

**Enhancing Speaking Skills through Student-Generated Podcast in Tenth Grade
Students at “Luis Ernesto Puyana” Educational Institution: Action Research**

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162264: Integral Practice and Systematization

2022

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Chapter I:

General Presentation of The Project

The current project proposal called “Enhance speaking skills through Student-Generated-Podcast in tenth grade students at -Luis Ernesto Puyana- Educational Institution: Action Research” is focused on accomplish the requirements that are demanding to develop a practicum process by the Foreign Language Degree of the University of Pamplona. In this document the following components are presented:

First at all is presented an Institutional Observation which presents a general description about the institution where the proposal was implemented and the practicum process will be developed. Through the administrative, pedagogical, technological and population level, the main aspects of the educational institution “Luis Ernesto Puyana” are presented.

In the second chapter, the Pedagogical/Investigative Component that is aimed at describing the research and pedagogical process that the pre-service teacher conducted through the practicum process. This component principally presents a description about how was conducted the action research proposal that pretended improve speaking skills on 10th grade students by producing Student-Generated podcasts.

In the third chapter, the Outreach Component, focused on implementing worksheets and games strategies for reinforcing language skills on 11th grade students, is presented.

Finally, the Intrainstitutional Activities Component consists on include pre-service teacher on extracurricular activities proposed by the educational institution where she carried out the process. This component provided experiences that improve relationships between the pre-service teacher and the community members.

Introduction

English teaching/learning process is an essential part of several educational curriculum over the world, since this language has become in the most used in fields such business, education, media, technology and social interaction, and its acquisition promotes a comprehensive training regarding the current professional and social demands.

Following these international trends, the Ministry of National Education of Colombia, through his national program of bilingualism promotes the learning/teaching of English in each school over the country, in order to give the students, the tools for achieving the necessary level so that they are able to interact and share information or knowledge in order to develop their professional and human skills, being the speaking skill one of the most important skills to be developed in students, since at practicing this competence, contents related to grammar, vocabulary and sentence structured are working on.

In this sense, after conducted a series of four (4) class observations in an English as Foreign Language (EFL) classroom within the “Luis Ernesto Puyana” Educational Institution, it was possible to state the need of apply strategies focused on speaking skills, since this competence is rarely work on class due to the low levels of students’ self-confidence, and the number of students per class, which makes it difficult to implement activities related to oral production. In the same fashion, during the observation process, it was noted that mobile devices have become one of the main distractions in the classroom, which hinders the development of class sessions.

Therefore, this proposal considers the use of podcasts created by students, for the development of oral production, since these resources are considered as a learning tool for encourage language teaching/learning processes, promoting creativity, collaborative work, and responsibility. Moreover, this proposal attempts to transform mobile devices, considered as distractor, into a vital tool in the learning of English.

Justification

The implementation of this proposal is aimed at improving language skills towards speaking skills in students at the “Luis Ernesto Puyana” Educational Institution, through the implementation of technological strategies by becoming a distractor in a learning tool for the acquisition of a second language. This proposal seeks the immersion of students in their context through the use of the target language, including dimensions and components such as culture, linguistic oral interaction and communicative competences mainly.

This proposal was focused on attending a need diagnosed during the observation process, which is related to the weakness presented by the students in terms of communicative competences, which, according to the MEN, the development of these abilities is important at learning a foreign language in order to acquire the enough tools for interacting, sharing information and being part of an active conversation.

This action-research was carried out in order to encourage speaking skills students at 10th grade at “Luis Ernesto Puyana” high school through the recording of podcasts, that nowadays, have become in an attractive methodology, that makes the students feel that they play a key role in their learning process by feeling sense of ownership, proud of their products and encouraging the confidence at speaking in English. Likewise, the podcasts allow teacher have a register of the activities in order to have a control of the advancements. as a result of the observation process carried out in the classroom.

Moreover, it was possible to identify those students are frequently distracted using their smartphones during class, interrupting the activities and explanations. This situation has led to a rethinking of the device as a tool, rather than an obstacle to learning. This is why the

use of smartphones as support tools is intended, becoming another motivation for the implementation of this project, since, from these situations that are presented as contrary to the educational process, new strategies can be discovered focused on the improvement of linguistic and communicative skills in high school students.

General Objective

- To encourage speaking skills through student-generated podcasts in tenth grade students at “Luis Ernesto Puyana” Educational Institution.

Specific Objectives

- To develop communicative skills in high-school’s students through the creation of podcast in class.
- To implement worksheets and didactic games as support of English Learning on 11th grade students.
- To participate in extracurricular activities proposed by the educational institution.

Chapter II:

Educational Observation

In order to formulate a pedagogic/investigative proposal it is fundamental that the pre-service teacher is immersed in the institutional context in order to understand the administrative management, the guidelines followed in its institutional work, the pedagogical contents and the physical, human and technological resources available to the educational establishment.

In this first chapter, as a result of the institutional observation, the administrative, pedagogical, technological and population levels of the educational institution "Luis Ernesto Puyana" are presented.

Topographical Location

The educational institution is located to the north of the urban centre of the municipality of Santo Domingo de Silos, the total area of the institution is one hectare.

The municipality has an altitude of approximately 2,500 m.a.s.l. (meters above sea level) and an average temperature of 12°C. Santo Domingo de Silos is embedded in the Eastern Cordillera in the geographical region known as the "Nudo de Santurbán".

Illustration 1: "Luis Ernesto Puyana" Educational Institution



Historical Review of the Institution

A committee formed by different leaders of the municipality made possible, through the Ordinance N° 24, Art 39, numeral 194 signed on December 9, 1968 signed by the departmental, the creation of this school called “Luis Ernesto Puyana” in honor of Dr. Luis Ernesto Puyana, a recognized man of Santo Domingo de Silos, who influenced in the development of the region through his activities. The educational institution started its labors on April 18, 1969, by attending the educational needs of the municipality, since most part of the teenagers who wished to continue their studies had to move to Pamplona or Bucaramanga.

On 1971, the municipal conseil obtained the set for starting the construction of the building for the high school. On 1977, the educational institution proclaims the first promotion of high school graduates. During 1978, “Luis Ernesto Puyana” in community outreach activities, as well as in sporting events in nearby municipalities. In 1979, the institution obtained very good results in the ICFES exam.

In the first 25 years of operation, the school achieved maintenance in the physical plant, the construction of the library and a sports area suitable for all students.

During the first decade of 2000, the educational institution started processes to have a larger sanitary plant, computer rooms and the recovery of the ecological areas it had, in the same way it became the venue for regional environmental forums, and achieved an agreement with SENA to provide technical training for its students.

In 2019, the educational institution "Luis Ernesto Puyana" celebrates its 50 years of operation through academic, sports and cultural activities. In 2022, the school receives the "José Eusebio Caro" recognition for being positioned among the best institutions in the department whose results in the SABER 11 TESTS were positioned in the A category the previous year.

General Description of the Educational Community

According to the TPS (Territorial Planning Scheme), most of the students live in the rural sector (70%) and the remaining 30% live in the urban sector. The students served by the institution, who live in the rural sector, come mainly from the population centers of “Ranchadero”, “Pachacual” and “La Laguna”, where the predominant activities are agriculture and commerce.

The vast majority of the students have a direct link to the agricultural sector, since they live on farms dedicated to the cultivation of potatoes, peaches, strawberries, tree tomatoes, “curuba” and plums.

Symbols of the Institution

Institutional Shield

Illustration 2 Institutional Shield:



Institutional Motto (Slogan)

“Familia Puyanense: Firme, Presente, Adelante”

Physical plant of the institution

The educational institution has 7 classrooms in the main building and 6 classrooms in the elementary school (Sede Silos). It also has a library, a physics laboratory, a chemistry

laboratory, two sports spaces in good condition, each located at each campus. In terms of administrative spaces, the school has an office for the principal, a secretary's office, as well as two teachers' rooms, one located in the elementary school and the other in the main building.

Regarding complementary services, "Luis Ernesto Puyana" has two cafeterias, a school restaurant, and toilets, which are assigned by grades. It also has two computer rooms, an English room equipped with projector and sound equipment and a cultural room with capacity for 200 people.

Map of the Institution

Illustration 3: Map of the Institution



Administrative Level

Institutional Educative Project (P.E.I)

As stated in Decree 1075, the Institutional Educational Project is conceived as a navigation chart that will set the guidelines to achieve the goals of education, taking into account the economic, social and cultural characteristics of the municipality in which the institution is located, also seeking to respond to the needs of the inhabitants of the

municipality of Santo Domingo de Silos. In addition, the P.E.I. includes generalities that establish the organization and processes carried out within the educational establishment, which are presented in the document as follows:

1. Conceptual Component
2. Administrative Component
3. Pedagogic Component
4. Community Interaction Component

Mission

The Luis Ernesto Puyana High School of the municipality of Santo Domingo de Silos offers a comprehensive training for children and young people at all levels, from preschool to technical high school with emphasis on Food Agribusiness and flexible models for adults; ensuring the full trajectory of training and double degree. The learning process focuses on values such as freedom, work, appropriation of science and technology, critical capacity, civic culture, and sustainable use of natural resources; in order to respond to the economic, cultural, social, ethical and environmental needs of society, in a context of inclusion, respecting differences and promoting peaceful coexistence to improve the quality of life.

Vision

In 2025, the Luis Ernesto Puyana High School, with an emphasis on food agribusiness, will be recognized in the municipality of Santo Domingo de Silos and in Northern Santander, for “Educational Excellence” through a comprehensive, inclusive training process that values and respect the difference, promoting peaceful coexistence; with students converted into agents of social transformation, appropriate skills: basic, labor, technological, citizen, environmental; that allow them to develop a life project with decent economic well-being useful to their family and society.

Institutional Principles

In order to accomplish the Educational Excellence, the Educational Institution Luis Ernesto Puyana establishes in its P.E.I. a series of principles that drive the comprehensive training process of its students, those are mentioned as follows:

1. Principles of Coexistence and Peace
2. Principles of Participation and Democratic Responsibility
3. Principles of Plurality, Identity and valuing differences.
4. Principle of Biocentrism
5. Principle of Education for Social Transformation
6. Principle of Gender Focus
7. Principle of “SER”

Institutional Beliefs

The educational institution, framed in the XXI Century, maintains as beliefs that:

- People are the most important and value
- The respect to the difference achieves an agreeable environment and generates peace processes.
- The communicative competence facilitates the access to knowledge and peaceful social interaction
- Innovation, research and creativity as fundamental pillars to achieve excellence and participation in a globalized world.
- Commitment, responsibility and sense of belonging as the basis for achieving personal and institutional objectives.
- Values such as respect, responsibility, self-esteem, commitment, and tolerance guide the science (knowledge), work and continuous training of people.

- The importance of listening the opinion of others in order to solve conflicts.
- Through the institutional culture the educational community acquires awareness of rights, obligations and responsibilities regarding the environment, natural resources; the exercise of sexuality, physical and mental health, risk prevention, interpersonal relationships, nutrition, hygiene, and the process of "learning to learn".
- Spirituality is independent of any type of religion or belief.
- Education as one of the great equalizers of society.
- Parents as the main educators
- Unrestricted respect for Human Rights as a guarantee of peace and justice.
- The need to achieve real gender equity, especially in the rural context.
- Knowledge and recognition of Colombia as a multi-ethnic and multicultural territory.
- The formation of participative, supervising and proactive citizens who value laws, dialogue, participation, institutions and peaceful coexistence.

Values

The educational institution "Luis Ernesto Puyana" and the members of the educational community promulgates and appropriates within its educational activities, values such as freedom, knowledge, work, respect, tolerance, diversity (cultural and biological), empathy, responsibility, solidarity, honesty, and leadership.

Institutional Objectives

- To promote a strategy of inclusion of different and diverse population groups, making them be valued by all levels of the educational community and coordinating comprehensive care with other institutions.

- To qualify the existing human talent in the institution through the incorporation in the pedagogical and administrative practices of the knowledge and strategies contributed by the programs promoted by the MEN in order to achieve the transformation in the learning process.
- To support research and dissemination of knowledge generated by members of the educational community.
- To develop a common pedagogical approach that responds to the characteristics of the context, the needs of the student's population and incorporates the use of new technologies in the learning process
- To develop work plans and programs taking into account the results of institutional self-evaluation, teacher and administrative performance evaluations, students result in "Pruebas Saber" and the internal evaluation process; focus on making "Educational Excellence" a reality and contribute to the national strategy of "Colombia la más Educada".
- To promote education in values, for a full exercise of citizenship in human rights, sexuality management, coexistence and especially, the obligations and responsibilities with natural resources and the environment.
- To engage families in the education of their children, by assuming their responsibility as the First and Main Educator; and in the participation in all the processes and activities of the Educational Institution.
- To strengthen the technical training of students through the agreement with SENA as a strategy to guarantee their insertion into the labor market and the continuation of their studies at a professional level.

- To promote a harmonious organizational climate among the different members of the educational community, by encouraging respect, valuing diversity and conflict resolution through dialogue and agreements.

Institutional Goals.

The institution proposes, within the framework of its “Plan de Mejoramiento” the placement of the institution in the SABER 11 exam in category A, as well as the involvement of 60% of the families in the institutional life through active participation in the school government and grassroots organizations.

Through the strategies proposed, the “Plan de Mejoramiento” seeks the construction of the life project of all the students of the institution through pedagogical practices adapted to the needs of the environment, new technologies and research, guaranteeing inclusion. This in order to contribute to the economic development of the municipality.

In the same way, through the design of strategies aimed at improving coexistence in the educational community for conflict resolution and prevention of professional risks.

Finally, within its “Plan de Mejoramiento”, it seeks to mainstream content from all pedagogical projects in each of the areas and seeks to strengthen the teaching of English.

Institutional Foundations

The Luis Ernesto Puyana Educational Institution (EI) has within its foundations the philosophical, which seeks individual welfare, the right to access education and the full and dignified realization of the person. The sociological, related to the formation of students as transforming agents of rural culture, seeking to overcome inequality between men and women and low academic preparation, promoting fundamental concepts such as the "recursive nature of social life" and the duality of the structure.

Regarding the axiological foundations, The Educational Institution aims to train and educate in values such as respect, responsibility, love, tolerance, solidarity, freedom, equity and justice, which lead to a healthy coexistence and the overcoming of conflicts.

Education in the institution is based on understanding man as a multidimensional being, and should be understood as a practical activity that models through the behaviors and attitudes of the educators that translate into ethic. Moral and intellectual values constitute the essence of every educational process and product. This allows the updating of a comprehensive education within the framework of teacher inductivity, making the educators their condition of being-for-others.

In terms of epistemological principles, the Educational Institution Luis Ernesto Puyana promotes the creation of conditions conducive to guide the search for knowledge as a pluralistic, rigorous and open exercise in its various forms and levels within the fields of science, arts, humanities, technology and professions.

On the other hand, The Luis Ernesto Puyana Institution, in its psychological and pedagogical foundations aims to break with the traditional model, to understand the human being as a person and active subject in the learning process that in its daily actions is being built as a person and as a subject through the possibilities it has to be a creative agent, planner and conductor of his own life; this promotes it from the following dimensions:

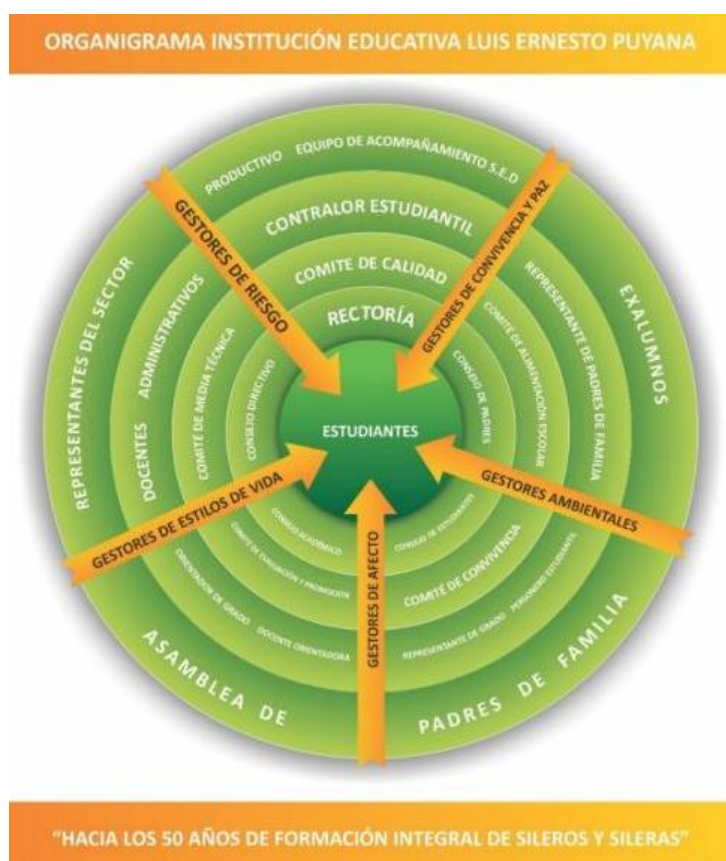
- "To form subjects capable of interacting in their natural and social environments".
- "To form democratic and participatory citizens".
- "To form subjects capable of recovering, by re-elaborating and producing knowledge".
- "Subjects capable of expressing themselves in their different languages and developing their creativity and talents to the maximum".

Finally, The Educational Institution recognizes the need to take into account the context, culture and history of the place where it carries out its educational work, the urgency of a transformation, making students aware of their rights and willing to fulfil their obligations and responsibilities, as well as seeking to raise the educational level of “sileros” and “sileras”. (PEI, 2021)

The Organizational Chart

The Educational Institution is focused on promoting a horizontal interaction among the members of the educational community. Taking into account the educational service provided by the institution, the center of the organizational chart are the students, since all the actions are focused on achieving a formation process of excellence.

Figure 1: Institutional organization.



The Coexistence Handbook

According to the Decree 1860 of 1994 (Now decree 1075/2015) the coexistence handbook is an integral part of the Institutional Educational Project of every Educational Institution in the country, being important and obligatory that contributes directly in the citizenship construction processes (Manual de Convivencia, 2020)

The Coexistence Handbook of the “Luis Ernesto Puyana” Educational Institution has its legal foundations in the General Law of Education (115/1994) Article 87, and the Decree 1075 of 2015, which define the contents related to the rights and duties of students and relations with other educational community members; the Law 1620 of 2013 and the Regulatory Decree 1965, which aim that the coexistence handbooks promote pedagogical strategies for the improvement of school coexistence and conflict resolution. Moreover, Guide 49 of the MEN establishes the expectations on the behavior of the community members and the actions to be taken when such agreements are not complied with.

Legal Principles.

The coexistence handbook finds its legal principles in:

- Political Constitution of Colombia (1991): Articles 16, 19, 67, 365.
- Rulings of the Constitutional Court: decisions T-341 of 1993, T-386 of 1994, 037 of 1995, SU2-648 of 1998, T-345 of 2002, T-688 of 2005, T-260 of 2012, T-356 of 2013, T-928 of 2014 and decision T-470 of 2015
- Laws: 115/1994, 1620/2013, and 1098/2006.

Institutional Coexistence Principles

The Institutional Coexistence Principles stipulated in the coexistence handbook are:

- Responsibility
- Respect

- Assertiveness
- Empathy
- Integrity
- Serenity
- Justice
- Tolerance
- Freedom
- Diversity

Generalities about the chapters included in the Coexistence Handbook.

In the first part, the document presents an introduction about the origin and definition of this coexistence handbook. The first chapter contains the legal principles, in which this document is based; the scholar coexistence principles. In the second chapter definitions for taking into account at reading the coexistence handbook are presented.

The third chapter establishes the rights of community members, starting with student's rights related to the formation that ensures their personality development, the respectful treatment, the active participation in the scholar government, and the acquirement of a education with quality. Regarding teachers' rights, besides to the rights established in the Political Constitution and the single disciplinary code, these are related to fair pay, paid leave, freedom of association in union organizations, participation in school governance and the free exercise of their teaching profession. As for the rights of administrative staff, these include: ongoing training, respect for their decisions, participation in forums and seminars proposed by the secretary of education and respect from other members of the educational community. Finally, the rights of parents promote active participation in the formulation and

planning of strategies corresponding to the cross-cutting themes, respectful treatment and attention to requests and doubts they may have about their children's educational process.

In the fourth chapter, the document establishes the obligations of students, teachers, administrative staff and parents. Their duties are related to compliance of the coexistence handbook, the respect for the members of the educational community, and the learning-teaching process; a peaceful coexistence among the students, teachers, administrative and parents. As is organized in the previous chapter, in this one is presented the teachers' obligations that includes duties such as their agreement with the improvement of the educational quality, the accomplishment of the workday and the school day; teaching students' democratic principles, the respect for the law and the institutions and instil a love for the nation's historical, cultural and environmental values and resources; and work as a team with other teachers for the development of the institutional management activities and cross-cutting pedagogical projects, among others. Regarding administrative duties, they are related to provide a harmonious environment among the members of the educational community, to show an exemplary behaviour, to provide information related to modifications made in the P.E.I. document, to look for alternatives in order to resolve conflicts, among others. Finally, parents' duties are focused on the accomplishment of the conditions and obligations established in the coexistence handbook such as the attendance to the meetings organized for the institution, the analysis and control in a continuous way the academic results of their children, the creation of safe places at home in order to promote spaces of confidence, care, protection in terms of physical, mental, social and environmental axes., the supervision of the free time of their children and the responsibility at being the legal representative of those kids and teenagers.

In the fifth chapter are presented the different agreements that every member of the educational community has to accomplish. These agreements are related to: the personal

presentation and institutional uniform, the use of furniture, facilities, laboratories, didactic materials and the conditions, considerations and permissions in order to allow their use. In this chapter also establishes the agreements regarding participation, requirements, spaces of practice and incentives for being part of the marching band. In respect of the scholar library, the computer and the English room, the scholar restaurant, the cafeteria, and the school transportation, the commitments of behaviour, use and permanence on those places are established in this part of the coexistence handbook. Taking into account the principle of coexistence, in this chapter are presented the environmental scholar agreement, regarding different rights and duties regarding the promotion of the environmental protection. In addition, in this agreement is established the adoption of the “aliso” and the “rascador” as environmental symbols of the institution. Within the framework of the health emergency and the home learning, a series of agreements were established focused on the use of chat, social media, call as part of the communication strategies for continuing with the learning process at home.

In the sixth chapter, the coexistence handbook establishes the comprehensive care route, focused on preventing, attending and following cases that vulnerate the human rights and the coexistence in the institution by promoting strategies, programs and activities that strength the peaceful coexistence, the rights of the students and the healthy lifestyle habits.

In the seventh chapter, the strategy for preventing the consumption of psychoactive substance, by developing including training related to health risks in association with the local health and civil organizations, organizing in every course a committee of healthy lifestyle styles, creating a scholar environment safe, developing routes of attention and follow-up for cases of risk regarding the possible consumption of those substances. The eighth chapter contemplates the strategy for preventing the teenage pregnancy, through the development of workshops about sexual education, self-seem, contraceptive methods and

sexually transmitted diseases, performing cultural activities and flag-raising that promote the acquisition of awareness about equal gender and women empowerment, and promoting a protocol that allows pregnant students the continuity with their educational process. In the same fashion, the chapter nine, according to the law 1482 of 2011, article 1, the institution establishes in the coexistence handbook a strategy of promotion, prevention, attention, and follow-up in order to prevent and attend situations of discriminations in terms of diversity of difference. This strategy includes: the creation of pedagogical knowledges related to the diversity and the human differences, seeking social organizations and experts' support in order to develop topics related to disability, displacement, religion, sexual orientation and sexual identity, the formulation of a institutional policy of non-discrimination, the development of actions for reducing risks in the institution towards cases of discrimination, and the implementation of routes of attention and follow-up of cases in which any type of discrimination is present, by the implementation of a protocol designed for those cases.

In the chapter 10, the situations that affect the scholar coexistence are presented, in a first part, this chapter describe every type of situation by classifying them in "Type I", "Type II" and "Type III". In addition, the possible situations that could be conducted during the home-learning, are also presented, which are classified according to the severity of the action and its effect in the peaceful coexistence.

In the chapter 11, the protocol of comprehensive care is presented. In this part, the actions to be taken are explained; according to the type of situation that has arisen, actions such as listen objectively the two parts implied, calling attention to the students and the implementation of a care route that implies external authorities are described. In the same way, the due process is explained in the chapter 12. This process is carried out through the inquiry about the situation, the opening of the process, the evidentiary stage, the decision on pedagogical and disciplinary measures, the appeal resources and the application of the

pedagogical and disciplinary measures. Those measures are explained in the chapter 13, those disciplinary actions are applicated according to the type of situation and they range from annotation in the observer, verbal reprimands, personal pedagogical and corrective dialogue (situation type I), the requirement of the legal tutor in the institution, to conditional enrolment, enrolment under observation (situations type II) expulsion from the institution and penal actions by external authorities (situation type III)

The chapter 14 of the coexistence handbook presents the conditions for conforming the scholar government, and the institutional committees. In addition, this part describes how the directive committee, academic council, student council, parents' council are conformed, the process for electing the student representative (personero) and the student comptroller (contralor). Moreover, this chapter also describes how the different committees are made up of, those committees are: "Media tecnica" committee, school feeding committee, evaluation and promotion committee (this is organized according to the educational level: pre-school, elementary and high school). Besides, life managers (gestores de vida) committees are presented those are related to: environment, affect, healthy lifestyles, risk management, coexistence and peace. Those are organized in every course and each student is part of one of them. In the chapter 15, the functions and procedures of the scholar government are explained. First, the directive committee is defined, the their structured is shown by presenting how is organized, the requirements for being part of it, the functions and the responsibilities. In the same fashion, the academic conseil, student council, parents' council is described by presenting their members, the functions of each council, the type of meetings, the rights, duties, and prohibitions at being part of each conseil. Furthermore, process of election, the functions, the rights and duties of the student representative (personero) and the student comptroller are described. Finally, the objectives, functions, bodies, announcement, and the conformation of the parents' assembly is presented.

The chapter 16 presents the general aspects about the parents' school (escuela de padres) and what implies for the parents and legal tutors of the students, the objective and implementation of these spaces, the organization of the meetings and the design of this learning space created for the parents, tutors and caregivers of the children and adolescents who are part of the institution's student body. In the next chapter, the committee of coexistence is presented by explained who are the members and its functions. The chapter 18 explains the regulation of the committee of coexistence related to the sessions, decision-making quorum, the minutes of the meetings, the actions and decisions, and conflicts of interest and grounds for impediment and recusal.

In the final part of the coexistence handbook the strategy for the dissemination and socialization of the coexistence handbook, the updated directory of support entities, and the comprehensive care route for school coexistence proposed by the departmental committee for school coexistence are presented.

MEN guidelines and regulations in the event of a sanitary emergency.

The emergence of SARS-CoV-2, and the resulting global health crisis, has had an impact on the different realities and dynamics of society. One of the most affected sectors was education, which had to reinvent itself, turning to the use of technology in order to continue the educational process. For this, the Ministry of Education issued a series of provisions to continue providing the educational service through Resolution 385 of March 12, 2020, where pedagogical recommendations are given for educational processes at home and Directives 011 of May 29, and 012 of June 2, 2020, which give a first step for the return to face-to-face modalities such as alternation.

Thanks to the vaccination and the decrease of serious cases of COVID-19, the Ministry of Education, in cooperation with the Ministry of Health, has established a series of requirements that institutions must comply with as well as guidelines that the entire educational community must abide by, which are as follows:

- Students cannot attend school if they feel sick, they come back until recovering.
- During class sessions, both teachers and students must wear face masks all the time.
- Students, teachers, administrative and parents that are in the institution need to wear the face mask correctly.
- Students, teachers and administrative need to bring a biosafety kit, consisting of alcohol, antibacterial gel and hand towel.
- During breaks, in spaces such as the ecological path, sportive areas, students can remove their facemask, nevertheless when interacting with other classmates or teachers, there must be a space of 2 meters.

School's Timetable

Taking into account the standards established by the Ministry of National Education in Law 115 of 1994 and its articles 76,77,78,79 and 86; the directions established in Decree 1075 of 2015; the context in which the institution is located and the guidelines of the Institutional Educational Project (P.E.I.) that establishes the accomplishment of 40 school weeks and seeking to comply with the minimum hourly intensity, the pedagogical activities in the different levels of training offered by the Luis Ernesto Puyana Educational Institution, it is established, through Agreement 005 of January 24, 2022, the general schedule of the institution. as follows:

Preschool Schedule:

Every day, From Monday to Friday (7:30 a.m. to 12:00 p.m.) Break from 9 to 9:30 a.m.

Schedule for Elementary School Students

Table 1: Schedule for Elementary Students

HOUR	INTERVAL		MONDAY TO FRIDAY
1	07:00	08:00	60
2	08:00	09:00	60
3	09:00	10:00	60
BREAK	10:00	10:30	60
4	10:30	11:30	60
5	11:30	12:30	60

On Tuesdays and Thursdays, the schedule is until 1:00 p.m. Each class session last 55 minutes. Break for first grade 9:15 to 9:45. Second grade break 9:30 a.m. to 10 a.m.

Schedule for high school students (from 6th grade to 9th grade)

Table 2: Schedule from 6th to 9th grade

HOUR	INTERVAL		MONDAY TO FRIDAY (MIN)
1	07:00	07:55	55
2	07:55	08:50	55
3	08:50	09:45	55
BREAK	09:45	10:05	20
4	10:05	11:00	55
5	11:00	11:55	55
BREAK	11:55	12:05	10
6	12:05	13:00	55

On Wednesday the schedule is until 1:55 p.m.

Schedule for 10th and 11th grade students (Media Técnica)

Table 3: Schedule for 10th and 11th Grade Students

HOUR	INTERVAL		MONDAY TO THURSDAY	FRIDAY (INTERVAL)	
1	07:00	07:55	55	07:00	07:55
2	07:55	08:50	55	07:55	08:50
3	08:50	09:45	55	08:50	09:45
BREAK	9:45	10:05	20	9:45	10:05
4	10:05	11:00	55	10:05	11:00
5	11:00	11:55	55	11:00	11:55
BREAK	11:55	12:05	10	11:55	12:05
6	12:05	13:00	55	12:05	13:00
7	13:00	13:55	55		

The Institutional Calendar

The 45-week academic calendar is proposed by the Secretary of Education of Norte de Santander and is adopted by the educational institution, and includes, in each of the four proposed periods, activities such as local holidays, interclass games, cultural week and the 5 weeks of institutional development established in the calendar.

Table 4: Institutional Calendar 2022

Institutional development (5 weeks)	<ul style="list-style-type: none"> • From January 11th to January 18th, 2022 • From January 18th to January 28th, 2022 • From April 11th to April 13th, 2022 • From October 10th to October 14th, 2022 • From November 28th to December 2nd, 2022
First Term (10 weeks)	From January 31 st to April 8 th
Second Term (9 weeks)	From April 18 th to June 17 th
Third Term (9 weeks)	From July 5 th to September 2 nd
Fourth Term (11 weeks)	From September 5 th to November 18 th

Pedagogic Level

Planning of English Area

As stated in Article 79 of Law 115 of 1994, it is mandatory for all educational institutions to have a study plan for the fundamental and optional areas, which must be part of the curriculum. This plan must establish the objectives by levels, grades, methodology, time distribution and evaluation criteria, taking into account the institutional educational project. Following these guidelines, at the Luis Ernesto Puyana Educational Institution, each plan (including the English area) is designed taking into account the following structure:

Identification, area, weekly hourly intensity, teacher, year, approach, object of study of the area, objectives and goals, learning by grade, area curricular organization axes, methods and methodological strategies, evaluation strategies and transversal axes.

The approach for the planning of English Area is aligned with the institutional horizon of the Educational Establishment, whose pedagogical strategy is based on the constructivist paradigm, taking into account a structuralist pedagogical approach, through pedagogical models based on meaningful learning and collaborative work. In this way, the educational establishment intends to move away from the traditional model, allowing students to participate in the teaching-learning process, valuing their pre-knowledge in agricultural and commercial activities, and aiming that education transform social conditions by giving tools so that the students continue with the process of acquiring knowledge and developing skills to work in a group, assuming responsibilities in at developing teamwork. Moreover, these approaches are aligned with the national references for the area, in this case, those proposed in the National Bilingualism Plan.

The objectives of the area determine how the subject contributes to the formation of the student profile described in the Institutional Educational Project (P.E.I.). Besides that, the objectives of the area are in correspondence with the mission and vision of the institution.

The learning goals are guided by the Basic Learning Rights (D.B.A.), the reference matrices, and the Basic Competence Standards (E.B.C.).

Finally, methodological methods and strategies are established, based on constructivist approaches, communicative situations, significant acquisition, cooperative work, development of playful activities and explanation of topics using audio-visual media; the evaluation strategies determined within the Institutional System of School Evaluation (S.I.E.E); and the articulation of the transverse axes defined for each term.

Pedagogical Resources

In order to make lessons more interesting, encourage students' participation and interest, and promote a meaningful learning in EFL context, it is important that school principals provide and teachers uses pedagogical resources in their classes. (Rabiat, A. 2017)

Understanding the importance of these resources, the educational establishment "Luis Ernesto Puyana" has an English room in the main office, which has a projector, two boards and a sound system. Regarding the layout of spaces, the tables and chairs are arranged so that students can work in groups of four participants, allowing collaborative work.

Regarding bibliographic resources, the institution has several copies of the books recommended by the MEN: Way to Go (for students from sixth to eighth grade) and English Please! Fast Track (for students from ninth to eleventh grade) and the multimedia resources that these books have. Likewise, there is a limited number of bilingual dictionaries, since each student has their own.

Guidance document from the Ministry of Education

The contents proposed for the learning of the students of the "Luis Ernesto Puyana" institution are based on the guidelines and resources of the National Bilingualism Program supervised by the Ministry of National Education, which determines the implementation of documents and methodical orientation materials, such as the guide book "Way to Go" for

students from 6th to 8th grade and “English Please”, proposed for students from 9th to 11th grade.

Even these are partially used at "Luis Ernesto Puyana", since teacher adapts, by adding or omitting contents, and complement the thematic with additional resources in order to respond to specific needs of the context, the educational institution takes directly from the MEN the Standards and the Learning Basic Rights (D.B.A.)

For seventh grade, the Learning Basic Rights proposed in the curriculum are:

- Participates in short conversations providing information about him/herself as well as about familiar people, places and events.
- Describes people, activities, events and personal experiences orally.
- Writes short and simple texts about familiar actions, experiences, and plans.
- Understands the main idea and details related to activities, places, and people in a short descriptive text.
- Recognizes specific information in written and oral texts related to objects, people, and actions.
- Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context.
- Describes actions related to a subject in his/her family or school environment.

Regarding ninth grade, the D.B.A. are:

- Explains the reasons behind plans and actions related to his/her personal, school and community environment.
- Recognizes cause and effect relationships in short written texts on academic topics.

- Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.
- Makes short presentations on academic topics of interest.
- Expresses his/her opinion on an academic topic discussed in class.
- Exchanges information about academic and general interest topics in a conversation.
- Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.
- Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.

For 10th grade, the MEN and the Institutional Curriculum for English propose the following D.B.A.

- Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.
- Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.
- Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.
- Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.
- Exchanges opinions on topics of personal, social or academic interest.
- Holds spontaneous and simple conversations on topics of personal or academic interest.

- Responds to questions and inquiries after an oral presentation on general or academic topics of interest.

Finally, for eleventh grade, the D.B.A proposed are:

- Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
- Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation
- Identifies opinions of the author in oral and written texts related to his/her school environment.
- Writes opinion texts about academic topics using a clear and simple structure.
- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.
- Expresses orally his/her point of view about a controversial subject previously studied.
- Maintains previously prepared formal discussions about academic topics.
- Narrates personal experiences or familiar stories in oral or written form.

Regarding the Basic Competence Standards proposed for grades from 6th to 11th grade are related to the production of texts in different formats according to the language level, the oral participation in conversations inside the classroom and the use of accurate vocabulary for expressing their ideas in oral or written production.

Syllabus

Taking into account the Standards and the Learning Basic Rights (D.B.A.) that propose the topics and the skills that students must achieve at each level, the Educational

Institution Luis Ernesto Puyana proposes a syllabus divided into 4 terms, whose contents are organized as follows:

For 7th grade, in the first term the topics are: vocabulary related to hobbies, free times activities, health; grammar related to verb to can, and frequency adverbs. In the second term, the students work on feelings and emotions, regular and irregular verbs, past simple tense, past form of the verb “to be”, adjectives and modal verb “should”. In the third term the thematic are: ecosystem vocabulary, natural places, present perfect and modal verb “must”. Finally, in the fourth period, are going to work on comparatives and superlatives adjectives, vocabulary related to weather, seasons and sports, and present continuous.

For 9th grade, in the first term the students work on vocabulary related to healthy and unhealthy food, verb “to like”, countable and uncountable nouns, quantifiers, articles, frequency expressions, and modal verb “should”. In the second term, the topics for this grade are: greetings, possessive adjectives, personal introduction, wh-question word, and demonstrative pronouns. In the third term, the students are going to work on comparatives and superlatives, imperatives for instructions, have/has to, present continuous, will for predictions, and vocabulary related to nature. Finally, in the fourth term, the topics are: present simple, frequency adverbs, daily routine, and expressions for asking the hour.

For 10th grade, in the first term, the students work on past simple, regular and irregular verbs, modal verbs “can” and “could”, expressions for making suggestions, zero conditional, the use of “should” for giving advices. In the second term, the topic proposed are: “used to”, expression for obligation “have to”, modal verb “must”, the second conditional. In the third term, the students are going to work on present perfect, “since” “ago”, past continuous, first and second conditional, and the passive voice. Finally, for the fourth term, topics such as the gerund, present simple vs present continuous, future forms “will” and “going to” and the third conditional are proposed for the students.

For 11th grade, the topics proposed for the first term are first, second and third conditional and auxiliary verbs in questions. In second term the students work on logical connectors and phrasal verbs. For the third term, the topics are wh-questions and written production. Finally, in the fourth term the topics are present perfect vs past simple, past continuous, past and future expressions. It is important to highlight that from the first term to the third term; some of the activities proposed are going to be related to the preparation for the Saber 11 exam.

Methodology

The methodological strategies are important at the moment of acquiring a foreign language, since they allow the students' active participation. The implementation of accurate learning-teaching strategies generates a good development of the communicative competence greater self-confidence in students.

The methodology implemented in English classes present the following aspects:

- Constructivist approach, by carrying out learning by discovery, organization, classification, and socialization.
- Communicative situations taking into account the student's environment.
- Meaningful acquisition through contextualized dynamic games.
- Collaborative-cooperative work: it is carried out in different ways, debates, interviews, conversations, role plays and songs.
- Development of recreational activities - practices that allow the student to interact with his family, school and social world with confidence and perseverance.
- Explanation of topics in an expository way with audiovisual media, so that the student fixes the knowledge in a global way to be able to carry out different practices inside the classroom and outside it.

Design of guides and materials

For the development of the class sessions, the students do not have a guide, since the teacher, as required by the class, provides them with the worksheets to develop, which they have to paste them in their notebooks or file in a folder. for the English area. For class development, the moments are divided into: exploration, structuration, practice, transfer, and exploration moment. In the same way, it is important to clarify that the educational institution does not implement homework, since it is proposed that this time be used for recreational, sports and/or cultural activities, and for them to study autonomously.

As for students with special educational needs, the Integrated Plans for Reasonable Adjustments (P.I.A.R) are implemented in the design of the work guides, attending to the particular needs of these students.

MEN Guidelines

Through the bilingualism program, inscribed in the MEN and the ten-year education plan (2016-2026), the Basic Learning Rights (D.B.A.) are proposed, which set the guidelines to be followed for students to reach a level of English that allows them to interact, communicate and share their knowledge in English through the development of comprehension skills and written and oral production, thus enhancing their human and professional capabilities.

In the same way, the Basic Competence Standards describe the skills that students should achieve according to the language level according to the Common European Framework of Reference for Languages, in this case, for Levels between A2.1 and B1.2.

Grades

The Educational Institution “Luis Ernesto Puyana” offers the community of Santo Domingo de Silos all educational levels, from preschool to eleventh grade, granting, in agreement with SENA, the title of "Technician in Food Agribusiness". The school has two campuses, in which the elementary (“Sede Silos”) and secondary (main campus) grades are offered. The Institutional Educational Project (P.E.I.) establishes the school program for each of the courses in the levels offered by the educational establishment.

Table 5: School Program

Level	Courses
Elementary (From First to Second grade)	Mathematics, natural sciences and environmental education, Spanish and English, artistic, religious education, physical education, computer science and technology, ethics and chair of peace.
Elementary (From Third to Fifth Grade)	Mathematics, geometry, statistics, biology, history, geography, Spanish, English, artistic, religion, physical education, computer science and technology.
Secondary	Mathematics, geometry, statistics, biology, chemistry, physics, Spanish, English, art, religion, physical education, agribusiness, ethics and chair of peace, history, geography, constitution.
Technical high school (Food Agribusiness)	Mathematics, geometry, statistics, Spanish, English, social sciences, philosophy, chemistry, physics, art, religious education, physical education, computer science and technology, ethics and chair of peace, Food agroindustry program (storage of products, control of processes, hygiene processes, thermal processes, production project)

In order to accomplish with the 12 hours per week stipulated for the development of the practicum process, the population are 7th, 9th, 10th and 11th grades, taking into account the supervisor’s grades in charge and the weekly hourly intensity for the English subject (3 hours per week each grade) For implemented the project, 10th grade has been chosen.

Supervisor's Schedule.

Mr. Carlos Augusto Lizcano, English teacher at the Educational Institution “Luis Ernesto Puyana”, will be the supervisor of this practicum process. He is in charge of all groups from 3rd to 11th grade. The hourly intensity that he fulfills within the institution is 25 hours. His schedule is presented in the next table below:

Table 6: Supervisor's Schedule

Hour	Monday	Hour (Elementary)	Tuesday	Wednesday	Thursday	Friday
7 – 7:55	8°B	7 – 7:55		8°A	10°	7°
7:55 – 8:50	8°B	7:55 – 8:50	5°	8°A	6°	7°
8:50 – 9:45	11°	8:50 – 9:45	8°A	8°B	3°	5°
9:45 – 10:05	Break	9:45 -10:15	Break			
10:05-11:00	10°	10:15 – 11:10		9°	4°	11°
11 – 11:55	10°	11:10 – 12:05	6°	9°		11°
11:55 -12:05	Break		Break			
12:05 - 1	9°		6°	7°		
1 – 1:55						

Technological Level

Nowadays, the use of ICT in classrooms have become in one of the most important tools for learning-teaching processes. During the classes' sessions, the use of technological resources is intermittent since not all classrooms have a projector, for example, or the content does not merit the use of multimedia tools.

Connectivity

The educational institution has two computer rooms in which there is an internet connection, however, due to the geographical location in the municipality, the internet service is slow, which makes it difficult to access different web pages. It is important to highlight that student cannot be in these rooms unless they have class in them. Although there is a Wi-Fi connection, the service is intermittent and does not reach all sectors of the educational establishment. This is why, for some classes, teachers bring downloaded the videos and other multimedia resources necessary to work offline, or connect their own mobile data to their computers.

Access and Use of Platforms

The Educational Institution "Luis Ernesto Puyana" uses the "Webcolegios" platform, to which teachers, students, administrators and parents have access. This platform keeps track of student grades, disciplinary offenses and, during the "home-study" stage, teachers uploaded the guides to be developed over the course of 15 days.

Although WhatsApp is not considered an academic platform, it has become the communication channel between students and teachers during the "home-study" stage. Through the groups, managed mainly by area teachers, the explanations and guides that the students had to develop on stipulated dates were sent. Finally, teachers use office automation tools such as word and power point to design their guides and classes.

Synchronous and asynchronous meetings

Since 2022, all the students of "Luis Ernesto Puyana" attend their classes face-to-face, that means that all the classes are synchronic since the students are at the campus. The students have 3 hours of English per week, in each class sessions the teacher explains the topic, proposes practice activities that students have to develop right there, and evaluates the next class. Students have not homework, those spaces are for developing sportive, cultural and/or recreational activities and studying autonomously.

Population Level and Information of individuals

At this Educational Institution, there is a total of 416 students from preschool to 11th grade. The practicum process will be developed with students of 7th, 9th, 10th, and 11th grade, since there is a course per grade. In order to implement the project, 10th grade are chosen, with a total number of 80 students. The following charts explain the information.

7th grade

Table 7: Population' information - 7th grade

Level of Language	Number of Students	Genders	Average of age
A1.2	39	Female: 18 Male: 21	11-13

9th grade

Table 8: Population' information - 9th grade

Level of Language	Number of Students	Genders	Average of age
A2	40	Female: 32 Male: 9	13-16

10th grade

Table 9: Population' information - 10th grade

Level of Language	Number of Students	Genders	Average of age
A2.2	44	Female: 23 Male: 21	15-18

11th grade

Table 10: Population' information - 11th grade

Level of Language	Number of Students	Genders	Average of age
B1	33	Female: 22 Male: 11	16-18

School's Teaching Staff

Table 11: Teachers' staff

Name	Course
Diana Chaustre	Mathematics, geometry and statistics
Estefania Mendoza	Physics, Mathematics, geometry and statistics
Nancy Mendoza	Art and computer science
Maghdriel Portilla	Agribusiness, professional ethics and chemist.
Jaime Rodriguez	Biology and chemist
Nelly Villamizar	Philosophy, social sciences, history, geography and constitution
Carlos Lizcano	English
Carlos Vera	Physical education
Sait Mendoza	Spanish, computer science and constitution.
Zulei Sandoval	Ethics, religious education, language
Ana Pabón	Elementary teacher (2 nd grade)
Yaneth Guerrero	Preschool teacher
Fredy Mendoza	Mathematics, geometry and statistics
Cristina Villamizar	Spanish
Isabel Villamizar	Elementary Teacher (Geography, history, natural Science, arts, computer science)

School staff: Administrative

Table 12: School staff: Administrative

Name	Role
Ana Isabel Camacho Peñaranda	Principal (Until April 2022)
Juan Manuel Rangel Suescún	Principal in charge
Matilde Rodriguez de Navas	Secretary
Ruben Dario Villamizar Rozo	Concierge
Luz Marina Mantilla	Concierge

Parents

Within its beliefs, the Educational Institution “Luis Ernesto Puyana” maintains that parents are the main educators, responsible for the values, attitudes and passion for learning of the students presented by their sons and daughters. In order to promote their participation in the institutional context, parents have representation in the directive committee, the parent’s council and parent’s association. In addition, parents are invited to participate in the “parents’ school”, a space for contributing to the improvement of the exercise of the family role, each one of them has the possibility to offer and contribute valuable elements as a result of their experience.

This space is aimed to stimulate the active participation of parents in the education of their children and in the effort to counteract the problems that arise in the family and society. At “Luis Ernesto Puyana” is proposed to develop these meetings for some specific moments: January, June (family day) and December. Another meeting can be required in case of a particular need and it is developed with the participation of the students.

Chapter III:

Pedagogical/Investigative Component

Enhance Speaking Skills through Student-Generated Podcast in Tenth Grade Students at “Luis Ernesto Puyana” Educational Institution: An Action Research

Introduction

The implementation of new strategies and tools inside the English classroom allows a better acquisition of the language, since students can be more motivated to participate and interact in the target language. In fact, new pedagogical and methodological practices in this century are focused on presenting to teachers' innovative materials and tool for being used in class in order to accomplish the goals proposed regarding the communicative competences in English as a Foreign Language (EFL)

According to the National Program of Bilingualism implemented in Colombia since 2016, and through the series of suggested curriculum, and guides proposed by the MEN, the main objective of the foreign language learning in educational institutions in the country is to achieve a level that allows students interact, communicate in share information in English by acquiring the competences regarding comprehension and production in English, according to the guidelines presented in the Common European Framework for the Languages (CEFR) for an intermediate level.

Nevertheless, when observing the students' ability to express themselves orally in English in the classroom, it is almost null, also presenting high levels of deficiencies, which are related to the fact that many of the activities proposed by the MEN in its suggested documents do not contemplate the idea that in many public institutions of the country the

courses have too many students, which makes it difficult to implement the proposed tasks to work on this communicative competence. This situation is detrimental to the efforts of teachers, educational institutions, and the Ministry of Education for the integral and accomplished teaching/learning of the second language by becoming in an obstacle for accomplishing the objectives proposed in the bilingualism program.

In addition, during the contingency due to the COVID-19, the smartphone became an essential element in many of the daily activities, and when moving from home schooling to face-to-face education, this device is still present, but this time, it has become an element that disrupts classroom activities, since, the inordinate use of it during the pandemic, continued in the other scenarios, even when returning to the classroom. Because of this, teachers generally prohibit its use, even carrying it inside the institution, relegating this element to be one of the biggest obstacles to learning.

In light of these findings, this research-action proposal is aimed at implementing student-generated podcast in order to encourage speaking skills in students of 10th grade, whose language level goal is B1, according to the Program of Bilingualism, the Learning Basic Rights for English, and the Basic Competence Standards proposed by the MEN. The main purpose of this study is to identify the effectiveness of this proposal at improving levels of confidence at expressing ideas related to their context by creating multimedia content for being shared with the educational community of the “Luis Ernesto Puyana” Educational Institution.

Moreover, although this study is focused on diversifying strategies to improve the expression of students, another of the interests of this project is to convert one of the biggest

distractions in class, such as mobile devices, into a tool that allows students to students produce and express themselves in the target language, promoting responsible use of these devices in the classroom. In order to monitor the effectiveness of this project, it is proposed the implementation of surveys and interviews, as well as the publication of the multimedia products created by the students.

Statement of the Problem

Oral production on EFL has been a challenge, since the implementation of methodologies that seeks the improvement of this skill appeared recently, due to the hegemony of grammar approaches over the last decades. The emergence of new communicative approaches invites to the implementation of the activities that promotes the spoken skills (Bygate M. 2001)

The Educational Institution “Luis Ernesto Puyana” offers the preschool, elementary, high school and technical high school levels to children and teenagers in the municipality of Silos, focused on attending the particular needs of the contexts and promoting a comprehensive formation based on principles such as respect, coexistence, peace and biocentrism. In the same fashion, the institution promoting the English teaching/learning process as fundamental part of its “plan de mejoramiento” by promoting the implementation of activities that improving the comprehension and production in this language, contributing to the communicative competences that promotes an active interaction a foreign language based on pragmatic, sociolinguistics and linguistics skills, focused on increase the level regarding national exams. In order to achieve this goal, the institution has based its English curriculum in the suggested material and content proposed by the MEN through its program of bilingualism, in which the guidelines, norms, objectives, competences are established. This document also presents the adjustment of conditions for each school level, regarding the comprehension (reading and listening) and production (speaking and writing) skills.

Nevertheless, after conducting several classes observations, it can be identified that this objective is far from being fulfilled, since the students present deficiencies when expressing themselves in English, being almost null the occasions in which they use the

target language within the classroom. Likewise, students are hesitant to participate in English, since they do not feel confident to speak in that language. Another aspect to take into account is the number of students in each course, since each grade has an average of 40 students, which makes it difficult to develop individual activities in which students must prepare an oral presentation. These drawbacks have meant that students have not been able to achieve the B1 level proposed by the Ministry of Education. In the same way, students are easily distracted in class, which hinders the learning of topics related to grammar or vocabulary, such distractions are usually caused by the excessive and irresponsible use of electronic devices such as smartphones, which further hinders the acquisition of English as a foreign language.

Faced with these certainties, it is vital the implementation of attractive activities focused on improving linguistics and confidence levels in students, by becoming elements considered as “obstacles” in the teaching/learning processes into opportunities for increasing communicative competences. Hence the motivation for using student-generated podcasts inside the English classroom as a pedagogical tool, focused on promoting an improvement in the speaking skills and communicative competences.

Justification

The observation conducted in the course of 10th grade at “Luis Ernesto Puyana” Educational Institution has led to identify the need of implementing new strategies in order to develop speaking skills, since most part of the activities already developed are focused on grammar and reading competences and, the activities related to speaking skills are rarely implemented, and it is hard for students to participate in class by using the target language., becoming this production skill in one of the most challenging one for these students. This situation increases levels of hesitation and reducing the confidence at speaking in English, since they feel stressed and anxious and do not allowing to them make mistakes or even try to speak and it has become in a drawback in the acquisition of communicative competences.

Additionally, nowadays, after a virtual education, mobile devices have become in a vital part of the students and teachers’ daily life, however, the excessive use of these devices has affected the return to face-to-face educational activities. The observed course is no stranger to this situation; therefore, it was common for the observed students to be frequently distracted by their smartphones, interrupting the class and the activities proposed in the English teaching/learning process.

In this perspective, this action research pretends, through recording student’s podcast, the encouragement in classroom of communicative competences, since this multimedia resource creating by the students can help in the improvement of their speaking skills not only at fostering a better pronunciation or fluency, but also decreasing anxious and encourage their confidence and sense of ownership at recording their own podcasts. This proposal also intends to promote new tools for students’ active participation in their learning process and interaction in English language, not only inside the classroom, but also with the educational

community, increasing levels of confidence in students at speaking about their opinions and knowledges, since podcasting podcast allows the creation and access to a variety of content according to the interests of the viewer and the creator of the content. Creating closer spaces between the podcaster and the listener. They can also be accessed several times and shared both on the radio and on the Internet through platforms such as Mixcloud, SoundCloud and even Spotify. (Podcast CO, 2019)

Research Question***Grand-Tour Question:***

- How student-generated podcasts encourage speaking skills in 10th grade students at “Luis Ernesto Puyana” Educational Institution?

Sub-Questions:

- How the implementation of students-generated podcast helps in the acquisition of grammar and vocabulary contents proposed in the English classroom?
- How students-generated podcasts influence speaking skill components in the English classroom?
- What are students’ perceptions regarding their experience at recording podcast in class?

Objectives

General Objectives

- To encourage speaking skills through student-generated podcasts in tenth grade students at “Luis Ernesto Puyana” Educational Institution.

Specific Objectives

- To implement students-generated podcast in EFL classroom for reinforcing the acquisition of grammar and vocabulary contents proposed in the English classroom.
- To determine students-generated podcast’ influence on speaking skills components.
- To analyze students’ perceptions regarding the use of student-generated podcasts in EFL classroom.

Theoretical Framework

In this branch, the key concepts that allows a better understanding of this study are presented as follows: in the first part the concept of speaking skills is addressed by explained some theories related, in the same fashion the importance of this skills inside the Colombian English Curriculum is presented by defining the Basic Learning Rights and Competence Basic Standards proposed in the Colombian Program of Bilingualism promoted by the MEN. In the second part, ICTs and Podcast definition are addressed in order to explained their interaction in the creation of educational resources for English Language teaching/learning processes.

Speaking Skills

Speaking can be defined as the abilities that allows an effective communication. It is one of the four language skills, considered as one of the most relevant one. At speaking, learners construct words and phrases with individual sounds by using pitch change, intonation and stress to convey meanings, since these oral skills require in language learners' basic knowledges on spoken grammar, vocabulary and work on fluency, accuracy and pronunciation. (Thornbury, S. 2022)

Speaking in EFL teaching-learning has begun to emerge as branch of teaching in the last two decades, since previous learning approaches were focused on grammar-translation, the technology was not used frequently on EFL classrooms that is why teachers and linguistics are focused on written than spoken language. Speech production in EFL involves processes of conceptualization, formulation, articulation and self-monitoring (Levelt 1989, cited in Bygate, M. 2001) Speaking also is affected by the context since implies reciprocal and situated interaction. In English classrooms, activities such as Speaking repetition, dialogues, playscripts, communication games, debates, brainstorming, discussions and presentations are proposed for improving speaking competences in students. (Harmer, 2015)

Speaking Skills and the English Curriculum in Colombia

The National Bilingualism Program implemented by the MEN as of 2016, provides educational institutions and teachers with a series of books containing methodological guides, curricular suggestions, Basic Learning Rights and Basic Competence Standards, which would mark the route for the teaching of English at different educational levels. For each linguistic skill, a series of competencies are determined that students can develop according to the language level that corresponds to their grade. (Ministerio de Educación Nacional, 2016)

For tenth grade the Learning Basic Rights regarding communicative competences and oral skills are:

- Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.
- Exchanges opinions on topics of personal, social or academic interest.
- Holds spontaneous and simple conversations on topics of personal or academic interest.
- Responds to questions and inquiries after an oral presentation on general or academic topics of interest.

Concerning the Basic Competence Standards, related to speaking skills for 10th grade, these are:

- Participates spontaneously in conversations on topics of his/her interest using clear and simple language.
- Narrates in detail experiences, facts or stories of interest to her/his and his/her audience.
- Uses appropriate vocabulary to express his/her ideas clearly on topics in the curriculum and of interest to her/his.

- I use metalinguistic elements such as gestures and intonation to make what she/he says more understandable.
- Answers questions taking into account his/her interlocutor and the context.

Information and Communication Technologies (ICT)

Nowadays, technologies permeate every aspect in our daily life, education is not the exception, ICT, is presented by the UNESCO (2010) as “as the forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.” are being included in classrooms spaces through the implementation of computers, multimedia resources and networks hardware. The use of ICT promotes the innovation in teaching practices by providing a student-centered learning and improve the motivation on learners’ educational process. (Cakici. D. 2016)

In language learning, new technologies support the access to new information by presenting the content in an attractive way by giving the opportunity for adapting the material according to the students/teacher needs in order to improve through the combination of the linguistic skills (Isisag, 2012), These aspects allow the creation of new teaching-learning experiences trough new opportunities for learners by using them for creating communities, organizing information and bringing spaces in which target language is exposed. (Stanley 2013) In fact, due to the implementation of ICT in language learning processes, new educational approaches have emerged, one of them, the Mobile-Assisted Language Learning (MALL) focused on using of smartphones and other mobile technologies as tools in language learning processes (Kukulska-Hulme, A. 2012). These emerging learning approaches are evidence of how education is using ICT as a support and an important element in the

development of education by enhancing, and optimising the delivery of information in order to improve teaching methods and students learning. (Linways Team, 2017)

In this sense, ICTs allow share information in different formats, such as video or audio files, highlighting the creation of podcasts.

Podcast In Education

The word “podcast” appears for the first time in the second edition of New Oxford American Dictionary published in 2005, which defines “podcast” as a digital recording that people can access on internet freely and can cover different topics. (Sanchez and Fernandez, 2010) The content provide by podcasts can be downloaded and being listened to them in different places. Generally, users can access and listen to the podcast on their mobile devices that allow the portability of them. These multimedia resources were a technological innovation that allows to radio broadcasters record their programs for sharing on their websites. (McHugh, S. 2020)

Respecting the use of podcasts as educational tool, they are considered as an aid in learning processes and they can be prepared by teachers, students and a determinate institution or company (Guiloff, Puccio, & Yazdani-Pedram, 2007; Solano & Sanchez, 2010). For language teaching-learning purposes, podcasts become in an effective strategy since the promote intrinsic motivation and personal growth (Chaikovska, 2018) by helping in the improvement of comprehension (listening) and production (speaking) skills. Stanley (2013), presents as types of podcasting in EFL context: authentic podcasts, teacher podcasts, student podcasts and educator podcasts. These can be implemented inside the classroom or as homework.

Podcasting in Colombian Bilingualism Program

In 2021, the Ministry of Education in Colombia launched a series of podcasts broadcasting called “ECO 2.0: English for Colombia” focused on the comprehensive development of children and teenagers around the country by implemented innovative resources such as radio broadcastings in order to promote English teaching/learning process. This material was designed to be shared over the Internet and by more than 150 radio stations around the country.

These podcasting were created in cooperation with the British Council and the MEN. They are divided into: ECO KIDS (for primary level) and ECO TEENS (for high school level). These broadcastings promote the teaching/learning of English through the interaction, the communication and the acquisition of knowledge related to relevant themes for kids and teenage people such as the recognition of differences and the protection of the environment. (Ministerio de Educación Nacional, 2021)

The implementation of resources such as podcasting and games are presented in the program of bilingualism, since these elements allow to encourage communicative competences in students from different educational levels. In addition, the inclusion of relevant topics of the daily life and the recognition of the Colombian cultural and environmental richness, which make students feel part of the context that goes beyond the classroom and includes the other members of the educational community and the society surrounding the educational institution. (Ministerio de Educación Nacional 2021)

Literature Review

In regard to the implementation of student-generated podcasts aimed at the encouragement of speaking skills in EFL in 10th grade students at “Luis Ernesto Puyana” Educational institution, it is important to name the studies related to this subject. Thus, in this section, the findings of the papers related to the project’s topic are presented. These are divided as follows:

Podcasts as learning resource.

Although there is a wide variety of works related to the use of podcasts in EFL classrooms, it is important to highlight those that focus on the oral skills developed through them. The following studies provide vital elements for the implementation of the proposal regarding the inclusion of this resource in the classroom, the delimitation of the target population the way how the effectiveness of this pedagogical strategy can be evaluated and the possible benefits in the community.

Bustari, A., Samad, I. A., and Achmad, D (2017) conducted a pre-experimental study aimed at identify improvements in students’ speaking skills at implementing podcast in their learning processes. For the study 30 students from the second-grade students of SMA (Sekolah Menengah Atas - "Upper Middle-grade School") Negeri 11 were chosen as sample. In order to collect data, pre-test and post-test, in which participants had to listen to a podcast and retell it after preparing an outline, were implemented. The data collected through the tests and the meetings, were analyzed by using statistical formulas. The results showed a significant improvement on speaking performance at implementing podcast media. As recommendation, authors stablish that the use of this multimedia resources in the classroom could help with students’ problems regarding pronunciation and fluency.

In the same fashion, Dianithi's (2017) research, which implemented a Classroom Action Research method, was carried out to improve the speaking competence of tenth grade students at SMA (Sekolah Menengah Atas - "Upper Middle-grade School") Negeri 1. For obtaining the qualitative data, the researcher implemented observation checklist and questionnaires, and for the quantitative data, they were collected through pre-test and post-test implemented. Those instruments were conducted in two cycles whose steps were: pre-observation, planning, action, observation/evaluation and reflection. The podcasts were presented in the action step to the student who observed, and were asked about the information provide for those multimedia resources, then the students record a new podcast based on the previous one proposed by the teacher in order to practice pronunciation and accuracy in speaking. The results showed that most part of the participants could pass the standard minimum score proposed (72), also the research concluded that the use of podcast motivated the students and encourage their self-confidence at speaking in a foreign language.

In Colombia, Cuellar's (2019) research paper carried out a didactic strategy based on the production of podcast that seeks the development of oral production skills in fifth grade students at an elementary school in Cundinamarca. In order to collect data, instruments such as field diary, surveys and semi structured interviews. The didactic strategy was implemented into 5 sessions in which students: acquire basic knowledges about recording a podcast and shared it on internet, improve students' oral production, provide a script and strength previous topics, record their podcast and evaluate the process. The data was analyzed by taking into account categories such as: oral production trough podcasts, accurate environment for stimulating the interest for learning a new language and, foreign languages and ICT. The author highlights how the podcast, used as didactic strategy, fosters the group interaction and

the reflection according the students' context. Also, through the implementation of podcast in class, students could identify their strengths and weakness regarding speaking skills.

Concerning the implementation of podcasts in collaborative activities, Gutierrez (2018) focused his study on the development of sub-skills such as listening and speaking by using videocasts and podcasts in tenth grade students and providing spaces for expressing opinions in English. Data collection were conducted through surveys, measuring sheets and reflection notes. The results of this pedagogical intervention showed that collaborative work by using multimedia resources such as podcasts or videocasts promote a better classroom interaction, improve speaking and listening skills of participants and highlight how the ICT creates new spaces of exploration for teachers and students in the learning-teaching process.

Student-generated Podcasts' impact on speaking skills.

Regarding the creation of own podcasting by the students inside the classroom, two studies were conducted to date. They provide basic notions to this study regarding the implementation of the proposal in terms of the organization of the work teams, the integration of class topics in the creation of the podcasts, thus avoiding isolation between the project and the pedagogical activities in the classroom by establishing stages for the creation of each podcast, and the evaluation of the products through a table in which progress is monitored in terms of pronunciation, grammar and fluency.

Sanchez (2017) carried out an action research project aimed to analyse the impact of three (3) student-generated podcast on the development of speaking skills in students of 6th grade from a public school in Antioquia. The implementation of this project was divided into seven (7) stages in which, class observation, interviews, surveys and students' work, related to the preparation, the recording, and the assessment of three podcasts. These instruments

were used as data collection methods, that were analyzed taking into account aspects such as pronunciation, vocabulary and sentence structure. The results showed that student-generated podcast impacted students' development of vocabulary and sentence structure. As conclusion the author established that student-generated podcasts, the implementation of technological devices inside the learning-teaching process, taking into account the curriculum of 6th grade, allow the practice and the improvement of speaking skills by encouraging the students for using the target language in class. (Sanchez. L. 2017)

Regarding student's awareness regarding the use of podcast inside the class, in 2017, Philips carried out a study that explores the student's perceptions regarding the level of acceptance, enjoyment and the benefits of activities related to the production of their own podcasts. Data were collected through two different surveys implemented in a period of two years in an interdisciplinary course related to health studies. The assignments were focused on collaborative and individual activities of recording podcasts about a specific topic. During the study, the participants reported anxiety or mixed feelings about the assignment due to the time-consuming, nevertheless, they also expressed that the continuous podcasting producing makes easier the process. The study states that assignments which imply student podcasting are effective tools that increases language confidence, fluency and vocabulary acquisition. As recommendation, the researcher proposes that podcast should be produced either as individuals or group activities and can be integrated in the curriculum. (Phillips, B. 2017)

Implementation Methodology of the Pedagogical Proposal

Teaching/Learning Approach

Task-Based Learning. For implementing this pedagogical proposal, the methodology used is based on “task-based learning”, defined as a series of communicative activities that provide to learners the opportunity for using a target language in order to achieve an outcome. (Willis, 2007; Ellis, 2003; Celik, 2017) This approach is focused on presenting real situations by providing the immediate needs of learners, using authentic material, interacting in their language target, creating confidence at practicing and improving their communication skills.

Willis (1996) proposes three stages for task-based learning implementation: the first stage is pre-task, in which teacher introduce the topic and the task; in the second stage defined as “cycle task” the students do the task with the teacher’s monitoring, then, they planning the report and present it to their classmates; and finally, during the “language focus”, after an analysis of the task, the teacher conducts practices of new words and phrases for complementing the activity.

Population

For the implementation of this pedagogical proposal, 10th grade students at “Luis Ernesto Puyana” have been chosen as target population, since, after observing their English classes it was noted the active participation in the activities proposed by their English teacher. In addition, according to the contents proposed for this course, they are related to the topics for the podcasts.

Implementation

This pedagogical proposal is aimed at improving the speaking skills in students through the creation of 3 podcasts by collaborative group whose topics are related to

environment, society, politics and institutional context. This proposal was organized, based on the class planning proposed by the institution and following the task-based learning stages proposed by Wills (1996) which corresponds to the *pre-task*, *cycle-task* and *Language focus*. In order to organize the sequence of activities, the planner template used by the institution was implemented. This format establishes five (5) moments in the sequence of a class session. The moments were divided into the three stages of the proposal development. (See: [Annex A](#))

The following table explains the methodology of the proposal's application.

Table 13: Methodology of the Proposal Application

Stage	Description of the Activities
PRE-TASK	<p data-bbox="699 815 943 844">Exploration Moment</p> <p data-bbox="604 851 1388 916">This sequence started by introducing the topic with a warm-up activity that corresponds to a song in order to introduce new vocabulary.</p> <p data-bbox="699 922 962 952">Structuration Moment</p> <p data-bbox="604 958 1388 1057">During this space, the new topic was introduced by explaining the grammar content proposed in the planner. Students developed some grammar exercises in order to clarify doubts.</p> <p data-bbox="699 1064 898 1093">Practice Moment</p> <p data-bbox="604 1099 1388 1198">Students developed a worksheet related to the topic explained in class, in addition, they practiced pronunciation and they acquired new vocabulary.</p> <p data-bbox="604 1205 1388 1339">Before starting with the next moment, pre-service teacher explained the activity, in this case, how to start with the creation of the script. She explains the part of the script by using a template. Then, the collaborative groups are organized in an autonomous way.</p>
CYCLE TASK	<p data-bbox="699 1346 906 1375">Transfer Moment</p> <p data-bbox="604 1382 1388 1480">The collaborative groups, conformed by four (4) students were created. It is proposed that each collaborative group create one (1) podcast per task, in order to promote the coexistence and the partnership.</p> <p data-bbox="604 1487 1388 1691">Each group decided their individual role at preparing and creating their podcasts. Then, the students chose the topic for their podcast, by taking into account the thematic proposed by the pre-service teacher (democratic participation, environment, daily life). Pre-service teacher} introduced the way how a script could be organized, and they started the activity autonomously.</p> <p data-bbox="604 1697 1388 1796">During the creation of the script, the pre-service teacher revised the work by attending particular questions about the job and correcting grammar structure and pronunciation.</p> <p data-bbox="604 1803 1388 1973">In the second part, students recorded their podcast according to a schedule previously organized with the pre-service teacher, in this case, it was chosen a specific day for recording all the podcasts. Each group chose a place in the educational institution, and the pre-service teacher attended every group. For the recording students' smartphones were used.</p>

This stage was developed after the scripts' revisions. It is proposed for the development of this part, an autonomous work by the students, for that reason, during the recording process, the pre-service teacher, played a role of "guide" and "supervisor".

After finishing the recording, the students had to send through WhatsApp the podcasts to the pre-service teacher. In order to be evaluated and uploaded on the platform.

Language Focus

In this final stage, students presented the product to the teachers. After, the evaluation of the activity was developed in order to see the advances taking into account aspects such as pronunciation, vocabulary and grammar structure and the pre-service teacher gave the feedback and recommendations for the next recording by taking into account a rubric adapted. In this rubric, the aspects are divided into linguistic content (grammar, vocabulary, pronunciation, fluency, cohesion, coherence) and performance (skills developed according to the CEFR for the levels A.2.2. and B.1.)

It is vital to clarify that all the activities related to the project and the pedagogical practicum were developed in class, since the educational institution doesn't implement homework for students, instead of it, it promotes the use of free-time for cultural and sportive activities.

Resources

Technological Resources. For recording the student-generated podcasts, students used their mobile devices. For the edition, the educational institution facilitated the computer room in order to edit and uploading this multimedia products. Regarding the platform, the three (3) podcasts were shared on MixCloud, since it allows to upload content without any paid subscription, nevertheless, since this platform deleted the files that do not have a minimum size, podcasts were uploaded on SoundCloud, and these links were organized in a Carrd. The diffusion of these podcast was developed through social media such as WhatsApp.

Pedagogical/didactic Resources. In order to organize the class session, the class planning was created by using the institutional template (See: [Annex B](#)) Each planner was designed for a 15-days term, that means, two per month. It was designed according to the indications given by the supervisor. Moreover, after the explanation of the grammar topic,

some grammar worksheets were implemented (See: [Annex C](#)). In the same fashion, a script's template was given to the students before starting with the creation of the podcast (See: [Annex D](#)), in addition, a worksheet with common expressions and logical connectors was presented to each group, they were aimed at helping the process of the creation of the script (See: [Annex E](#))

Research Methodology

Approach

This research proposal insists on the adoption of a qualitative approach, that according to Creswell (2018) attempts to “explore and understand the meaning of individuals or groups ascribe to a social or human problem”. This approach implies questions, procedures, data collected inside the participants’ context, inductive data analysis and researcher interpretations.

Qualitative research is characterized by data collecting on natural settings, understanding participants perspectives, the apparition of researcher as data gathering instrument, the emerge of design, the subjectivity and the centralization of meaning (Hatch 2002) Regarding paradigms, the qualitative inquiry has a wide vision of them, taking into account the ontology, epistemology, methodology and the product. This approach is understood as an interpretative mean that tries to understand certain social phenomena through the participants’ subjective experiences. (Palmer and Bolderston, 2016) This allows understand the context from people on a specific context.

Besides, Portilla, M., Rojas, A. and Hernández, I., (2014) state that qualitative approach is an inductive, holistic and hermeneutic process that allows understand a social problem related to educational spaces, in order to propose strategies that improve specific teaching-learning paths. Thus, this approach attempts to contribute to the lack of implementation of didactic proposals in a specific high-school context in order to promote specific competences related to the oral production, by implementing grammatical, lexical and communicative skills in English as Foreign Language.

Design

For the development of this pedagogic proposal, the research was conducted through action research, whose purpose is focused on improving their educational practices through systematic procedures for gathering data related to how their particular teaching-learning context works and develop proposals that improve the issue analyzed (Creswell, 2012) This research design helps in the improvement of teaching practices through the exploration of new strategies that solve particular problems seen inside the classroom.

Action research differs from traditional researches since it is: constructivist, situational, practical, systematic and cyclical because action researchers are “generators of knowledge”, that want to understand a particular context in which the participants are involved, by choosing their own research questions, organizing systematically their plan and applying the knowledge acquired during the process. (Efron and Ravid. 2013)

It is important to highlight that, in action research, constructivist thinking is shown on its process and practice, since this paradigm establishes the continuous constructions of meanings and knowledges from the context and the interaction with it. (Sirca, 2007). This research proposal attempts to improve the oral skills through the production of multimedia by providing spaces of learning construction and collaborative work.

Population and Sampling

This research proposal was developed in the Educational Institution “Luis Ernesto Puyana”, in the high-school level. The sampling for the implementation of this proposal were 44 students of 10th grade, whose language level, taking into account the guidelines of the CERF (Common European Reference Framework) and the MEN guidelines and suggested curriculum, is located between A2.1 and B1.

Collecting Data Instruments

In order to gather data, for this research proposal it was proposed the following instruments:

Surveys. In social research, surveys are used as method for providing information about people and social phenomena (Lavrakas, 2008) This instrument that was applied as first step, helps for asking information about population behavior regarding the use of smartphones in classes, for having more accurate data; and for obtain information about mobile devices that students have in order to develop the tasks proposed.

In the first part of the data collection process, a survey was implemented in order to identify participants' behavior towards the use of smartphones in class, during the second week of the pedagogical stage. For a better comprehension of the students, this instrument was designed in Spanish and it was implemented in 41 students (the missing three (3) students did not attend the class the day when the survey was conducted) since it was necessary an identification of the context in order to evaluate the feasibility for developing this pedagogical proposal. (See: [Annex H](#))

Participant Observation. Observation in qualitative research since this data collection method is vital for capturing and understanding a variety of activities related to the participant setting (Marshall, C. and Rossman, G., 2016). Participant observation provides to the researcher, ways to check interactions, expressions and feelings of the participants during the development of a research-action study (Schmuck, 1997) This method helped to evaluate the collaborative work on students during the development of the cycle-task, regarding impressions, perceptions of students. In order to complement, *field notes* will be implemented, since they allow to have a contextualized document information about the context in which research is carried out. (Phillippi, J., and Lauderdale, J., 2017). In order to

have a register of the activities, the participant observations, and the experience, it is important to implement field notes during the development of the proposal. This field note corresponds to the first and second part of the weekly narrative.

Semi-structured Interview. In order to analyze students' perceptions regarding their experiences in the development of the research proposal, pre-service teacher implemented two (2) semi-structured interviews with a sampling of 4 students, choosing randomly. The first interview was implemented after recording the first podcast, and the second was conducted in the final week of the implementation of this pedagogical proposal. This instrument was applied since it “allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses” (Rubin & Rubin, 2005: 88 cited by Alshenqeeti, H., 2014). These instruments helped to collect data about the students' perceptions and thoughts regarding the development of the activities related to creation of podcasts.

They were aimed at collecting information about the students' perceptions towards two specific moments during the development of the pedagogical proposal. The first one was conducted after recording the first podcast, and the final instrument was carried out in the final week of the implementation of this project. The sample proposed for this instrument was 5 students chosen randomly, but only four (4) participants complete both semi-structured interviews.

The first semi-structured interview was divided into three sections: organization, development, and learnings & experiences. This instrument was composed by fourteen (14) questions. (See: [Annex I](#)) and the second one was organized into two sections: organization, and development, learnings & experiences. This instrument was composed by nine (9) questions. (See: [Annex J](#))

The data collected by implemented the rubrics were organized according to the categories or aspects evaluated, and the scale created for the assessment (“Excellent” “Outstanding” “in process” and “to be improved”) Nevertheless, since the educational institution manages a quantitative evaluation system, the rubric was adapted to obtain the students' grades. The previous qualitative scales were transformed by "4" "3" "2" "1" respectively, giving a maximum score of 36 points, so that each point had an approximate value of 0.138. The grade obtained by the students in the written part corresponded to the "saber" component, and the grade obtained in the podcast was part of the "hacer" component.

Document Analysis. Also known as content analysis, which, according to Babbie (2015), is understood as “the study recorded of human communication” that implies the analysis of multimedia and written content related to the interests of the researcher in order to answer the questions proposed in the study. Likewise, this instrument is often a “supplement” for methods such as participant observation and interviews, since the “document analysis” allows “gathering and analyzing documents produced in the course of everyday events” that means, during the implementation of the research proposal by providing values, beliefs and of participants in their context (Marshall, C. and Rossman, G. 2016) In this regard, in order to analyze the advances regarding student’s oral skills, students-centered podcasts are going to be considered as collecting data instruments, since the improvement of abilities such as pronunciation, vocabulary and fluency are relevant in one of the research questions proposed in this research proposal.

In order to analyze the products created by the students, two rubrics were used. They were adapted from Barquero D’Avanzo and Ureña Salazar’s (2015) case study and the punctuation system and the evaluation rubrics for English proficiency exams proposed by the

MEN, in order to establish the proficiency in English (Ministerio de Educación Nacional, 2016). These rubrics were organized as follows:

- Written part: The section of linguistic content evaluates grammar, vocabulary, coherence, cohesion and, orthography
- Oral part: The section of linguistic content evaluates fluency, grammar, vocabulary, fluency, and pronunciation.

In both the written and oral parts, it was evaluated whether the student, in the performance, developed the skills proposed by CERFL for levels A.2.2 and B.1. In addition to the fact that the project seeks development in the linguistic area, it was also intended to develop communicative skills in the foreign language. (See: [Annex K](#))

Research chronogram

The organization of time at implementing a research project is imperative since it allows the research to have a control about the activities. The following charts explain the activities that were developed:

Chronogram of Activities Implemented

Table 14: Chronogram of Activities implemented

Activities	March		April				May				June			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the project	X													
Submission process of parents' informed consent form.		X												
First Survey			X											
Pre-task 1: Used To			X	X										
First Task: Podcast' Script				X	X									
First Task: Podcast' Recording						X	X							
Pre-Task 2: Have to / Must							X							
Second Task: Podcast' Script							X	X						
Second Task: Podcast Recording									X					
First Interview									X					
Pre-Task 3: Second conditional									X					
Third Task: Podcast's Script										X				

Third Task: Podcast' Recording												X			
Final document analysis												X			
Final interview												X			

Description of the Activities Implemented

Table 15: Description of the Activities Implemented

Activity		Date	Description
Submission process of parents' informed consent form.		From March 22 nd to March 25 th , 2022	Pre-service teacher is going to send a letter to 10 th grades students' parents in order to require the permission for implemented the research proposal
Introduction		March 22 th , 2022	Presentation of the project to the students
1 st Survey		From March 28 th to April 1 st , 2022	Implementation of the first survey for general information about the population and the mobile devices they have.
First Task	Pre-task	March 31 st , 2022	First pedagogic intervention regarding the creation of the first podcast. Presentation of the topics and creation of the collaborative groups.
	Cycle task	April 4 th , 2022 April 21 st , 2022	Creation of first podcast about past and present hobbies, and costumes (script, pronunciation review)
	Language Focus	April 25 st , 2022	Assessment of first podcast
Second Task	Pre-task	May 2 nd , 2022	Second pedagogic intervention. Presentation of the topics.
	Cycle Task	May 5 th , 2022 May 12 th , 2022	Creation of second podcast about presentation of the rules and agreements of participation and cares regarding environment (script, pronunciation review)
	Language Focus	May 16 th , 2022	Assessment of Second podcast
Recording Process 1		From May 16 th to May 26 th , 2022	Students recorded the first and second podcasts.
First Semi-structured Interview		May 25 th , 2022	Five of the students developed a semi-structured interview about their perceptions about the activity.
Third Task	Pre-task	May 19 th , 2022	Third pedagogic intervention. Presentation of the topics.
	Cycle Task	May 23 th , 2022 May 26 th , 2022	Creation of the third podcast about Environmental Educational Project (script, pronunciation review)
	Language Focus	June 1 st , 2022	Assessment of Third podcast
Final semi-structured interview		From May 27 th to June 1 st , 2022	Students are going to develop a final semi-structured interview in order to express their final perceptions about the activity.

Ethical Considerations of the Proposal

For this proposal, which was conducted in a Colombian public high-school ("Luis Ernesto Puyana" Educational Institution), pre-service teacher preserves ethical categories for

the data collection proposed in 2011 by the American Educational Research Association (AERA) which are related with the anonymity of participants at conducting instruments such as semi-structured interviews and the introductory survey.

Moreover, it is important to highlight that most part of the participants are minors, thus, participants' rights were announced to the students in their parents, through the informed consent before starting the implementation of the project. The information confidentiality was ensured by protecting research participants' sensitive data obtained during/throughout this inquiry. (AERA, 2011. p. 5). Likewise, ethical rights ensure to participants in this project, by ensuring the freedom to leave the project at any time. (Johnson & Christensen, 2014. Pag, 210)

Before starting with the implementation of the pedagogical proposal, a letter was sent to the parents of 10th grade, in this document a brief description of the project and the requirement for the informed consent were presented (See: [Annex F](#)). In addition, the informed consent was delivered with the presentation letter (See: [Annex G](#)) for being signed by the parents.

Analysis and Interpretation of Collected Data

Data Analysis Process

For the purpose of analyzing the data from the survey implemented before starting the implementation of the proposal, the *cross-tabulation* method will be implemented in order to organize the information provides by the closed-ended questions proposed, since this method allows the researcher to organize an categorize the variables and the relationship among them (University of Southampton, 2022)

Moreover, with the aim of analyzing the data collected during the development of this research proposal, it is necessary to organized key information collected through the instruments that were implemented. Therefore, typological analysis will be used in order to

analyze the data collected from semi-structured interviews, observations and podcasts recorded by students, since this inductive method implies the division of the data into categories or typologies based on research objectives. (Hatch, 2002) This strategy requires four steps in which researcher identifies and organizes a framework of typologies indispensable for answering the research questions previously proposed.

Typological Analysis started by identifying the typologies and determine the categories that helped in the process. This “identification” of typologies took into account the research questions proposed in this study: 1) Implementation of students-generated podcast in the acquisition of grammar and vocabulary contents proposed in the English classroom; 2) Influence of students-generated podcasts in speaking skill components in the English classroom and 3) Students’ perceptions regarding their experience at recording podcast in class

Regarding the first typology, it was determined, by taking into account the elements such as “vocabulary” and “grammar” as relevant aspects to be analyzed, it was proposed “formal aspects of language”, whose categories were lexical and grammar content.

With respect to the second one, it was determined based on the categories of assessment proposed by Barquero D’Avanzo and Ureña Salazar (2015), for elementary students, and based on the observations previously conducted, in which, it was establish the students’ level at speaking. The data was classified into “Speaking Components” which is composed by pronunciation, and fluency categories.

For the final typology, grouped the categories "teamwork", "experience", and "learning awareness", this typology was identified at developing a first scanning of the semi-structured interviews developed with students.

Illustration 5: Typologies of Analysis

Aspects of the language	Speaking components	Students' Perceptions
<ul style="list-style-type: none">• Grammar Content• Lexical content	<ul style="list-style-type: none">• Pronunciation• Fluency	<ul style="list-style-type: none">• Experience• Colaborative work• learning awareness

Findings

After analyzing the data collected, some findings organized by the typologies defined were established as follows:

Implementation of students-generated podcast helps in the acquisition of grammar and vocabulary contents proposed in the English classroom. Taking into account the results obtained by the students at creating their podcasts (written and oral production), the implementation of this proposal improved their skills in aspects such as grammar and vocabulary, as was expressed in the interviews, the creation of the podcasts made it easier for them to better understand the contents, since they had to apply them in a certain context, and as is showed in the tables of results based on the rubrics, students could achieve the “excellent” level.

On the one hand, at analyzing the written production, which consists the first part of the “cycle-task” stage, 60% of the collaborative groups (12 of the students) were located in the “excellent” scale, since they complemented the vocabulary explained with new words in order to create their scripts, most part of the lexical content was used in a good way, since each idea was clear. Focused on grammar, all the collaborative groups (20 students) showed a good implementation of the contents explained in their written productions, nevertheless, they presented some mistakes related to the order of negative sentences. Concerning both cohesion and coherence, in 100% of the collaborative teams’ (20 students) written productions, the level observed is located in “outstanding” scale. At finishing the process, all of the collaborative groups continued to be at the "excellent" level in aspects such as grammar, vocabulary and coherence, 80% of the groups still did not reach this level, since, although they could organize their ideas in a logical way, they had difficulties in using connectors correctly, in the same fashion, 40% of the collaborative groups, showed

difficulties in their written production at spelling words and using punctuation marks, especially commas.

On the other hand, one of the students expressed that at creating his podcast's script, the grammar contents explained in class were understood in a better way, since they evidenced how they could be implemented in a "real situation". Moreover, participant JFV_01 expressed that "we learned how to manage some themes, how to pronounce them and how to communicate using these contents and vocabulary" Participants also expressed that they perceived improvement at acquiring vocabulary, because they can remember more words, especially the most used during the tasks.

At implementing the students-generated podcasts, students could acquire a better grammar and vocabulary level regarding the contents proposed for the term, since they put into practice these knowledges in a real context, creating a communicative space in which the contents were better understood. The creation of student-generated podcasts promoted a didactic learning, since students are active participants of the process by creating their own learning tools.

Influence of students-generated podcasts in speaking skill components in the English classroom. After analyzing the data related to punctuation and fluency, the main findings at the end of the implementation of the pedagogical proposal were: 1) the lack of oral production activities in the English class at the educational institution, which prevented students from obtaining the expected level for their course; 2) When implementing the proposal, students showed significant progress, since they left their comfort zone, were motivated throughout the process since they were free to choose the topics and felt committed to their learning, since it depended on them whether or not the activities progressed or not.

20% of the collaborative groups (four students) were located in the “to be improved” scale, and 40% (eight students) in the “in process” scale at analyzing the pronunciation. Students presented a low level in this aspect since factors such as: lack of confidence, fossilization of some words, and the minimal existences of spaces for oral production (speaking) practice before the implementation of this pedagogical proposal, a consequence of virtuality and the implementation of traditional strategies in years prior to the present.

After conducting the second and third task, 100% of the collaborative teams achieved a better pronunciation, and 80% of them a better fluency level according to the rubrics proposed, and their ideas were more organized, nevertheless, one of the oral productions analyzed did not present any advance, thus remaining at the "in process" level, one of the main factors that did not allow these groups to reach the advanced level is related to the fossilization when pronouncing some words such as "because" "was" "would", and when giving feedback the students still maintained the pronunciation error. (See: [Annex L](#)).

Furthermore, one of the participants interviewed indicated that, during the first task, they were nervous at recording due to different aspects such as hesitation, and lack of speaking activities related to speaking that could provide them prior knowledges. Participants expressed that most part of the activities in English class, before the implementation of this proposal, were focused on writing production. For this reason, at recording the first podcast, students presented issues and the used to have “laughing fits” during the speaking task. With reference to fluency, participants were concerned that the message would be understood, since the issues they addressed were of personal interest to them. One of them, participant LN01 indicated that “We practiced several times, and we asked to the teacher for help, [...] for recording it (the podcast) so that the message would be understood”. Also, participant JFV01 manifested that “we divided our parts of intervention and we practiced several times before recording [...] it was hard and sometimes we looked like robots”.

In the final stage of the pedagogical proposal development, students perceived an improvement at speaking, since they felt more confidence, this is caused by they practiced more and they could “delete” the thought that “how we wrote, we pronounced” as was indicated by participant JFV_01. Focused on fluency, they expressed that they have less issues since the practice were constant in class and before recording. They felt fascinated since "We had better public speaking skills to develop this and we had lost our fear. Then, as we got further into writing that podcast, we were more fluent both orally and in writing." (JFV_01)

The implementation of student-generated podcasts improved the speaking skills in the English classroom, since this pedagogic strategy promoted the continuous practice of pronunciation, improving the confidence and reducing the hesitation in students by promoting a sense of belonging towards their learning process. Likewise, student-generated podcasts promote the communicative skills, improving their performance.

Students' perceptions regarding their experience at recording podcast in class.

The analysis of the interviews towards students' opinions and thoughts after conducting this study revealed that students felt motivated during the development of each task, highlighting the importance of teamwork because it promoted the collaborative learning by improving the coexistence. In the same fashion, students' perceptions showed a great awareness towards their learning process, since they considered necessary the implementation of activities that encourage the speaking skills of students, in order to obtain the enough tools for interact in this language.

Participants interviewed agree that the activities were striking, since it was a new methodology that promoted flexibility and, as participant KG_01 said, "because it was not with everyone in the classroom, but in an open space, just the four of us, without anyone

seeing us and not making us feel embarrassed". This flexibility played a key role because the students did not perceive the class as boring. Despite not being "used to it" the students expressed their willingness to participate as stated by participant NF_01 "This activity helps us to learn more and develop better in our skills and this allows us to get to have better pronunciation, to leave the fear or embarrassment to speak this English."

Another aspect analyzed in this section was the "teamwork" since all the activities were developed in groups. Students interviewed expressed that this type of activities will help at improving the course's coexistence since "We support each other because it is not very pleasant to work alone. So, that one person doesn't understand and let's assume, I do understand, then I can explain." (KG_01) thus promoting coexistent learning.

They appreciated the "teamwork" because they could learn more and the activities were easier to develop. The dialogue and the collaborative learning were present, avoiding any type of arguments, the organization and the roles inside the team were clear and all the participants proposed their ideas as was explained by participant NK_01. Another aspect that students highlighted was the motivation that they felt during the development of the activities, this idea was clearly expressed by participant JKV_01 who established "We already had more enthusiasm and the activity seemed more attractive, there was more organization and the development of each part was more consistent [...] and in this way we were able to develop in a more consistent and useful way."

This enthusiasm helped to develop a better work. In addition, the participants interviewed stated that they were aware of the need to develop activities related to oral production, since they understood that the level they had was not in accordance with their academic level. Likewise, they were also convinced that this type of activities should be implemented from lower grades.

Students highlighted the importance of recording podcast in class, since this strategy helped them to improve their pronunciation, fluency and they can implement what they learned in class. In the same fashion, this activity promoted the “teamwork” improving the coexistence in the course, promoting the collaborative learning and encourage their awareness towards their process of language acquisition.

Conclusion

In official educational institutions, one of the most challenging linguistic skills is oral production, since the use of traditional methodologies focused mainly on oral production is still evident. This proposal was born as a response to meet the needs of 10th grade students of the Luis Ernesto Puyana Educational Institution, in order to improve oral skills through the creation of podcasts.

The implementation of this pedagogical proposal showed a positive influence on the acquisition of knowledge related to grammar and vocabulary since students put into practice in a communicative activity what they learned in class in a successful way, this progress was evidence in each of the activities proposed and in the final product. Moreover, this project was a starting point in the encouragement of pronunciation and fluency skills on students, since repetition and practice before recording reduced pronunciation errors and showed greater fluency. Although the proposed level was not reached in its entirety, progress was more than expected thanks to the willingness of the students.

Finally, it is important to highlight that the students were motivated during the pedagogical process, taking advantage of the “teamwork” activities as promotion of a better coexistence in the course and the creation of “collaborative learning” which made them aware of their learning process and their leading role to improve themselves and help their peers, also, their active participation in the implementation of this study promoted a sense of autonomy and commitment to learning,

Recommendations

The implementation of this challenged pedagogical proposal was a significant step forward in the implementation of new strategies focused on the creation of multimedia resources for the improvement of oral skills in students of official institutions, because, the characteristics of this environment, especially in a rural context, meant that it was ambitious and that the proposed activities were only partially carried out.

In this sense, it is recommended that future researchers who wish to implement a similar proposal, carry out a more thorough identification of the particular context, as well as the creation of smaller work teams, and establish more specific guidelines for analysis that can provide more accurate data, in order to have a closer look at the possible effects of the implementation of a similar study. For that reason, this proposal is intended to be a starting point for future researchers with a starting point to analyze in more detail the influence of student-generated podcasts on the acquisition of oral performance at different educational levels within official institutions.

Chapter IV

Community Outreach Component

English language reinforcement workshops for senior students at the "Luis Ernesto Puyana" Educational Institution, to improve "Saber 11" Exam results.

Introduction

At the University of Pamplona, the B.A. in arts of Foreign Languages (English-French) proposes as one of the components of the practicum stage a space in which pre-service teachers develop a strategy focused on attending a particular need in their scholar context, focused on English language learning/teaching process, going beyond their curricular activities and their pedagogical proposal.

The implementation of this community outreach component focuses on improving the linguistic skills of the senior students of the "Luis Ernesto Puyana" school, seeking to improve the results in the English section, in the standardized test "Saber 11", seeking to meet the educational goals established in the institutional P.E.I. In order to achieve this objective, it is planned the implementation of worksheets and didactic activities such as games in the development of weekly workshops organized by sections: grammar, oral comprehension, vocabulary and drills. In addition, in order to provide continuity during the last weeks, it is proposed, the development of personalized courses in order to meet the particular needs of the students. Additionally, it also sought to increase confidence and reduce hesitation at learning English in an intrinsic way.

Justification

Practicum process at 10th semester, allows pre-service teachers the acquisition of teaching experience through the immersion in a real educational environment at implementing a pedagogic proposal and interact with a particular population with defined needs. The opportunity of an outreach proposal implementation, allows them to propose new strategies for a population with observed needs.

Furthermore, 11th grades students face great levels of stress due to the list of requirements that they have to accomplish in order to obtain their high school diploma, and for the students one of those requirements which causes the highest levels of anxiety are the “Saber 11” exam, since, one of the institutional goals is to improve the results in the English part of this standardized exam proposed by the Colombian Institute for the Evaluation of Education (Instituto Colombiano para la Evaluación de la Educación ICFES). In fact, for them, English is one of the hardest subjects in the curriculum due to the previous grammar-translation approaches used before and during the COVID-19 contingency that reduce their confidence regarding productions skills and comprehension skills.

Through the use of worksheets and didactic games it was proposed to increase their linguistics skills, and decrease the anxiety and stress intrinsically, by propitiating courses on Saturdays with a relaxing environment, where they could practice vocabulary, grammar, pronunciation and reading competences focused on obtaining better results in “Saber 11” exam.

Objectives

General Objective

- To develop workshops in order to reinforce English language skills in 11th students at the “Luis Ernesto Puyana” Educational Institution.

Specific Objectives

- To use worksheets and multimedia resources as supporting resources to teach English.
- To implement didactic games to encourage students at learning English.
- To develop a continuous evaluation in order to evidence the advances in their preparation for the state exam.

Methodology.

These courses were developed on Saturdays from 8:00 am to 12:00 pm at the English classroom, under the supervision of the institution principal. Due to the change of principal at the institution, the established schedule was also changed. During the last weeks, the course was held from Monday to Friday in the afternoon (one hour per day). These reinforcement courses focused on developing a more personalized accompaniment to the students.

In the implementation of this series of reinforcement courses aimed at students in preparation for the “Saber 11” exam, the following strategies are taken into account: the use of worksheets and the use of games as didactic support.

Worksheets as teaching resources have been used for long time since they can be adapted according to contents and contexts needs. Frequently their use is related to grammar, vocabulary and reading comprehension (Lee, C. 2014). The “Saber 11” exam evaluates the communicative competences of students, who are completing the eleventh grade, regarding lexical, reading and grammar skills, that is why the use of designed worksheets based on particular students’ need regarding this state exam.

After a content explanation, according to the chronogram of activities proposed, students will develop the worksheets proposed for each English session, during the first two hours of the day. They are designed guided on contents from “Evaluar Para Avanzar” and methods related to the skills evaluated on “Pruebas Saber”. In addition, worksheets will be supported with multimedia resources such as videos, songs and flashcards.

Concerning the use of games in EFL learning contexts decreases the levels of anxiety and stress in students, motivates language learning outside the classroom, encourage students to participate actively by providing relaxed and flexible environments. (Gozcu & Caganaga, 2016) Games are generally implemented as a didactic strategy in primary education courses,

however, this does not imply that they are limited to this population; games as a didactic support for adolescents and young people are also very useful, since they motivate them and make them feel involved in their learning.

During these recreational activities, that were developed in the next two hours (from 10:30 to 12:30), vocabulary, pronunciation and grammar were practiced by creating an environment in which students feel comfortable and do not feel fear to make mistakes and ask for feedback, and the competitive spirit makes students motivated to learn the language, which will facilitate learning in their regular English classes and reduce anxiety when they face institutional or state standardized exams.

Material Implemented

The pedagogical material used for the design and the development of the reinforcement course is classified as follows:

Grammar worksheets

The worksheets related to grammar were designed in Canva and the exercises were taken from Michael Vince's (2007) book, which is aimed at intermediate level students. The activities proposed in this method are focused on learning how to use the grammar in a context.

Reading Activities

Considering that the English section of the "saber 11" test is mainly based on the structure of the KEY test, during the execution of the workshops focused on reading comprehension, different worksheets used to prepare students for these international tests were implemented. The section that was worked on was related to the "reading" and "writing" parts (Chapman et al, 2020; Roderik and Morales, 2020).

Diagnostic Test

For the design of the diagnostic test, the structure of the official test was taken into account, the texts were taken from the exams "Evaluate to advance" and the book "Code 11" which were provided by the institution.

Community Outreach Activities.

Diagnostic Activity.

In order to identify the weakness regarding the abilities evaluated by the ICFES through the exam “Saber 11”, during the first session, students presented a diagnostic based on the structure of this state examination (See: [Annex N](#)). For the implementation, a test was designed based on the structure proposed by the ICFES, to evaluate the English proficiency of senior students in the country's official institutions. According to the ICFES (2021), this part of the test evaluates lexical, practical, communicative and grammatical skills, as well as reading and inferential comprehension in English, based on the classification proposed by the CEFRL for the A1, A2, an B1 levels.

This activity was developed at the institution's sports center, and students had a maximum time of one and a half hours to complete the exam. This activity was developed on March 26th, 2022

Illustration 6: Worshop 1 - Diagnostic Exam



Vocabulary Workshop

Based on the results of the diagnostic test applied to the students, which showed that they are in a range between level A1 and A2, a series of weekly workshops were designed in which specific contents and skills will be worked on with a view to the “Saber 11” exam. In this first workshop, we sought to develop a vocabulary reinforcement through the implementation of a song in order to practice pronunciation.

Likewise, in order to promote different techniques for learning new words, a glossary table template was given to each student (see: [Annex O](#): Glossary Table), and different strategies were explained for promoting autonomous practices that will help them for acquiring new vocabulary. Finally, based on the way in which the "saber 11" test evaluates lexical knowledge, we proposed to work on a test in which a definition was presented that had to be related to the word to which it referred. This workshop was developed on April 2nd, 2022

Illustration 7: Worksheet – Song

Circles - Post Malone

We couldn't turn _____
 'Til we were upside down
 I'll be the bad guy now
 But no, I ain't too _____

I couldn't be there, even when I tried
 You don't believe it, we do this _____
 Seasons change and our love went cold
 Feed the flame 'cause we can't let it go
 Run away, but we're running in _____
 Run away, run away

I dare you to do something
 I'm waiting on you _____
 So I don't take the blame
 Run away, but we're running in circles
 Run away, run away, run away

Let go, I got a feeling that it's time to let go
 I say so, I knew that this was doomed from the get-go
 You thought that it was special _____
 But it was just the sex though, the sex though
 And I still hear the echoes (the echoes)
 I got a feeling that it's time to let it go, let it go

Seasons change and our love went _____
 Feed the flame 'cause we can't let it go
 Run away, but we're running in circles
 Run away, run away

I dare you to do something, I'm waiting on you again
 So I don't take the blame
 Run away, but we're running in circles
 Run away, run away, run away

Maybe you don't understand what I'm going through
 It's only me, what you got to _____?
 Make up your mind, tell me
 What are you gonna do?
 It's only me, let it go

Seasons change and our love went cold
 Feed the flame 'cause we can't let it go
 Run away, but we're running in circles

Run away, run away
 I dare you to do something
 I'm waiting on you again
 So I don't take the blame
 Run away, but we're running in circles
 Run away, run away, run away

Wordbox

Lose:

Circles:

Special:

Cold:

Around:

Again:

Proud:

every time:

Illustration 8: Vocabulary Test

PART A		ELEMENTARY VOCABULARY		TEST - 1	
1. We pick things up with our _____.	A) arms	B) hands	C) hair	D) heads	
2. I lick an ice-cream with my _____.	A) knee	B) chest	C) lips	D) tongue	
3. To eat something I put it in my _____.	A) mouth	B) elbow	C) nose	D) neck	
4. We comb and brush our _____.	A) fingers	B) shoulder	C) hair	D) sole	
5. I brush my _____ regularly, especially after eating.	A) waist	B) lips	C) teeth	D) thumb	
6. I sometimes go to school _____ bus.	A) in	B) at	C) to	D) by	
7. She waited _____ the bus in the bus stop.	A) for	B) to	C) with	D) of	
8. She has got a yellow dress _____.	A) on	B) in	C) with	D) to	
9. Who is the man _____ the red tie?	A) in	B) with	C) on	D) off	
10. I remember her. She was the one _____ green shoes.	A) on	B) at	C) with	D) by	
11. I watch _____ while I am sitting on the sofa.	A) television	B) picture	C) radio	D) tape	
12. I sometimes listen to the _____.	A) television	B) radio	C) type	D) film	
13. I keep my books in a / an _____.	A) shelter	B) bookcase	C) armchair	D) carpet	
14. We stand in a bus _____ to wait for a bus.	A) station	B) road	C) stop	D) corner	
15. The cars wait until the traffic _____ turn green.	A) railings	B) signs	C) crossing	D) lights	
16. You can cross the road at a _____.	A) cross-road	B) crossing	C) crosser	D) road	
17. We should put waste paper in a _____.	A) box	B) park	C) litter-bin	D) pavement	
18. We get wet when it _____.	A) freezes	B) blows	C) shines	D) rains	
19. When it is very cold, everything _____.	A) rains	B) freezes	C) blows	D) snows	
20. You can _____ everything you need at this supermarket.	A) lend	B) sell	C) use	D) buy	
21. If you cannot _____ your watch, buy a new one.	A) find	B) do	C) get	D) sell	
22. I am _____ my glasses. Where can it be?	A) using	B) seeing	C) looking for	D) finding	
23. My father _____ shoes in a store.	A) sells	B) makes	C) wears	D) gives	
24. I forget to _____ for goods that I buy every time.	A) sell	B) buy	C) give	D) pay	
25. I must buy things _____ my house.	A) in	B) of	C) for	D) with	
26. Can I try this _____ on?	A) jacket	B) bottle	C) paper	D) shoes	
27. Can I have my _____ back?	A) pay	B) cash	C) money	D) cost	
28. I took some biscuits from the _____ in the supermarket?	A) tin	B) shelf	C) bin	D) bottle	
29. We give the money to the _____ in the market?	A) queue	B) manager	C) cashier	D) customer	
30. What is the money you get, usually weekly or hourly?	A) salary	B) pay	C) wages	D) cash	
31. We call abilities you can do as _____.	A) skills	B) experience	C) job	D) quality	
32. Work of the same type you have done before is called _____.	A) job	B) work	C) experience	D) duty	
33. Certificates and exams passed mean _____?	A) job	B) experience	C) skills	D) qualifications	
34. What is a talk with a company about a possible job?	A) speaking	B) interview	C) experience	D) talk	
35. Points in your character are called _____.	A) ex-skills	B) personal level	C) ex-hobbies	D) personal qualities	
36. My parents decided to send me to a _____ when I was three.	A) nursery- school	B) private school	C) primary school	D) secondary school	
37. Education is _____ after the age of 7. Every child should be sent to school.	A) optional	B) compulsory	C) easy	D) strict	

Reading Workshops

One of the main abilities that English section of the “Saber 11” exam evaluates is the reading comprehension. Therefore, the second workshop is aimed at working on developing strategies for improving reading abilities. To achieve this, a comprehension exercise was initially proposed in which students identified the general idea of a text after completing it. Then, based on these exercises, some reading strategies that could be implemented when developing these types of exercises were explained. Then, in order to relate the past workshop, the students carried out a workshop based on the structure of the KEY tests, in which they had to identify vocabulary, complete a text and identify advertisements. This workshop was developed on April 23rd, 2022

Illustration 9: Worksheet - Reading Activity 1

Name: _____ Date: _____ Score: _____

Activity

RICH AND INSECURE

Con base en el siguiente texto, responde las preguntas 1 a 4

Data Phuge, an Indian man, has bought one of the world's most expensive shirts, made with more than 3 kg of gold, ____ (1) ____ is worth USD 250,000. He is an extreme case of an Indian obsession with the precious metal.

Data Phuge's nickname is the "gold man", and it's easy to see why.

His knuckles, and wrists are weighed down ____ (2) ____ the precious metal -signet rings, chunky bracelets, and a medallion that even an Olympic champion might envy.

And on top of that, draped resplendently around ____ (3) ____, glittering in the light it is a shirt of gold.

"Some people ask me why I'm wearin so much gold but it was my dream. People have different aspirations. Some elite people want to own an Audi or Mercedes, and have big houses. I chose gold", he explains.

To ensure the shirt stays on his back, Phuge has a security guard with him ____ (4) ____ he travels

1.
A. which B. who C. where

3.
A. him B. his C. he

2.
A. of B. with C. by

4.
A. whoever B. however C. wherever

Illustration 10: Test 1 - Reading Activity

READING AND WRITING PART 1


Places and buildings

1 Read the descriptions. Choose the correct answer, a, b or c.

- You go here if you want to catch a plane.
a station b airport c motorway
- People go here to watch sports such as football.
a roundabout b theatre c stadium
- You can park your car in one of these.
a garage b lift c underground
- Businessmen and businesswomen work at desks in this place.
a elevator b pharmacy c office
- Parents take their children here so they can have fun.
a playground b market c car park
- Doctors and nurses work in this place.
a guesthouse b hospital c factory
- You can study lots of different subjects in this place.
a college b supermarket c hotel
- People work in this place and make things such as cars.
a museum b cafeteria c factory

2 Complete the conversation with your own words.
Put ONE word in each space.

Receptionist: Good morning. Can I (1) _____ you?
Nikki: Yes please. I (2) _____ love to go to a museum.
Is there one (3) _____ this hotel?
Receptionist: Yes. You can walk to it from here. Just go out of the hotel, (4) _____ left, walk for about ten minutes, and you will see it on your right.
Nikki: Thank you. (5) _____ it a big museum?
Receptionist: Yes, it's the national museum. It's very large, and there's a lot to see there.
Nikki: That's great. I want to buy some postcards.
(6) _____ the museum have a shop?
Receptionist: Yes, it has a very nice shop. It (7) _____ books and gifts – and postcards, of course.
Nikki: Thank you very much for your help.
Receptionist: You're (8) _____. I just ask me if you need anything else while you're staying here.



Exam tips

- Read each short text and think about where you might see it. Who has written it? Who is it for?
- Look for words or phrases in the sentences and the texts that have the same meaning.

READING AND WRITING PART 1

Services

1 Complete the sentences below with the words from the box.

bank	café	chemist	dentist	hotel
library	post office	tourist information		

- I'm going to the _____ to buy a stamp.
- Is the _____ open today? I need to get some cash.
- My tooth hurts. I think I should make an appointment with my _____.
- I'm going to the _____ to borrow a book about insects.
- I've got my flight, but I still need to book a room in a _____ for my holiday.
- Is there a _____ near here? I need to buy some medicine.
- I booked a tour of the city at the _____ centre.
- Let's go to that new _____. They make great hot chocolate.

2 Read the signs. Put the number in the correct part of the table.

Bank	Tourist information centre	Library
1. Please try to return books to the correct shelf. Thank you.	5. DVDs £1.50 for one week.	
2. Need to find a room in a hotel? We can book one for you.	6. Computer course for beginners. Starts Monday.	
3. Information about train and bus times at this desk only.	7. Lost your credit card? Call this number immediately. 970097 86809	
4. Need to borrow money today? Speak to a member of staff.	8. Please pay for maps in cash.	

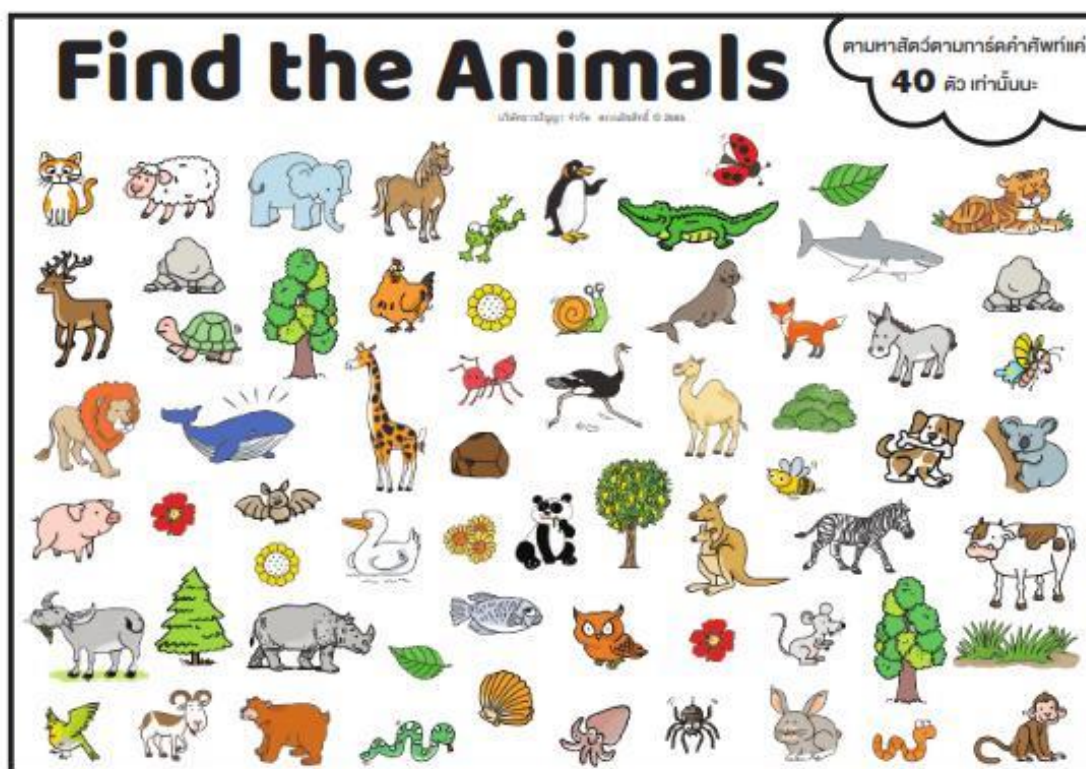
Recreational Activities

In the second section of the reinforcement course, different didactics activities are developed. During the first session, students developed an activity in which a topic was proposed and they had to write the most words related to that topic. In a second part, they had to organize a series of sentences and relate them to a given advertisement. In the second session, students practiced the vocabulary learn by playing charades in teams, moreover, they practiced grammar by implemented a Kahoot game which was played at the computer's room. In the third session, students played “Bingo: I spy” in which they identified in a picture, different animals by teams in order to be the first group on completing the total of animals mentioned. These activities were developed on March 26th, April 2nd and April 23rd 2022.

Illustration 11: Recreational Activity 1



Illustration 12: Recreational Activity: I Spy worksheet



Reinforcement Course - Personalized Accompaniment

Due to changes at the administrative level and the fact that the students started their "pre-icfes" classes proposed by the municipality, it was necessary to change the work methodology, so that during the last weeks a personalized accompaniment was developed and a specific schedule was established for each group, taking into account if the students live in the urban or rural area. This change was presented at the meeting of teachers and the coexistence committee, which was unanimously approved. During each session, each group developed a written comprehension and vocabulary activity based on a specific topic. In addition, students' particular doubts regarding grammatical content were addressed.

During the session from May 23rd to 27th, the students independently developed an article guide, since this is a topic in which they had difficulty.

Likewise, during the week of May 31st to June 3rd, each group developed a text comprehension and vocabulary activity related to travel, identifying advertisements and their function, as well as the main idea of a short text.

Illustration 13: Personalized reinforcement course



Illustration 14: Grammar worksheet

B1 Articles

ART002

Fill in: THE, A, AN or ---- (no article)

1. _____ little knowledge is _____ dangerous thing.
2. _____ Tower is one of _____ main attractions of London.
3. Where are _____ scissors you borrowed from me last week?
4. _____ Elephants are very intelligent animals.
5. I need _____ little bit of time to think about _____ offer you made.
6. _____ President of _____ United States is going to give _____ interesting speech tonight.
7. There was _____ time in my life when I enjoyed _____ skating.
8. I haven't been to _____ concert like that before.
9. Neill Armstrong made _____ first footprint on _____ moon.
10. I was in _____ pain after I had twisted my ankle.
11. _____ Teachers are people who normally like _____ students.
12. It's a long way by _____ train to _____ south of France.
13. I'm so tired. I think I'll be going to _____ bed.
14. _____ Prime Minister is scheduled to give _____ speech this afternoon.
15. The worst part of living in _____ tent is the lack of _____ space.
16. _____ French drink a lot of wine.
17. _____ Dogs are wonderful pets.
18. Jane's husband got home early from _____ work.
19. Of all the cars available I prefer _____ Japanese one.
20. This is _____ book on _____ Irish history.

Illustration 15: Reading Worksheet

STEP 1 PREPARE

Where are you going today?

1 Look at the pictures. What do you need when you travel? What do you like or dislike about travelling?

2 Now write the words, using the pictures to help you.

- You have to go down lots of steps to get to this. u n d e r g r o u n d
- This person takes people sightseeing around interesting places. 1 9
- People travelling on different types of transport are called this. 3
- This person travels far to find out about new places. 4
- There is a lot of this on our roads and motorways. 5
- Your bags and suitcases are called this. 6
- Your job is to check things like cars and engines for any problems. 7

2 Match opposite words from A and B.

A	B
cheap dirty early fast last safe	expensive dangerous found clean late slow expensive

1 cheap expensive	2
3	4
5	6
7	8

Useful Language for Part 2!

Modal verbs e.g. *can't*, *must*, *have to*, *should*, *mustn't*, *needn't*, *may*, *shouldn't*, *could*, *couldn't*, *might*, *mightn't*.

Opposites e.g. *cheap/expensive*, *early/late*, *fast/slow*, *safe/dangerous*, *found/lost*, *clean/dirty*, *last/first*.

Words with similar meaning e.g. *expensive* (costly), *dirty* (filthy), *late* (delayed), *slow* (slowly), *found* (discovered), *clean* (tidy), *last* (final).

3 Complete the sentences with words from Exercise 2.

- I saw a small black dog near the bus station. Please ring this number if you see him: 094321.
- These boat trips to the islands are a bit — have you got anything cheaper?
- The journey won't take long because the train is really
- Don't cross the road when the traffic lights are green! It's
- Some countries like Switzerland are very There is no rubbish anywhere!
- Dad has been delayed by the traffic — we're going to be

4 Circle the correct words.

- Jason lost his backpack at the airport — he couldn't / shouldn't find it anywhere!
- You should / needn't take your passport because you aren't travelling to a different country.
- We can / must make some sandwiches for the trip. Can you help me please?
- You should / would go to the tourist information centre if you want to buy some tickets.
- We mustn't / should miss the train. If we hurry, we'll be there on time.
- I may / can't find a taxi so let's take the bus instead.

5 Match the sentences with the same meaning. Choose four answers from a–h.

- Do not carry bags with you on the plane.
- You mustn't go through the traffic lights.
- Your plane may be late.
- You should not drive fast here.
- You can't eat here at 2 pm on Saturday.
- You must put your bags somewhere else / in a different place.
- You should take an earlier flight.
- The cafe won't be open for lunch on Sundays.

6 Read the message and circle the correct answer.

1 What does Tim want? He wants a lift to London. / He wants a lift to the station.

2 Why can't they go by coach? There aren't any spaces left. / It was delayed.

3 What time does the train leave? After 8.45. / Before 8.45.

Hi Mark,

About Saturday and the trip to London, the coach is full so we have to go by train. Can your Dad take us to the train station? We need to be there by 8.45.

See you then,

Tim

Chronogram of Activities.

Table 16: Chronogram of Activities: Community Outreach

Date	Hour	Activity
March 26 th , 2022	08:00 am – 10:00 am	Development of first worksheet: Diagnostic
	10:30 am – 12:30 pm	Recreational Activity 1
April 2 nd , 2022	08:00 am – 10:00 am	Development of second worksheet: Vocabulary
	10:30 am – 12:30 pm	Recreational Activity 2
April 9 th , 2022	08:00 am – 10:00 am	Development of third worksheet: Grammar
	10:30 am – 12:30 pm	Recreational Activity 3
April 23 rd , 2022	08:00 am – 10:00 am	Development of fourth worksheet: Reading (ICFES format)
	10:30 am – 12:30 pm	Recreational Activity 4
April 30 th , 2022	08:00 am – 10:00 am	Development of fifth worksheet: Reading (ICFES format)
	10:30 am – 12:30 pm	Recreational Activity 5
From May 24 th to May 27 th 2022		Development of grammar worksheet autonomously.
May 31 st 2022	12:00 pm– 1:00 pm	Development of the seventh workshop: reading comprehension and vocabulary – GROUP A
June 1 st , 2022	3:00 pm – 5:00 pm	Development of the seventh workshop: Reading comprehension and vocabulary – GROUP B
June 2 nd 2022	1:00 pm to 2:00 pm	Development of the seventh workshop: Reading comprehension and vocabulary – Group C
June 3 rd 2022	1:00 pm to 3:00 pm	Development of the seventh workshop: Reading comprehension and vocabulary – Group D

Conclusion

The implementation of worksheets, linked to didactic games in senior students improve the acquisition of specific skills towards “Saber 11” exam, since the flexible and personalized space created reduced the levels of hesitation at practicing for a state standardized exam. The diversification of state test preparation spaces made it more attractive to 11th graders.

In terms of development, it is important to highlight the role played by professional judgment in selecting the type of material used and the topics to be developed. This experience contributes to the professional training of the teacher in training, since it is a different space from those established within an educational institution, since the pedagogical practices are directed to a particular need of the beneficiary population.

Chapter V

Intrainstitutional Component

Introduction

The activity of a teacher goes beyond teaching in a classroom; the teacher must be involved in activities in which he/she interacts with other members of the educational community.

Being immersed in an institution as pre-service teachers, is being part of that community, with both in rights and duties and in the commitment to participate in the activities scheduled for the school year. This component is an invitation to teachers in formation to get to know the work of the institutions beyond an English class.

Justification

The immersion, in these academic and cultural activities allow to understand the teacher's formation as a comprehensive formation process that involves the construction of a professional and participative individuals who is capable of appreciating the personal and collective realization through cultural and citizenship expressions inside an educational community.

As future teachers it is important to know about the functioning of the institution, the way in which extracurricular activities are organized and the importance they have within the institutional context, in order to make a correct insertion in the context in which the practicum is carried out.

Objectives.***General Objective***

- To participate in extracurricular activities proposed by the educational institution,

Specific Objectives

- To create a register of the activities developed through a photographic archive.
- To help teacher in the event planning process
- To help students and teacher by being part of the staff and decorating the places where the cultural activities will be developed.

Methodology.

Participation in extracurricular activities enriches the pre-service experiences, since these spaces allow them to learn more about teaching, which is not only limited to the classroom, but also focuses on the knowledge of the school's institutional life, interaction and coexistence with other members of the educational community, as well as collaboration in these activities that highlight the sense of institutional belonging and the highlighting of artistic skills in students and the rest of the educational members.

In order to keep a record of these activities, a photographic archive is proposed in which pre-service teacher can keep a record of their impressions and reflections while participating in the extracurricular activities proposed by the institution during the practicum period during the first semester of 2022.

Participation in Intrainstitutional Activities

During the development of the practicum stage the activities, in which, the pre-service teacher was involved are presented as follows:

Sports Day

In order to promote physical activity, the educational institution "Luis Ernesto Puyana" developed on April 6th a series of sports activities such as Zumba, "bailoterapia" and a soccer championship. That day, the pre-service was in charge, together with her supervisor, of disciplining the sixth-grade students, as well as ensuring that the students remained in the sports center. In the same way, the teacher in training was taking some photographs that will be part of the activity diary to be designed to deliver at the end of her practicum stage. This experience has taught some strategies for managing groups during the development of sportive activities in order to maintain the discipline of a course.

Illustration 16: Sports Day - Soccer Championship



Illustration 17: Sports Day – Zumba



Parent's Meeting

On Friday 22nd April, the institution developed a parents' meeting in order to deliver the students' academic report. This activity played an important role in the "Luis Ernesto Puyana" educational education, since this experience trained how to perform when a teacher is in charge of a secondary course and deliver academic reports, as well as how assertive communications can be created with parents, remembering their important role in the

education of their children. During this activity, the pre-service teacher, aware of the general assembly, as well as the meeting with the parents of the sixth-grade students, helping in the organization of the academic reports and the attendance list of the parents' attendees.

Illustration 18: Parents Meeting



Language/Earth Day: Poetry Festival

On April 27th, the Educational Institution “Luis Ernesto Puyana” developed a raising flag in commemoration of the day of the language and the day of the earth, which consisted of a poetry festival with an environmental theme. In this event, all the courses of the institution participated. This activity was aimed to promote the environmental responsibility and the development of speaking skills in Spanish. For the development of this activity, the pre-service teacher participated as part of the panel of judges, who together with two Spanish teachers, evaluated the performance of the participants. In addition, the pre-service teacher took some pictures in order to have a register of the activity. This kind of cultural activities allows learning about how a raising flag event should be carried out, allowing the active participation of students in cultural activities, in which teachers can also be an active part.

Illustration 19: Earth's Day - Poetry Festival



Teachers' Meetings

On April 5th, a meeting with the teachers were organized by the principal. In this meeting the “evaluar para avanzar” schedule was presented. In addition, the academic report was given by each teacher. Attending this meeting has allowed to understand the way in which the academic aspects are organized in the institution, and it is also important to highlight the way in which the pre-service was included in this type of activities.

On May 24th, the new principal called a meeting in order to get to know the teaching staff of the institution. The meeting was also attended because, at the request of the principal, the change in the schedule of the 11th grade reinforcement courses had to be submitted to the academic and coexistence committee for approval.

Illustration 20: Teachers' meeting - May 24th



Teachers' Day

On May 26, the student government and parent council organized a Teachers' Day event. This activity took place outside the school facilities, in which recognition was given to each of the teachers who belong to the education system. This activity promoted a space for recreation for all teachers which helps in the coexistence and good working environment.

Illustration 21: Diploma given to the teachers



Intrainstitutional Activities Organized

First English Song Festival: May 11th

In order to promote the development of communicative skills in English through music, the educational institution developed on May 11th the first version of the English song festival. This activity was organized by the English teacher and the pre-service teacher. In order to have a roadmap, an organizational plan was created, in which the tasks to be performed on the day of the event were established.

In the first part, the letters of introduction to the event were designed for the special guests, which were the municipal mayor, the library manager and the secretary of culture. Two students from the university were also invited to be part of the panel of judges for the

event. In the same way, during this first stage, invitations for teachers and special guests were designed. (See: [Annex P](#))

Besides, with the English teacher, she has practiced with the courses the songs in order to improve the pronunciation and the diction. During this process, the main teachings have been related to how to organize an extracurricular event, and the implications that these activities have in the institution, likewise, how to implement outside the classroom, through cultural activities, what students have learned.

In a second stage, the decoration, diplomas and trophies were designed and ordered to be delivered on the day of the event. The municipal government also donated some gifts for the participants.

During the development of the event, the trainee teacher was in charge, together with the last grade students, of the sound and that the jurors had arrived on time. She also kept an archive of photographs and videos of each of the performances. (See: [Annex Q](#))

After the event, the announcer of the local radio station conducted an interview with the purpose of learning about the activity developed in the institution. This interview was broadcasted on May 18, in the radio stations that are part of "voces y susurros del páramo", which corresponds to the departments of Santander, Norte de Santander and Boyacá. (See: [Annex R](#))

The development of this type of activities helps to know the step by step to organize an event within an institution and all that this implies before, during and after the activity.

Chronogram of Activities.

The activities proposed for the Educational Institution "Luis Ernesto Puyana" in which pre-service teacher will be participate are presented as follows:

Table 17: Institutional Activities

Date	Activity
April 5 th 2022	Teachers' Meeting
April 6 th 2022	Sports' Day
April 22 nd 2022	Parents' meeting
April 27 th 2022	Language/Earth's Day: Poetry Festival
May 11 th 2022	First English Song Festival
May 24 th 2022	Teachers' Meeting: New Principal
May 25 th , 2022	Teachers' day

In addition, the educational institution proposes a series of activities related to celebrations of Transversal Projects, cultural and sporting activities which are mentioned as follows:

Table 18: Transversal Projects: Activities

Date	Activity
March 23 rd , 2022	Day of the Water
April 6 th , 2022	Sport Day - soccer championship
April 20 th 2022	Earth's Day
April 27 th 2022	Healthy Food
May 4 th 2022	Road Safety Day.
May 18 th , 2022	Social media management
May 25 th , 2022	Hygiene and biosafety measures
June 1 st , 2022	World Environment Day

Conclusion

The participation in extracurricular activities brings the opportunity of learning about the educational community, since being a teacher implies to go beyond a classroom. In fact, these immersion and interaction with the students, teachers, and parents play a key role in the acquisition and the reinforcement of a teacher's identity.

Moreover, these experiences are an invitation for a pre-service teacher to know about what implies to be part of an educational institution, how it is organized and how it promotes the culture, the sport and the coexistence among all the members of the educational community through extracurricular activities, in which the knowledges acquired can be practiced.

Chapter VI:

Reflective Approach of the Integral Practicum

Description

During the practicum process, pre-service teachers were required to reflect on the experiences they gathered week by week. This narrative not only reflected the activities performed, but also the thoughts and feelings experienced in the day-to-day work as a teacher. This activity promotes a continuous evaluation of the first experiences in terms of teaching practice in a real context, in order to improve and create their own identity, forming values, skills, attitudes and aptitudes.

For the writing of this reflection, the notes taken during the week were taken into account, which highlighted important moments when developing a class, or when interacting with the rest of the members of the educational community. Writing them did not take much time, therefore, this activity was carried out during the first hour of Monday.

The reflection was divided into three aspects: teacher development, student behavior, and teacher reflection. It also establishes the daily classes and extracurricular activities developed.

Conclusion

The execution of each of the components described in this document represented a challenge in its development, since it not only focused on the pedagogical experience, but also covered more spaces present within the real context of an educational institution, promoting a comprehensive experience, in order to provide the teacher in training with what is necessary to perform in the different scenarios that an educational institution offers. These components were the pedagogical/investigative component, the outreach component and the intra-institutional activities component. They were included in the development of the integral practices stage since their main purpose was to provide the necessary moments to acquire experiences in each area that makes up a high-school.

First, the pedagogical/investigative component was configured as one of the most complex, since it included a series of activities that required to be fully complied with, as well as established schedules, mainly related to the research process. However, it is important to highlight the lessons learned, since the teaching process is based on seeking new strategies that can be attractive to students and improve their academic performance. The implementation of this pedagogical proposal represented a challenge during the practicum stage; however, it is important to highlight the effects that the implementation of new strategies in the teaching/learning process of EFL had on the academic performance of students, especially in the development of their oral skills, one of the most difficult skills for the students in public high-schools. At conducting this study focused on student-generated podcasts promoted a better performance on the part of the students since they feel immersed in the acquisition of English as a foreign language.

Second, the outreach component which was aimed at reinforcing specific skills in senior students, represented a new experience, since, although it was carried out with students with similar characteristics that the course chosen for developing the pedagogical/investigative proposal, the needs were different, as well as the environment created. At the time of planning the activities, there were no clear guidelines, so, during the development of this component, the professional criteria to decide which topics were relevant to develop and which could be omitted played a key role in the implementation of this proposal.

Finally, the intra-institutional component, whose main objective was to involve the pre-service teacher in the extracurricular activities organized by the institution, promoted a space for the pre-service teacher to learn more about life in the institution and how he/she can be an active part of them.

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Annex C: Grammar Worksheets

Annex C: Grammar Worksheets

INSTITUCIÓN EDUCATIVA LUIS ERNESTO PUYANA																													
<p>Listening Activity</p> <p>Listen to a radio talk show. For the activities in the list, tick in the 1960s or now.</p> <table border="1"> <thead> <tr> <th></th> <th>In the 1960s</th> <th>Now</th> </tr> </thead> <tbody> <tr><td>a. go to the park</td><td></td><td></td></tr> <tr><td>b. go to parties</td><td></td><td></td></tr> <tr><td>c. text friends</td><td></td><td></td></tr> <tr><td>d. listen to music on a phone</td><td></td><td></td></tr> <tr><td>e. have picnics</td><td></td><td></td></tr> <tr><td>f. visit friends</td><td></td><td></td></tr> <tr><td>g. play cards</td><td></td><td></td></tr> <tr><td>h. take hundreds of photos</td><td></td><td></td></tr> </tbody> </table>		In the 1960s	Now	a. go to the park			b. go to parties			c. text friends			d. listen to music on a phone			e. have picnics			f. visit friends			g. play cards			h. take hundreds of photos			<p>Grammar Activity</p> <p>Rewrite the sentences using "used to"</p> <p>A. Ted went to the swimming pool _____</p> <p>B. She slept for eight hours every night _____</p> <p>C. We swam in the sea a lot _____</p> <p>D. He always bought cakes for the children _____</p> <p>E. I always had long hair when I was a child _____</p>	
	In the 1960s	Now																											
a. go to the park																													
b. go to parties																													
c. text friends																													
d. listen to music on a phone																													
e. have picnics																													
f. visit friends																													
g. play cards																													
h. take hundreds of photos																													

INSTITUCIÓN EDUCATIVA LUIS ERNESTO PUYANA	
Name: _____	Date: _____
Name: _____	
<p>Grammar Activity</p>	
<p>1. Rewrite the <u>underlined</u> phrases. Use the correct forms of used to.</p> <p>Twenty years ago, when I was a student, I <u>use to live</u> 1. I <u>used to live</u> in a large house with five of my friends. We <u>usedn't to have</u> 2. _____ much money, so we <u>didn't used to go</u> 3. _____ out to restaurants or clubs in the evenings. Instead, <u>we use to invite</u> 4. _____ our friends to come to our house in the evenings. One of my friends, Sandro, was Italian and <u>he use to cook</u> 5. _____ fantastic meals for us, such as pizza or pasta. After dinner we <u>used watch</u> 6. _____ TV or listen to music together. Another friend of mine, Jordi, <u>used play</u> 7. _____ the guitar and teach us beautiful Spanish folk songs. Fortunately, our neighbours <u>not used to complain</u> 8. _____ about the noise we made. What about you? <u>Used you to live</u> 9. _____ with a group of friends when you were at university, or <u>you used to live</u> 10. _____ with your family?</p>	

INSTITUCIÓN EDUCATIVA LUIS ERNESTO PUYANA	
<p>Worksheet: Have to - Has to</p>	
Name: _____	Date: _____
<p>1. Complete the sentences with the correct form of have to or don't have to and the verbs in brackets.</p> <p>a. It's Sunday. We _____ (go) to school today.</p> <p>b. Girls _____ (eat) a lot in Mauritania if they want to find a husband.</p> <p>c. Sorry, I can't meet you this afternoon. I _____ (help) my dad at home.</p> <p>d. My aunt _____ (work) because my uncle is really rich.</p> <p>e. You _____ (get) a tattoo if you don't want one.</p> <p>2. Look at the tables and write the sentences.</p>	
	
<p>a. Tom and Charlie / tidy their bedrooms</p> <p>_____</p>	<p>d. Tom and Charlie / help with the shopping</p> <p>_____</p>
<p>b. Charlie / wash the dishes</p> <p>_____</p>	<p>e. Charlie / take the rubbish out</p> <p>_____</p>
<p>c. Tom and Charlie / help in the garden</p> <p>_____</p>	

Link: [Annex C Grammar Worksheets](#)

Annex D: Podcast's Script -Template

Annex D: Podcast's Script Template

PODCAST SCRIPT	
PODCAST'S NAME	
HOSTS	
INTRODUCTION	
DEVELOPMENT	

CLOSURE	

Annex E: Connectors and Expressions

Annex E: Connectors and Expressions

LOGICAL CONNECTORS									
ADDITION		SEQUENCY		CONTRASTING		CAUSE		Clasification	
Inglés	Español	Inglés	Español	Inglés	Español	Inglés	Español	Inglés	Español
And	y	As a result,	como resultado	Instead of	en lugar de	This is why	es por esto que	In other words	Es decir
Also	también	Followed by	seguido de	However,	sin embargo	Because of	por esto, por aquello	That is	
In addition,	En adición	That's why	Por eso	Although	aunque	Since	desde	That is to say	
Secondly	Segundo	So	entonces	If not	sino	Because	porque	Whether	
Besides	Además	Finally,	finalmente	On the contrary	de lo contrario	Thanks to	gracias a	RESULT	
Too	también	If so	si, entonces	In contrast	en contraste	As	mientras	Inglés	Español
In other words,	en otras palabras	For	por	In spite of	a pesar de	Due to	debido a	As a consequence	como consecuencia
Anyway	de todas maneras	At last	al fin	Nevertheless	aun así	For this reason,	por esta razón	Consequently	consecuentemente
In fact,	De hecho	In conclusion	en conclusión	While	mientras	Whereby	Por medio del cual	Hence	de aquí que, por lo tanto
As well as	Así como	To sum up	para resumir	Unlike	a diferencia de	ALTERNATIVE		so	
Such as	como	In order to	con el fin de	Whereas	mientras que	Inglés	Español	Therefore	por lo tanto
Above all	sobre todo	Consequently	consecuentemente	But	pero	Instead of	en vez de	As a consequence	de aquí que, por lo tanto
By the way	Por cierto	Therefore	por consiguiente			Either ... Or	o ... o	Thus	así
Like	como					Rather than	en vez de		
Actually	actualmente					Whether	en vez de		
Moreover	igualmente								

EXPRESSIONS FOR THE PODCAST		
INTRODUCTION	Hello everybody	Hola a todos
	Hello there	Hola allí
	My name is....	Mi nombre es
	This is (name)	Esta/este es ...
	Welcome to	Bienvenidos a
DEVELOPMENT	Today we are going to talk about an important topic	Hoy vamos a hablar sobre un tema importante
	First, here's Who is going to introduce the topic	Primero, aquí está ... quien va a presentar el tema
	Now, we are going to talk about	Ahora vamos a hablar sobre ...
	To sum up today's topic	Para resumir el tema de hoy.
CLOSURE	Thanks for listening to this podcast	Gracias por escuchar este podcast
	I hope you have enjoyed today's topic	Espero que hayan disfrutado el tema de hoy
	Stay tuned for our next exciting episode!	Estén conectados para nuestro siguiente episodio.

Annex F: Presentation Letter

Annex F: Presentation Letter



Silos, marzo 24 de 2022

Señores:

PADRES DE FAMILIA

Institución Educativa Luis Ernesto Puyana

Silos, Norte de Santander

Asunto: Solicitud consentimiento informado.

Cordial Saludo,

Yo GISETH NATALIA DELGADO ROJAS, identificada con cédula de ciudadanía No. 1.094.285.172 expedida en Pamplona, estudiante de décimo semestre de la Licenciatura en lenguas extranjeras inglés-francés, me permito solicitar por medio de la presente su autorización y consentimiento para la participación de su hijo(a) en la propuesta pedagógica **"Potenciación de las habilidades de expresión oral a través de los podcasts generados por los estudiantes del grado décimo de la institución educativa "Luis Ernesto Puyana": Investigación-acción"**, a cargo de mi persona, en marco del desarrollo de mis prácticas integrales, requisito para obtener el título profesional.

Dicha propuesta cuenta con las siguientes características:

Objetivo:

- Fomentar las habilidades de expresión oral a través de podcasts generados por los estudiantes de décimo grado de la Institución Educativa "Luis Ernesto Puyana".

Procedimiento:

Previa autorización de la institución y consentimiento informado por parte de los padres o tutores y el (la) estudiante, debidamente firmado, seguidamente, se procederá a aplicar los siguientes instrumentos de manera anónima: un (1) cuestionario inicial sobre la disponibilidad y uso de dispositivos móviles; dos (2) encuestas semi estructuradas en las cuales se evaluarán sus percepciones sobre la creación de podcasts como estrategia para mejorar la producción oral (en dado de ser escogido). Las respuestas dadas por su hijo(a) no tendrán ninguna repercusión de



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tipo académico o disciplinario, esto con el fin de propiciar la sinceridad al desarrollar éstos instrumentos,

Asimismo, otro de los instrumentos son los productos de los estudiantes, a saber: cuatro (4) podcasts creados por ellos mismo en clase a lo largo de marzo, abril y mayo. Para la realización de este proyecto se requiere la participación de todos los estudiantes matriculados en décimo grado, de la institución educativa Luis Ernesto Puyana, del municipio de Silos.

Cordialmente,

GISETH NATALIA DELGADO ROJAS

Docente en Formación

Programa de Licenciatura en Lenguas Extranjeras Inglés-francés.

Universidad de Pamplona

Celular: 3112861869

Email: giseth.delgado@unipamplona.edu.co

Se adjunta: Formato de Consentimiento Informado.



Annex H: Survey

Annex H: Surveys



UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-
FRANCÉS



ENCUESTA SOBRE LA DISPONIBILIDAD Y EL USO DE DISPOSITIVOS MÓVILES.

Objetivo: Analizar la disponibilidad y los comportamientos de uso de los dispositivos móviles dentro del aula del curso de décimo grado.

Indicaciones: Lee atentamente cada una de las preguntas y marque con una (x) la respuesta que considere correcta.

Nota: El desarrollo de esta encuesta es ANÓNIMA, por favor **NO ESCRIBIR SU NOMBRE**. Las respuestas aquí plasmadas no tendrán ninguna repercusión académica y/o disciplinaria. CONTESTE CON SINCERIDAD.

<p>1. ¿Cuenta usted con un teléfono celular?</p> <p><input checked="" type="radio"/> A. Si</p> <p><input type="radio"/> B. No</p> <p>2. ¿Trae dicho dispositivo a la institución?</p> <p><input checked="" type="radio"/> A. Si</p> <p><input type="radio"/> B. No</p> <p>3. Si su anterior respuesta fue positiva ¿Con qué frecuencia trae su teléfono a la institución?</p> <p><input checked="" type="radio"/> A. Todos los días</p> <p><input type="radio"/> B. Día por medio</p> <p><input type="radio"/> C. Dos veces a la semana</p> <p><input type="radio"/> D. Una vez a la semana</p> <p>4. ¿Cómo consideraría su nivel de dominio de dicho dispositivo tecnológico?</p> <p><input type="radio"/> A. Muy bueno</p> <p><input type="radio"/> B. Bueno</p> <p><input checked="" type="radio"/> C. Regular</p> <p><input type="radio"/> D. Deficiente</p> <p>5. ¿Suele usar su celular durante clases?</p> <p><input type="radio"/> A. Si</p> <p><input checked="" type="radio"/> B. No</p> <p>6. ¿Para qué lo use?</p> <p><input type="radio"/> A. Jugar</p> <p><input type="radio"/> B. Entrar a redes sociales</p> <p><input checked="" type="radio"/> C. Actividades relacionadas con el curso (ej. Consultar información)</p> <p><input type="radio"/> D. Otra, ¿Cuál? _____</p>	<p>7. ¿Su profesor le deja usarlo en clase?</p> <p><input type="radio"/> A. Si</p> <p><input type="radio"/> B. No</p> <p><input checked="" type="radio"/> C. Algunas veces ¿Cúales? <u>cualquier</u> <u>es necesario una</u> <u>consulta</u></p> <p>8. ¿Crees que usarlo afecta su concentración en clase? ¿De qué manera?</p> <p><input type="radio"/> A. Si</p> <p><input checked="" type="radio"/> B. No</p> <p><u>porque solamente es un</u> <u>telefono ya en mi</u> <u>colocar atencion</u></p> <p>9. ¿Siente usted una necesidad por usar el celular en clase? ¿A qué cree que se debe?</p> <p><input checked="" type="radio"/> A. Si</p> <p><input type="radio"/> B. No</p> <p><u>para saber que ocurre</u> <u>en la vida</u></p>
--	---

Muchas gracias por su colaboración.




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Links: [Annex H Surveys](#)

Annex I: Semi-structured Interview 1

Annex I: Semi-structured Interview I

UNIVERSIDAD DE PAMPLONA FACULTAD DE EDUCACIÓN DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS- FRANCÉS		
ENTREVISTA SEMI-ESTRUCTURADA No. 1		
OBJETIVO: <ul style="list-style-type: none"> Recopilar información sobre las percepciones iniciales de los estudiantes del curso de 10° en el cual se ha estado implementado la propuesta pedagógica. 		
INDICACIONES: <ul style="list-style-type: none"> Antes de iniciar la entrevista, se da un saludo, se agradece al estudiante por su participación la docente en formación realiza una breve descripción explicando el objetivo de esta actividad, así como resalta la importancia de su identidad como participante y que tanto las grabaciones como serán manejadas por la docente encargada de la implementación de esta propuesta pedagógica. Al finalizar, se agradece nuevamente por la participación. 		
PREGUNTAS 1ra sección: Organización y disposición de los equipos de trabajo (PRE) Esta primera sección se enfoca en identificar la etapa de la organización de los equipos de trabajo y la asignación de roles.		
PREGUNTA INICIAL	PREGUNTA COMPLEMENTARIA	PREGUNTA DE CLARIFICACIÓN
¿De qué manera se formó el equipo de trabajo?	¿Qué situaciones se presentaron al asignar los roles?	
¿Cómo se asignaron los roles en su equipo de trabajo?		
2da sección: Ejecución Esta segunda sección, está enfocada en el desarrollo de las actividades relacionadas con la ejecución del proyecto, es decir la creación del guío y del producto multimedia.		
PREGUNTA INICIAL	PREGUNTA COMPLEMENTARIA	PREGUNTA DE CLARIFICACIÓN
¿Teniendo en cuenta que la docente les sugirió tres temáticas ¿Cuál incidió en su elección?	¿Qué aspectos tuvieron en cuenta para elegir la temática que desarrollaron en el podcast?	¿Por qué decidieron elegir esa temática?
¿Cómo eligieron el tema en el que se basó la actividad?		
¿Cómo hicieron la búsqueda de información?		
¿De qué manera implementaron el material de apoyo brindado por la docente?		
3ra sección: Aprendizajes y Experiencia. PREGUNTA INICIAL PREGUNTA COMPLEMENTARIA PREGUNTA DE CLARIFICACIÓN		
¿Podría describir los pasos que siguieron en su equipo para la organización de la información que se escribiría en el guío del podcast?	¿Qué situaciones se presentaron al realizar la grabación?	
¿Cuáles fueron los pasos que siguieron para realizar la grabación del podcast?		
¿Qué sentimientos experimentó al grabar un podcast?	¿Cómo percibe su intervención en inglés?	¿Cómo considera que se desarrolló al hablar en inglés?
A nivel de gramática y de vocabulario ¿Qué nuevos conocimientos consideró que ha adquirido en este primer semestre?		
En anteriores clases de inglés ¿había desarrollado una actividad similar? ¿Por qué?		

Link: [Annex I Semi-structured Interview 1](#)

Annex J: Semi-structured Interview 2

Annex J: Semi-structured Interview 2

UNIVERSIDAD DE PAMPLONA FACULTAD DE EDUCACIÓN DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS- FRANCÉS		
ENTREVISTA SEMI-ESTRUCTURADA No. 2		
OBJETIVO: <ul style="list-style-type: none"> Recopilar información sobre las percepciones de los estudiantes relacionadas con el desarrollo del segundo y tercer podcast, en marco de la implementación de la propuesta pedagógica en el grado 10°. 		
INDICACIONES: <ul style="list-style-type: none"> Antes de iniciar la entrevista, se da un saludo, se agradece al estudiante por su participación la docente en formación realiza una breve descripción explicando el objetivo de esta actividad, así como resalta la importancia de su identidad como participante y que tanto las grabaciones como serán manejadas por la docente encargada de la implementación de esta propuesta pedagógica. Al finalizar, se agradece nuevamente por la participación. Para esta segunda entrevista, se tendrá a la mano la transcripción de la primera en dado caso que los estudiantes necesiten recordar algún dato en específico. 		
PREGUNTAS 1ra sección: Organización		
PREGUNTA INICIAL	PREGUNTA COMPLEMENTARIA	PREGUNTA DE CLARIFICACIÓN
En el desarrollo de los últimos proyectos ¿Hubo cambios en el equipo de trabajo?		¿Cambiaron los integrantes del equipo de trabajo? ¿Por qué?
¿Realizaron la misma asignación de roles?		
2da sección: Ejecución, Aprendizajes y Experiencia		
PREGUNTA INICIAL	PREGUNTA COMPLEMENTARIA	PREGUNTA DE CLARIFICACIÓN
Al desarrollar estos últimos proyectos ¿Siguen en el mismo paso a paso que implementaron en el primer proyecto?		
Haciendo una comparación con la anterior actividad ¿Qué aspectos, de nivel de organización, pueden resultar?	¿Hubo algún cambio en las etapas que siguieron para su organización?	
3ra sección: Aprendizajes y Experiencia.		
PREGUNTA INICIAL	PREGUNTA COMPLEMENTARIA	PREGUNTA DE CLARIFICACIÓN
¿Cómo se sintió al desarrollar los últimos productos del proyecto en comparación con la primera actividad?		Durante todo el proceso ¿Cómo se sintió al trabajar en equipo?
De manera general ¿Qué percepciones pudo establecer al trabajar en grupo?		
de manera general y teniendo en cuenta su proceso durante el desarrollo del proyecto ¿Qué aprendizajes consideró que ha podido adquirir en cuanto a su producción oral?	Personalmente ¿Considera algún cambio/avance en su producción oral? ¿Por qué?	
Durante todo el proceso de grabación de podcasts ¿Qué aprendizajes relacionados con vocabulario y gramática consideró que ha adquirido?		
¿Teniendo en cuenta su experiencia ¿Considera que se debe implementar actividades similares en los casos de inglés? ¿Por qué?		

Link: [Annex J Semi-structured Interview 2](#)

Annex K: Rubrics

Annex K: Rubrics



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LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCES



	INSTITUCIÓN EDUCATIVA LUIS ERNESTO PUYANA			
	SILOS, NORTE DE SANTANDER			
	AREA	INGLÉS	GRADO	10°
	TEMÁTICA			
	DOCENTE EN FORMACIÓN	GISETH NATALIA DELGADO ROJAS		
	DOCENTE SUPERVISOR	CARLOS AUGUSTO LIZCANO PRIETO		
	ELABORADO POR	GISETH DELGADO		

FECHA		ACTIVIDAD		NOTA	
TEMÁTICA		INTEGRANTES			

RUBRICS – ORAL PRODUCTION					
CATEGORÍAS DE EVALUACIÓN	EXCELENTE 4	SOBRESALIENTE 3	EN PROCESO 2	POR MEJORAR 1	PUNTAJE
FLUIDEZ	Los estudiantes se expresan de manera fluida y correcta	Los estudiantes se expresan de manera correcta y fluida, Las pausas no influyen en el mensaje	Los estudiantes muestran dificultad al expresarse. El mensaje no se entiende con claridad	Los estudiantes no se expresan de manera correcta. El mensaje se ve obstruido por las pausas o la falta de las mismas.	
VOCABULARIO	Los estudiantes hablan del tema propuesto, y exponen su punto de vista Utilizan el vocabulario visto en clase e incluye nuevas palabras.	Los estudiantes hablan del tema propuesto, pero no expresan su punto de vista. Utilizan el vocabulario visto en clase la mayor parte del tiempo.	Los estudiantes medianamente hablan del tema propuesto, y el vocabulario empleado es limitado.	Los estudiantes no hablan del tema propuesto. No emplean correctamente el vocabulario estudiado.	
GRAMÁTICA	Los estudiantes emplean los contenidos gramaticales	Los estudiantes emplean la mayor parte del tiempo los contenidos gramaticales explicados	Los estudiantes emplean la mayor parte del tiempo los contenidos gramaticales	Los estudiantes muestran el desconocimiento de los contenidos gramaticales.	



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	explicados en clase sin error. Buscaron emplear nuevas estructuras	en clase con algunos errores sin afectar el mensaje.	explicados en clase con errores que afectan el mensaje.	lo que les dificulta usarlas para expresar el mensaje.	
PRONUNCIACIÓN	Los estudiantes hablan claro, respetando la entonación de las palabras, evitando así, cometer errores de pronunciación.	Los estudiantes hablan claro, con algunos errores de pronunciación debido a aspectos como entonación. Sin embargo, no afecta el mensaje.	Los estudiantes la mayor parte del tiempo hablan claro, los errores relacionados con la pronunciación y entonación afectan entender el mensaje.	Los estudiantes no hablan claro, no respetan las reglas de pronunciación y entonación, lo cual dificulta entender el mensaje.	

HABILIDADES SEGÚN EL MCER	EXCELENTE 4	SOBRESALIENTE 3	EN PROCESO 2	POR MEJORAR 1	PUNTAJE
Puede dar una descripción o presentación simple de personas, condiciones de vida o de trabajo, rutinas diarias, gustos / disgustos, etc. como una serie corta de frases y oraciones simples enlazadas en una lista.					
Plantea y contesta preguntas sobre costumbres, acciones de la vida cotidiana, pasatiempos y actividades pasadas.					
Puede expresar en qué es bueno y en qué no tan bueno					
Puede dar razones y explicaciones breves de opiniones, planes y acciones.					
Se comunica con cierta seguridad, tanto en asuntos que son habituales como en los poco habituales, relacionados con sus intereses personales y su especialidad.					

FLUIDEZ	VOCABULARIO	GRAMÁTICA	PRONUNCIACIÓN	HABILIDADES MCER	TOTAL

Adapted from D'avanzo and Salazar's (2015) & Ministry of Education (2016)



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	INSTITUCIÓN EDUCATIVA LUIS ERNESTO PUYANA SILOS, NORTE DE SANTANDER			
	AREA	INGLÉS	GRADO	10°
	TEMÁTICA			
	DOCENTE EN FORMACIÓN	GISETH NATALIA DELGADO ROJAS		
	DOCENTE SUPERVISOR	CARLOS AUGUSTO LIZCANO PRIETO		
	ELABORADO POR	GISETH DELGADO		

FECHA		ACTIVIDAD		NOTA	
TEMÁTICA		INTEGRANTES			

RUBRICS – WRITTEN PRODUCTION					
CATEGORÍAS DE EVALUACIÓN	EXCELENTE 4	SOBRESALIENTE 3	EN PROCESO 2	POR MEJORAR 1	PUNTAJE
VOCABULARIO	Los estudiantes usaron todo el vocabulario enseñado en clase y lo emplea correctamente. Además, lo complementa con nuevas palabras	Los estudiantes usaron todo el vocabulario enseñado en clase y lo emplean con algunos errores, pero el contenido se puede entender.	Los estudiantes usan el vocabulario visto en clase, pero no es empleado correctamente, lo que dificulta entender el contenido.	Los estudiantes no usan el vocabulario aprendido en clase, cometiendo errores léxicos.	
GRAMÁTICA	Los estudiantes emplean los contenidos y estructuras gramaticales vistas en clase, de manera adecuada y sin errores.	Los estudiantes emplean los contenidos y estructuras gramaticales vistas en clase, cometiendo algunos errores que no dificultan entender el mensaje.	Los estudiantes emplean los contenidos y estructuras gramaticales con dificultad, cometiendo algunos errores que dificultan entender el mensaje.	Los estudiantes demuestran poco manejo de las estructuras y contenidos gramaticales, lo que hace que el mensaje sea confuso e inentendible.	
COHESION	Los estudiantes presentan las ideas organizadas, lo cual demuestra unidad. Usan correctamente los conectores lógicos y la separación del contenido por párrafos y secciones.	Los estudiantes presentan las ideas organizadas, implementando rara vez conectores lógicos, lo que no dificulta entender el mensaje.	Los estudiantes rara vez implementan conectores lógicos, lo cual dificulta entender el contenido	Los estudiantes presentan las ideas mal estructuradas y no implementan conectores lógicos	



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COHERENCIA	El texto presentado por los estudiantes está ordenado según el formato dado. El contenido está organizado de manera lógica, y la información presente es relevante y está acorde a la temática propuesta.	El texto presentado por los estudiantes está ordenado según el formato dado. El contenido está organizado de manera lógica en su gran parte. La información está relacionada con el tema en la gran parte de su extensión. Su organización no dificulta entender el mensaje general.	El texto presentado por los estudiantes está parcialmente relacionado a la temática propuesta, y su organización dificulta entender el mensaje general.	El texto presentado por los estudiantes no se puede comprender puesto que no está organizado ni su contenido va acorde con el tema propuesto.	
PUNTUACIÓN Y ORTOGRAFÍA	El texto no presenta ningún error ortográfico o en el uso de signos de puntuación	El texto presenta tres errores o menos en su extensión a nivel ortográfico o de uso de signos de puntuación	El texto presenta más de siete errores en su extensión a nivel ortográfico y de uso de signos de puntuación	El texto presentado presenta más de 12 errores en su contenido a nivel ortográfico y de uso de los signos de puntuación lo cual afecta el mensaje.	

HABILIDADES SEGÚN EL MCER	EXCELENTE 4	SOBRESALIENTE 3	EN PROCESO 2	POR MEJORAR 1	PUNTAJE
Escribe notas breves y sencillas sobre temas relativos a áreas de necesidad inmediata.					
Puede dar sus impresiones y opiniones sobre temas de interés personal					
Puede producir textos sobre temas familiares de interés, enlazando oraciones con conectores como "y", "porque" o "entonces".					
Escribe notas que transmiten información sencilla de carácter inmediato a amigos, personas relacionadas con servicios, profesores y otras personas de su vida cotidiana, en las que resalta los aspectos que le resultan importantes.					

FLUIDEZ	VOCABULARIO	GRAMÁTICA	PRONUNCIACIÓN	ORTOGRAFÍA Y PUNTUACIÓN	HABILIDADES MCER	TOTAL

Adapted from D'Avanzo and Salazar's (2015) & Ministry of Education (2016)

Link: [Annex K Rubrics](#)

Annex M: Matrix – Interviews Analyzed

Annex M: Matrix - Interviews Analysed

		Coding Process		
Instrument		Semi-structured Interview I		
Typology	Category	Codes	Extrait	Participant
Uses of Language	Grammar	Aquisition	"[...]pues cuando hacíamos el guión como que nos quedaba más claro lo que la profesora explicaba [...]"	KG_01
	Vocabulary	Review	"[...]Bueno... aparte de engrandecer mucho mi vocabulario, en ciertas palabras que no conocía y me pareció fantástico conocer... como usarlas y no solo aprenderlas de memoria [...]"	LN_01
			"[...]Bueno... repase mucho vocabulario y pues cuando hacíamos el guión [...]"	KG_01
Speaking Components	Pronunciation	Hesitation	"[...]Con respecto a la grabación del podcast, tuvimos la dificultad de que muchas veces nos atacaba la risa, nos... nos daban nervios o se nos olvidaban que ya anteriormente habíamos preguntado o practicado [...]"	LN_01
			"[...]La risa uno se confundía y vuelve a empezar, vuelva y grabe [...]"	KG_01
		Lack of previous practice	"[...]ya tenía conocimiento alguno, pero solo conocía su escritura y pensaba que se pronunciaban de la misma manera y a la hora de pronunciarlas era muy difícil pues... ya nos equivocábamos."	LN_01
			"[...]Pues la verdad es que acá no, acá el desarrollo era actividades como escribir, como desarrollar talleres y pues todo era muy constante, o sea, como que no hacíamos actividades dida... dinámicas o que... por ejemplo ... un diálogo en inglés [...]"	LN_01
			"[...] Pues sí, siempre fue un poco difícil porque antes no nos lo habíamos hecho y pues a veces se nos dificultaba pronunciar y así	NF_01

Link: [Annex M Matrix Interviews Analyzed](#)

Annex N: Diagnostic Test

Annex N: Diagnostic Test

Name: _____ Date: _____ Score: _____

Simulacro - Prueba Saber

PARTE 1

Lea las descripciones de la columna de la izquierda (1 - 6). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

La opción H se usa para el ejemplo. Sobra una palabra más.
En las preguntas 1-6, marque la letra correcta A-H en su hoja de respuestas.

Ejemplo:

0. When you don't clean your teeth often you get this.

Respuesta: 0. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☒ H

Health

1. Some people do this when they feel really sad or sick.

A. Cold

2. Someone might telephone for one of these if you have a bad accident

B. Ambulance

3. You can take this when you have a terrible headache

C. Cry

D. Doctor

4. You need to see this person when you are sick or hurt.

E. Hospital

5. You can go to this place when your body isn't OK.

F. Medicine

G. Stomach-ache

6. You can have this when you eat too much.

H. Toothache

Link: [Annex O Diagnostic Test](#)

Annex P: English Song Festival – Letters, invitations and diplomas

Annex P: English Song Festival – Letters, invitations and diplomas

Silos, abril 5 de 2022

Señor:
NELSON STEIMAN MARTINEZ
Alcalde Municipal
Santo Domingo de Silos, Norte de Santander

Asunto: Invitación Primer Festival de la Canción en inglés

Cordial saludo,

Por medio de la presente, tenemos el agrado de invitarle a la primera versión del festival de la canción en inglés, que se llevará a cabo en la institución educativa Luis Ernesto Puyana, el día miércoles 11 de mayo del presente año a las 10:00 am en el polideportivo del colegio. Dicho evento tiene como objetivo que los y las estudiantes de esta institución educativa desarrollen sus competencias comunicativas por medio de la interpretación musical, promoviendo de esta manera la difusión del inglés como lengua extranjera dentro de la comunidad educativa.

Esperamos su participación en este festival, en el cual, los y las estudiantes de todos los grados mostrarán sus habilidades musicales y lingüísticas, al interpretar un amplio repertorio de canciones en inglés, que pasan por diferentes épocas y géneros. De la misma manera, ponemos a su disposición ser parte de la mesa de jurados de dicho evento.

Agradeciendo de antemano su atención, quedamos atentos a la espera de su confirmación.

Atentamente,

CARLOS AUGUSTO LIZCANO PRIETO
Docente de Inglés
Institución Educativa Luis Ernesto Puyana

GISETH NATALIA DELGADO ROJAS
Docente en formación
Licenciatura en Lenguas Extranjeras Inglés
Francés
Universidad de Pamplona





Link: [Annex O English Song Festival – Letters, invitations and diplomas](#)

Annex R: Interview – “Voces y Susurros del páramo”

Annex R: Interview – “Voces y Susurros del páramo”



Tema: La delimitación: así lo ven desde Tibasosa

Radiorevista 85

Mayo 18 de 2022

Sinopsis

Les damos la bienvenida con lo mejor de la mejor de la música colombiana...abrimos este programa con la canción pájaro de la montaña del grupo Los Gaiteros de Ovejas, quienes al igual que muchísimos artistas musicales han incluido o se han visto por las

Link: [Annex Q Interview – “Voces y Susurros del páramo”](#)