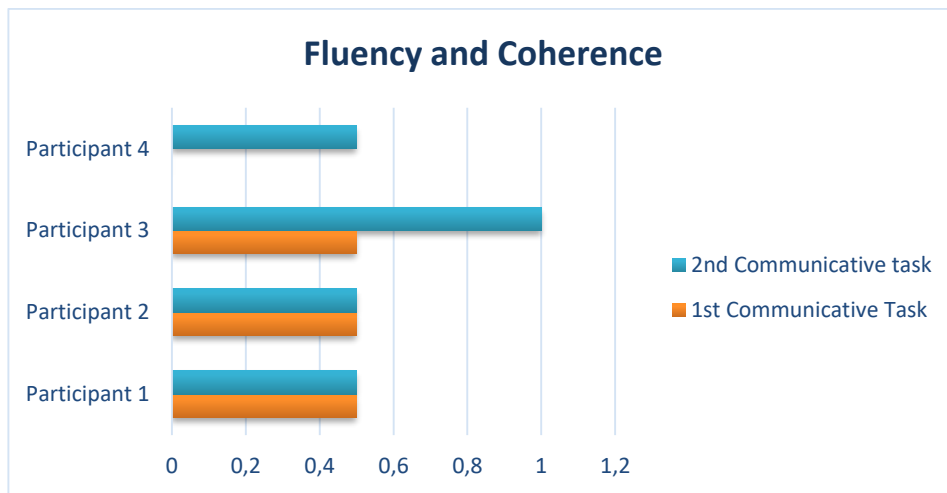


“Me gusto en la entrevista, porque aprendí cosas de ese personaje y me sentí a gusto”

Extract of the interview, Participant 2

Fluency and Coherence

Cited from assessing grid, in this subcategory, learners feel comfortable when speaking English, the words come out easily and meaning is understood, using basic sentences and memorized phrases.



Based on the students' productions, students could express simple and short structures, where pause and false starts are marked, likewise, word by word pronunciation. Analysis spoken production 1-2. However, the activities developed in the pre-task stage represented a meaningful and effective preparation to do their own oral production avoiding certain mistakes about pronunciation and allowed the acquisition of the topics practiced. Journal 1.

“La explicación me ayudó para pronunciar las palabras, para guiarme y realizar mi trabajo”.

Extract of the interview, Participant 1

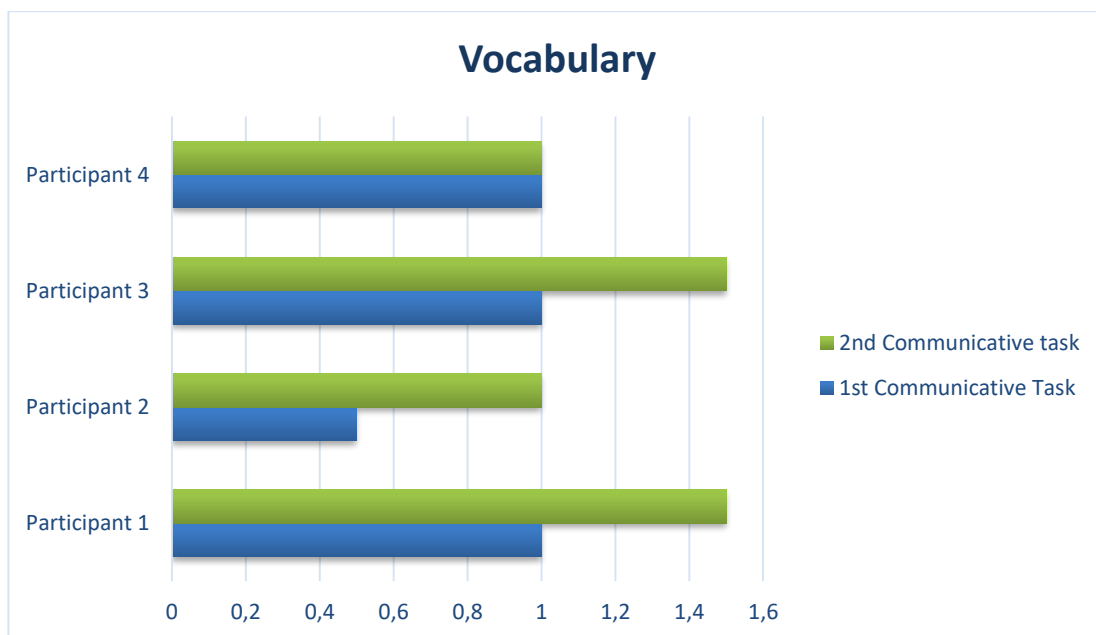


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Vocabulary

According to CEFRL A1 level students “can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly”. Amid the implementation of each activity, students could practice the vocabulary reading aloud together at the start of the assignment and playing educational games. In general, students used the adequate terminology in their first activity concerned to the family tree, employing numbers to talk about age and the family members’ lexicon. In the second activity, students learned vocabulary about colors, food (fruits and vegetables), wh-questions words coupled with their correct pronunciation, which applied in their productions following the instructions given in the pre-activity section. Journal1-2. In this way, not only did they learn the vocabulary but also they practiced the pronunciation and used it in the oral productions.



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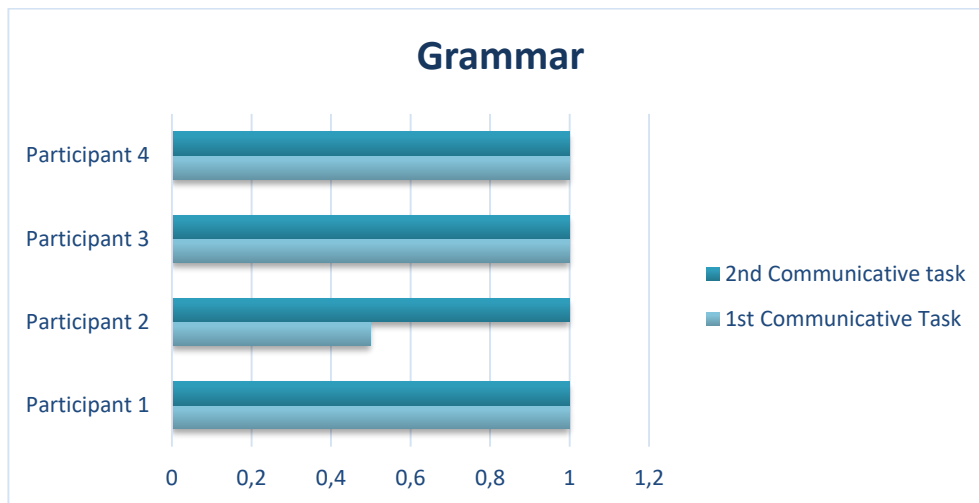


Grammar

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Regarding the conception of grammar from the Common European Framework of References for Languages for English A1 level (Beginner), it corresponds to basic users of the language, those able to communicate with commonly-used expressions and elementary terminology as asking and answering questions about personal details.



Although, they had some troubles about the differentiation of the verb to Be taking into account the plurals subjects, most of the students were very attentive and participative, making a good use of the grammar viewed in class through the development of games about the topic (Verb to Be), say their names and age. Journal1. Furthermore, when doing the oral performances, they could use it in real situations as presenting their genealogical tree and introducing themselves or others.

“Eran temas de la vida como aprender en ingles los miembros de la familia”

Extract of the interview. Participant 3



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“Me gusto la actividad del árbol familiar porque se trataba sobre la familia y nos enseñaba como pronunciar las palabras”

Extract of the interview. Participant 1

Communicative Approach

As what Litterwood said that “Communicative Approach in the language learning pays attention to the language structural aspects and its functional aspects”. “Language structural aspects focus on language form grammatically, while language functional aspects relate to the functions of language form itself” (Littlewood, 1988).

In that way, Communicative Approach includes Task used in foreign language teaching, which is given to the students and it is taken from all aspects of academic content. This approach emphasizes the use of language for meaningful purposes of authentic situations and in doing the tasks pupils are claimed to participate actively and be able to communicate or speak in English.

Completion of the task

Taken from evaluation grid, accomplishing the objectives of the task is also closely dependent on comprehension. Use of simple structures as name, age, nationality, limited information in a basic situation. Through the completion of the communicative task, students could achieve the activity goal’s introducing their family and the creation of their own family tree, description about the family’s tree: name, age, profession, etc. Spoken production analysis 1.



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I observed that through this workshop, students were enthusiastic towards the activities, for instance, when they played on Bamboozle platform, a game about using verb to Be and professions' lexicon, they were so participative and attentive. Journal1.

Moreover, pupils developed other oral production presenting personal information about their favorite celebrity with the creation of a business card worksheet. The fact of taking about their favorite artist or character made a student seeked extra information like the significance of the name. Spoken production analysis 2. In order to carry out this second communicative task, it was indispensable an accompaniment in order to develop this celebrity interview activity because of the little complexity of the task, taking as an example an celebrity interview's model. Journal2.

Creativity

“When students are able to use imagination, visual art at the moment of presenting the activity or task, and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible” Gibson, Robyn (2010).

In order to carry out the 1st communicative task consisted on a brief presentation of their family tree in front of the class, what makes they felt a bit nervous, but they could go through and made a good job, students used colors, images and photos to elaborate their own family tree highlighting the family member lexicon as well as a good organization in the development of the activity. Spoken production 1. In the 2nd activity, some of them created the business card on the computer filling it out with personal data, using different colors and the character's image. Journal2. In that way, pupils designed their own family tree in a creative way with photos and



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draws related to each member of their family, using colors and details, making their works so colorful. Journal1.

“Me gusto la actividad del árbol familiar porque se trataba sobre la familia y nos enseñaba como pronunciar las palabras mother, father, grandfather, etc.

Extract of the interview. Participant 1

Motivation

According to Gardner (2010) motivation, is a complex construct that does not have a simple definition, however, he states that a motivated individual is someone who sets a goal and perseveres to achieve it.

Students showed interest and desire to know the vocabulary that could be used to make an incredible oral production associated to family's presentation like name, age and in the design of the family tree using photos and different colors. Besides, exchange information about their favorite character really encouraged them to look for information related to the celebrity. Pupils felt so excited because of the activity since they had to choose their favorite character or famous person and put themselves in the shoes of a celebrity to answer the interview questions.

Le motivó a aprender inglés “porque eran temas de la vida como aprender en inglés los miembros de la familia”

Extract of the interview. Participant 3



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Conclusion

Even though, the current situation which has changed activities to be online, leads to some difficulties such as the lack of internet access, also, the focus must be brought to the implementation of diver strategies to carry out the teaching-learning process in a virtual modality. That is when, the teacher hast to try to find good mechanism as synchronic meetings, calls, and audio recordings to interact with participants and get an oriented acquisition. Likewise, it brings on a reflective process about what kind of activities would catch the most students' attention as a way to learn and practice the grammar topics as well as the lexicon.

From those workshops implemented, it was possible to identify some difficulties about the students' speaking skill because of there were some mistakes related to the pronunciation doing their oral production incomprehensible, however, it can be stated that those kind of activities have generated a change of attitude towards the English acquisition what makes that students have had a so positive and meaningful learning, and they have participated actively in the meeting what proved their understanding about the vocabulary, grammar topics and with the design of their creative works such as the family tree and the business card taking into account the participants' interests, such as the second communicative task named "celebrity Interview's task". Furthermore, all these elements have given then a stimulus to achieve an academic goal as the development of language abilities like speaking, through the adopted methodology to orientate an organized as well as a supervised teaching process.



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Regarding the pedagogical methodology, the activities done in the pre-task stage were key because pupils become familiar with the vocabulary and grammar rules that they would use to create their oral productions. In addition, these kind of tasks promoted collaborative teacher – student work, allowing them to achieve the objectives of the workshop, subsequently the completion of the task. Although, students at the A1 level do not have much ability to speak in English, thanks to the stages of this procedure, they tried to fulfill the task.

Recommendations

As recommendations for further studies, it would be highlighted the importance of implementing more worksheets that include a variety of lexicon and grammar structures stipulated for A1 level in a sequence that allow students to recognize their progress. As a recommendation from a student’s response in the semi-structured interview, it will be meaningful to play games and song in the pre-task phase, due to it is essential for teacher to find different activities through the communicative approach for helping pupils to improve their oral production as example, gamification activities are perceived as an interesting strategy and effective tool for their academic improvement.

Otherwise, a data-collection instrument could be the student’s journal where learners share their experiences during the implementation of the pedagogical project and find clearer results about the impact of communicative tasks in class.



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Chapter IV: Outreach Component

The design of audiovisual material to teach English basic vocabulary to fourth and fifth grade students from E.C. Las Villas

Introduction

In recent world, English language represents a vital feature to get immersed in the academic, cultural and economic fields worldwide, which is a policy from the Ministry of National Education to promote the learning of foreign languages in different educational sectors of the country, so that, the Colombian National Government could bring an opportunity to give citizens a sense of fulfillment as personal as social through the launch of the National Bilingual Program established in 2004 whose principle is “ to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the process of universal communication”.

With regards to primary education, the government using this program (NBP) is advocating to get an English language education for children but this coverage has been affected owing to the lack of English teachers in many of these educational establishments to guide teaching-learning process.

In this way, the University of Pamplona from the Foreign Languages Program in the Integral Practicum’s components, provides last-semester students to participate within different training spaces, as a way to face the reality of primary schools, where many of them do not have an English teacher:



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Justification

In fact, the acquisition of a foreign language as English facilitates interactions among speakers from all over the world what makes necessary to implement a bilingual schooling from the beginning of children's education so that after the completion of basic education cycle and get into secondary school, they can have basis for continuing learning process in higher education.

That is why, from the coverage of English teaching in primary school, the B.A in foreign languages program contributes with an inclusive pedagogical proposal for social projection which seeks to deal with the needs of training in English of the primary school population and benefit the EFL learning in Educative Headquarter Las Villas from E.C. José Eustasio Rivera, so as to reduce the gap between private and public educational centers in the foreign language field.

General objectives:

- To attend the needs of the children of the primary school of Las Villas School in the city of Saravena, Arauca.
- To contribute to the strengthening of English teaching in the primary education field.
- To integrate the foreign language training of students of the Foreign Languages English-French Program to the educational reality that faces primary school.

Specific objectives:

- To familiarize the child of the primary school Las Villas of Saravena with basic knowledge of English.



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- To raise awareness of the teaching of English in primary school in the city of Saravena, Arauca.
- To design audiovisual material as a strategy to interiorize English lexicon at E.C Las Villas
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Pamplona.

Methodology

This formative project connected with a social projection seeks to offer a basic training in the EFL teaching-learning process of students in primary school Las Villas following the guideline of Integral Practicum framed within the outreach to the community component, what makes possible the articulation of the Foreign Languages Program at the University of Pamplona to the Saravena community.

In this regard, the implementation of the extension component aims to establish a line of action in order to support EFL teaching of fourth and fifth grade students from primary school Las Villas to provide complementary strategies and boost their acquisition level of Elementary English vocabulary using pedagogical platform as liveworksheet, teach this, YouTube, likewise, to record Filmora, and Movie Maker. To accomplish this purpose, didactic material is planned and designed as example multimedia resources, teaching cards and worksheets taking into account the suggestions of the primary teacher and the subjects of the units corresponding to the school period, to promote meaningful and dynamic learning procedure of English as a foreign language during ten weeks using the social media platform WhatsApp. In that way, the audio-visual material posted on the social media allows students to practice pronunciation and give a review to the different



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topics, since the methodology executed by the institution is asynchrony through the use of didactic sequence. Moreover, from two mini-test done by the students, it can be shown a good understanding who obtained worthy results about the acquisition of the lexicon such as greetings ([Annex 11](#)), days of the week, months ([Annex 12](#)), numbers from 1 to 1.000 ([Annex 13](#)), places of the city, professions and the alphabet ([Annex 14](#)).

Chronogram of activities

Table 6 Chronogram of the outreach component

Date	Activity Description
8 TH March	Worksheet and audiovisual material related to greetings and introducing questions
25 th March	Teaching cards and a multimedia file about days of the week-Year's months
8 th April	Mini-test on Google Forms to practice topics studied before.
20 th April	Numbers from 1 to 1.000
2 nd June	Places of the city, professions and the alphabet
9 th June	Questionnaire related to fourth and fifth worksheet



Figure 8 Worksheet #1 Greetings and Introducing questions



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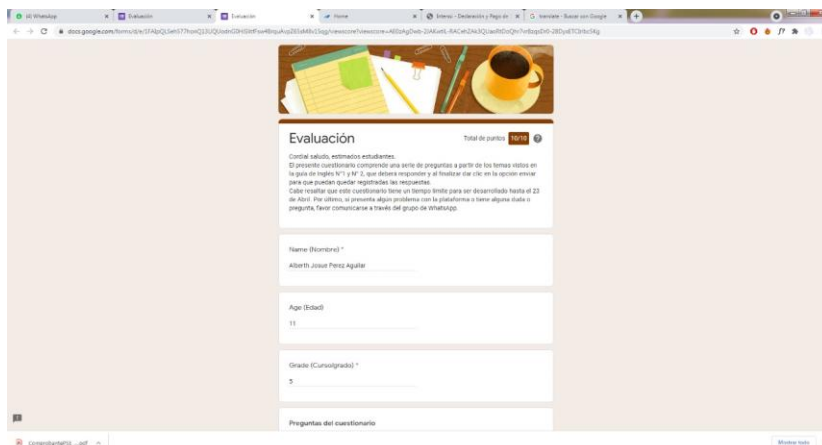
Figure 9 Audiovisual material about Greetings

<https://drive.google.com/file/d/1o6imViePU1DtC6V1umekdSkdMnT26PhH/view?usp=sharing>



Figure 10 Video file about Week and Months

https://drive.google.com/file/d/1oM4GTd56mw0vXYutlo_YnOwEull-oLi6/view?usp=sharing



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Figure 11 Mini test on Google Form

<https://docs.google.com/forms/d/1SVy2ph8sstZUCrA2vBayrz363t29vmTl1BbSTs9b7Q4/edit>



Figure 12 Video file about the alphabet, professions and places of the city.

<https://drive.google.com/file/d/1uAubVAb-I9MK5T35HIHeQTeZEKqTKLZP/view?usp=sharing>

Cuestionario

Cordial saludo, estimados estudiantes.
El presente cuestionario comprende una serie de preguntas a partir de los temas vistos en la guía de Inglés N°4 y N°5 de Inglés, que deberá responder y al finalizar dar clic en la opción enviar para que puedan quedar registradas las respuestas.
Cabe resaltar que este cuestionario tiene un tiempo limite para ser desarrollado hasta el 11 de junio. Por último, si presenta algún problema con la plataforma o tiene alguna duda o pregunta, favor comunicarse a través del grupo de WhatsApp.

*Obligatorio

Name: *

Tu respuesta

Grade: *

Tu respuesta

Preguntas del cuestionario

Figure 13 Mini-test related to numbers, professions, the alphabet

https://docs.google.com/forms/d/e/1FAIpQLSc_K6W2j4ls8JXL0PjHD4DZjBxRtcSMhQSN0fsRE3VQm-gVt0/viewform



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Conclusion

Owing to the actions taken by the National Ministry of Education, the Educational Center “Las Villas” has adopted an asynchrony methodology, where the teacher who is from another area, she has to design the workshops taking into account the syllabus, in whose process as a practitioner, I have been involved to assist the professor in order to organized the topics in a correct, as well as facing those difficulties arose due to the manner the institution works, giving students a significant explication about the subject accompanied by a visual material done by the practitioner focused on pronunciation and to internalize the vocabulary studied by using flashcards, songs, games, etc., which can be measured by a mini-test results and their interest to learn being so participative with the assessment and the different activities done.

In that way, this proposal contributes to the institution in many ways, firstly, support to the academic training in the field of foreign languages, second, the practitioner gives the teacher some ideas that she would use in the design of the worksheet, who is not only responsible for teaching English but also other areas of knowledge. The teaching material represents an audio-visual aid for the students as a guide through which they gradually can improve their language skills.



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Chapter V: Intra-institutional Component

Introduction

Taking into consideration the specific characteristics of this component, it has to be highlighted the relevant role of teachers to not be limited to contribute not only in the teaching-learning space preparing didactic material for classes or giving English lessons to the course assigned, but also does it entails responsibility and participation with the organization of intra-institutional situations.

From this perspective, the practitioner will perform an active part in the development of events proposed at the Educational Center José Eustasio Rivera throughout this academic period, which are involved in the process of teacher training to be in contact with the members of the institution under the guideline of the community handbook, allowing her to arrange and acquire understandings that will serve in the future life as a teacher.

Nevertheless, owing to the sanitary emergency occurring during the ongoing semester, and the measures taken as the closure of educational centers about the lockdown, the institution has not proposed yet extracurricular activities during the recent academic year.

General Objective

- To participate actively of all extracurricular activities programmed at the José Eustasio Rivera High School during the semester.



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Specific Objectives

- To contribute in the organization or assisting of intra-institutional events scheduled by the educational center.
- To be part of every academic activity as an attempt to enrich the teaching experience from their organization.

Methodology

1st Extracurricular activity ([Annex 15](#))

Language Day April 23th

The methodology under this component is establish in the light of institution's decisions and the English teachers' guidance to organize events in which the practitioner can participate. In this way, the recent activity developed, is the Language Day Celebration, where my role was as assistant.



Figure 14 Language Day Invitation

<https://www.youtube.com/watch?v=CVDsvilAHNY&t=1665s>



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To commemorate this date, the institution programmed a meeting on Facebook Live and YouTube where students from the different grades presented cultural activities such as singing, folkloric dance, and recite popular songs related to writers as example: Gabriel Garcia Marquez and Miguel de Cervantes Saavedra.

Gabriel García Márquez

Premio nobel y ejemplo a la sociedad

Que obtuvo por su gran obra,

Cien años de Soledad.

(Juan Camilo,607)

2nd Extracurricular activity ([Annex 16](#))

In this second event organized the English teachers, the administrative team and professors of every area were presented, likewise, students were decorated because of their good results in the second term of this scholar year and there were some cultural presentations in commemoration of Mother's Day like songs, poems, etc. <https://www.youtube.com/watch?v=6VxRwIMkNKU>



Figure 15 Mother's Day



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DATE	ACTIVITY
<i>23th April</i>	Language Day/ 1 st Izada de bandera
<i>14th June</i>	2nd Izada de bandera

Conclusion

It can be seen that the objectives proposed in this component have been met because there have been some events or scheduled meetings that allowed the teacher-practitioner to be involved in extracurricular activities, which can enrich the practice process. But, the experience was not complete because her role was just as assistant and not to participate or collaborate in the event's organization. However, there was an engagement with all the activities involved during the integral practicum period where there were two important commemorations as the Language Day and Mother's Day, the most important thing is to take into account students' abilities that can be demonstrated through capacities such as sing, dance that they feel so proud of their works highlighting the importance of celebrating dates such as Mother's Day and Language Day, without feeling obligated to participate in the activities so that students can conceive them as opportunities of learning and not as an imposition.



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Chapter VI: Reflective Approach



On one side of the spectrum, developing this methodology in online education is a bit challenging, however, the assistance and monitoring in each of the stages to develop a task, employing varied strategies to give the necessary explication to complete the activity, contribute to an adequate progress in the acquisition process and fulfill the task of speaking.

Furthermore, throughout the development of this pedagogical-research proposal leads to a reflection resulting in a critical but constructivist procedure in order to arise the upsides of the practice and the ameliorations, beginning from an observation, action, analysis, and reconceptualization of what is taught to transform it into understandable structures for the students as an attempt to achieve an effective teaching and improvements through the application of didactic strategies avoiding traditional practices.

In this way, the narratives undoubtedly favor the training process of the practitioner, as a moment of analysis of what is done during the planning, organization, execution of the lessons, and the role assumed as a teacher, which allow to express the thoughts, feelings, the difficulties experienced amid this virtual schooling ([Annex 17](#)). Through the narratives, I made the description of aspects such as tasks performed, experiences, situations and inconveniences during the process of practice in the institution. From those narratives, I have realized that an educational institution had to be able to reinvent itself in front of this health emergency to ensure a continuous and meaningful learning for its students.



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Chapter VII: Design of material

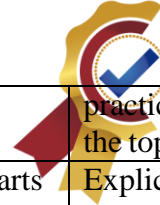
TYPE OF MATERIAL	TOPICS	DESCRIPTION	OBJECTIVES
<p>Audio-visual file https://drive.google.com/file/d/1uAubVAb-I9MK5T35HIHeQTeZEKqTKLZP/view?usp=sharing</p>	<p>The Alphabet Professions Places in the city</p>	<p>This material allows the practice of pronunciation of this vocabulary with its respective image for fourth grade students.</p>	<p>-Practice the pronunciation of the vocabulary studied in class.</p>
<p>Questionnaire https://docs.google.com/forms/d/e/1FAIpQLSc_K6W2j4ls8JXL0PjHD4DZjBxRtcSMhOSN0fsRE3VQm-gVTQ/viewform</p>	<p>Numbers Professions Places in the city</p>	<p>The purpose of this form was to assess previous knowledge of students.</p>	<p>-Assess learners understanding about the two previous worksheets.</p>
<p>Didactic worksheet https://drive.google.com/file/d/1tl-dTS6xMIEE2-XW6SXMwtE2Esn5Igf/view?usp=sharing</p>	<p>Personal Pronouns Verb to Be Adjectives</p>	<p>This workshop presents a simple explanation about verb to Be for fifth grade pupils with a section of activities in order to</p>	<p>-Explain the formation of sentences using verb to Be.</p>





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		practice the topics.	
<p>Didactic worksheet https://drive.google.com/file/d/1eBzNzNb0jKonmNBGHsJkGSeQ4wjN5bjM/view?usp=sharing</p>	<p>Parts of the house, the family, how much/ how many, the articles (a, an, the)</p>	<p>Explication of the topics accompanied of varied activities.</p>	<p>-Learn the vocabulary related to the house, family, the structure with how much/how many and the articles.</p>



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