The implementation of short dialogues to develop English speaking skills in sixth-grade students at a public school in Colombia: Action research.

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Chapter 1: General presentation of the project

Throughout this document, there are three important components that frame the project offering the teacher student a wide range of experiences on the development of the teaching stage in the school Agueda Gallardo de Villamizar, in the municipality of Pamplona, located in the department of Norte de Santander.

The first chapter presents the pedagogical and research component, it summarizes data concerning the proposal that was applied with sixth graders of the Agueda Gallardo School. The aim of this project is to enhance students' awareness of English as a foreign language by implementing short dialogues focused on level A1. These dialogues are designed to create various situations that enable students to explore different contexts where they can effectively apply the language.

Next, there is the community outreach component, which is implemented through the Integral Practice program; its primary objective is to address the English language training needs of primary school students. Afterwards, our attention turns to the intra-institutional activities' component, where a variety of activities carried out within the institution are presented and described.

Finally, we address the reflective approach, it focuses on the process of integral practicum and describes through the writing of weekly narratives the process that the trainee teacher had in the development of this course. These reflections encompass various aspects encountered during the teaching process, such as relationships with students, teachers, and administrators, besides they touch upon the emotions displayed by students

during activity implementation and the challenges faced in teaching a class. The reflective approach allows the trainee teacher to conduct an analysis and gain valuable insights from these circumstances.

Introduction

English is one of the most widely spoken languages in the world. That is why in different institutions in Colombia this foreign language is an indispensable part of the school curriculum. However, the process of teaching and learning English is arduous since for many of the students the only contact they involve with this foreign language is the classroom. Taking into consideration these circumstances, the students at Águeda Gallardo de Villamizar School face challenges in their English language proficiency; many of them struggle with basic sentence construction, possess a limited vocabulary range, and experience difficulties in pronouncing English words.

Hence the need to start implementing strategies in which students have more contact with the language. Thus, this project focused on a process that allowed the contact of real situations in the classroom environment, this procedure was a way to motivate students to understand and learn the real use of English in a specific context.

To carry out this proposal, sixth graders received dialogues and short situations with a level A1 approach, which were implemented considering the subject according to the school curriculum.

Justification

In order to teach English, it is necessary to know and implement different strategies that optimize student learning. Just as in many institutions, the teaching of English grammar and vocabulary is privileged, in the Agueda Gallardo school, it was possible to verify the focus on these competencies. Likewise, it was probable to analyze the lack of knowledge on the part of the students regarding this language, since they mixed the different grammatical topics and have a limited knowledge of words. According to Alonso (2011), this occurs because the student can learn a list of words in his mind, but if he does not apply them in a context, he will not find a logical connection between the words and their use.

That's why the need arose to involve sixth grade students in a real context since they possessed a lower level in the foreign language and what was sought in this project was to analyze the impact that provokes the use of dialogues for the improvement of this language.

As for the community outreach component, the aim was to meet the different needs and shortcomings in English that students had at the Escorial primary school of Agueda Gallardo. This problem arises due to the lack of teachers in the teaching of English as a foreign language in this school, which generates that in some courses this area is not taught and as a consequence students do not have any knowledge of it. Therefore, the idea was to meet the requirements of this institution in the area of English through strategies, methodologies, didactic resources, and pedagogies that contribute to make the teaching and learning process fruitful.

Objectives

General objective

• To enhance the teaching-learning process of English at Agueda Gallardo de Villamizar School.

Specific objectives

- To analyze the impact of short dialogues in different contexts to promote oral expression in a class of English as a foreign language.
- To provide accompaniment to elementary school students by implementing different strategies for improving English as a foreign language.
- To assume the role of a teacher in cultural, religious and social events proposed by the educational institution Agueda Gallardo de Villamizar.

Conclusion

After carrying out the three components as part of the integral practice process at the Agueda Gallardo de Villamizar school, it can be said that the objectives proposed at the beginning of the project were successfully achieved. Therefore, the pedagogical and research component identified the great value of the use of short dialogues to promote oral expression in English as a foreign language class, as well as the need that arose in students to communicate in a group, the nervousness they faced, but with the help of their teacher they were able to overcome, and also the pronunciation improvement taking into account vocabulary related to topics in real contexts.

As for the community outreach component, the students at Agueda Gallardo de Villamizar School received support and guidance in the English language domain. The implementation of board games played a vital role in facilitating vocabulary acquisition

among the students; these games not only provided an interactive and engaging tool but also served as a catalyst for enhancing their imagination and motivation to learn. Moreover, incorporating an element of friendly competition among peers proved to be an effective strategy in ensuring the successful completion of activities. This healthy competition fostered a sense of excitement and encouraged students to actively participate, pushing them to excel in their English language skills.

Finally, in relation to the intra-institutional activities component, the trainee teacher acquired essential knowledge regarding the teacher's role beyond the confines of the classroom; she learned about the steps involved in event management, leadership skills, and group discipline. This process was significant as it allowed the trainee teacher to understand the students' abilities better and subsequently create more dynamic and engaging classroom experiences.

Chapter II: Institutional Observation and Diagnostic Report

The institutional observation lasted for two weeks, during which the trainee teacher immersed themselves in analyzing and gathering crucial information to comprehend various aspects of the organizational structure of Agueda Gallardo de Villamizar educational institution. This chapter contains the key elements of the school, including the Educational Institutional Project (PEI), curriculum, institutional information, and the teaching methodology employed by the English teacher, as well as the students' grade level and other relevant details.

Documentary analysis

Topographical location

Agueda Gallardo de Villamizar Educational Institution is located in Pamplona, Norte de Santander. It is made up of five sites.

1. Headquarters located at Carrera 9 Nª 8-103 Barrio La Feria.

2. El Escorial Headquarters located at Carrera 11 Nº 8C - 55, Afanador y Cadena Neighborhood.

3. Jardín Infantil Nacional Headquarters located in the INTRA Park, Cariongo Neighborhood, Via the aqueduct.

4. Santísima Trinidad Headquarters: Barrio Unidos calle 9ª. No. 9- 20.

5. Alfonso Lopez: Barrio El Progreso, a peripheral area of the city with regular access conditions, provides its services, perhaps to the population of lower strata and resources and the municipality of Pamplona.

Administrative level

PEI

The PEI of the educational institution Águeda Gallardo de Villamizar assumes the purposes and foundations of the General Law of Education with the purpose of developing in accordance with the National Constitution and the latest government policies, the standards of quality, coverage, and efficiency.

Likewise, it highlights the importance of the school's governing bodies as a preponderant factor in the provision of educational services as a driving force for the development of the Pamplona community.

In addition, the educational institutional project (PEI) of the Agueda Gallardo school is consolidated into six important steps: conceptual component, institutional horizon, access and permanence policies, administrative component, pedagogical component, and community component.

Mission: The Agueda Gallardo de Villamizar Educational Institution provides an academic, humanistic, preventive and quality education from preschool to technical high school in the health area with relevant theoretical and practical knowledge and with a high degree of responsibility and honesty at the service of the region and the country.

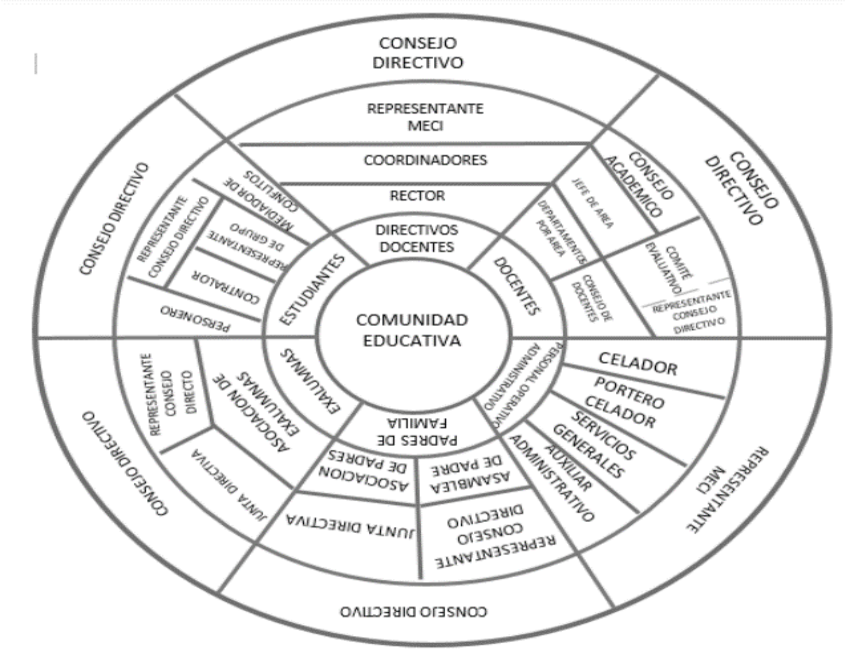
Vision: In the year 2020, the Educational Institution Agueda Gallardo de Villamizar, was consolidated as a certified institution in the provision of educational services in the department of Norte de Santander, in the formation of young active and autonomous citizens, managers of healthy environments with academic and labor competencies in the area of health.

Philosophy: The institution Agueda Gallardo, is defined as an inclusive family without discrimination of creed, race, sex and socioeconomic conditions. Its Christian-Catholic philosophy, in respectful coexistence with other faiths, offers the possibility of living and growing in freedom and autonomy, in responsibility and critical capacity, in creativity and participation, building step by step a life project.

Organization chart

The following figure shows the organization of the educational community of the Agueda Gallardo de Villamizar institution.

Figure 1.*Organizational Chart*



Note. Organization of the educational community at the Agueda Gallardo de Villamizar institution.

Coexistence manual

The coexistence manual is a document created and directed by the educational institution Agueda Gallardo de Villamizar under the general law 116/94, article 87 that determines that all public institutions in the country must have a manual that specifies the rules of coexistence within the institutions, as well as the different offenses that can be committed within them, in addition to the sanctions and regular conduct that the institution follows at the time of presenting a case like these.

On the other hand, this coexistence manual of the institution specifies the rights and duties of the administrative body as well as those of the faculty and students, in order to be a document of inclusion and equity.

Finally, this manual describes the various cases or circumstances that may give rise to unruly behavior or disorder in the educational institution, as well as the corresponding measures and sanctions to be applied, depending on the seriousness of the offense or situation.

MEN guidelines and health emergency regulations

Through Resolution 385 of March 12, 2020, the Ministry declared a health emergency in response to the COVID-19 Coronavirus. This measure was subsequently extended until June 30, 2022, as stipulated in Resolution 666 of 2022.

Indeed, the Ministry of Education (MEN), through the booklet "Guide for risk management" and article 2.3.3.3.1.6.4 of decree 1075 of 2015, provides definitions and guidelines for the risk management plan and the social service of the student body, respectively. At Agueda Gallardo institution, these aspects are implemented as transversal projects, encouraging students to actively contribute their service capacity, demonstrate solidarity, adopt preventive attitudes, and develop strategies to improve the community.

As a result of the health emergency regulations, Águeda Gallardo de Villamizar Educational Institution has implemented various types of notices with phrases such as the following:

- Keep distance.

- Wash your hands.
- Disinfect your hands.

However, during the observation period, it became evident that these regulations are not being followed by the students or administrative staff of the school.

Institutional Day

The institution follows a daytime schedule starting at 6:45 AM until 1:00 PM, the school day begins with a training called "Good morning", it goes from 6:45 AM to 7:00 AM, then the first class takes place from 7:00 AM to 7:55 AM, then the second class from 7:55 AM to 8:50 AM, third class from 8:50 AM to 9:45 AM, at this stage the students, faculty and administrative staff are granted a break or recess from 9:45 AM to 10:15 AM: 50 AM to 9:45 AM, at this stage of the day students, faculty and administrative staff are granted a break or recess of activities from 9:45 AM to 10:15 AM, at the end of this break, the day continues with the fourth class from 10:15 AM to 11:10 AM, the fifth class from 11:10 AM to 12:05 PM and finally the sixth and last class from 12:05 PM to 1:00 PM.

Institutional Schedule and Programming

At the Agueda Gallardo de Villamizar Educational Institution, the academic calendar is adopted annually by the Board of Directors, considering the guidelines of the Ministry of National Education (MEN) and the resolution on the subject issued by the Secretary of Education of the District (SED).

This calendar includes specific weeks designated for institutional development, academic activities, rest periods, and vacations for students, teachers, and administrators. Students are required to complete 40 weeks of academic work (20 weeks in each semester)

and have a 12-week recess period. Meanwhile, teachers are entitled to 7 weeks of vacation and 5 weeks of institutional development. During the institutional development period, teachers engage in self-evaluation of the institution, review the progress of the PMI (Institutional Improvement Plan), make necessary restructuring, review area-specific plans, and organize projects essential for the institution's progress."

Pedagogical level

Planning the area of languages

For the planning of the language area, an adaptation to the curriculum of the English as a foreign language area of the Colegio Técnico Águeda Gallardo de Villamizar has been generated based on the guidelines and methodological suggestions made by the MEN through the Colombia Bilingüe Program and taking as a reference the suggested curricular structure, the standards, the basic learning rights and the texts provided: Way to go! for grades 6, 7 and 8 and the text English, please 1, 2, 3! for grades 9, 10 and 11 respectively. In addition, the methodological strategies proposed are related to educational policies, which lead to teaching, thinking, speaking, writing, reading and listening to a foreign language.

Moreover, the Saber 11 and Saber Pro tests, which are administered by the Colombian Institute for the Evaluation of Education (ICFES), are used to evaluate the quality of education. These are designed to measure your knowledge in key areas such as mathematics, language, chemistry, physics, biology, social sciences, philosophy, and English. During the classes, the teacher gives simulations in the area of English in order to identify the aspects in which the students have difficulties and reinforce them.

Available resources

Thanks to the observation and information provided by the English teachers, it was possible to perceive the pedagogical resources available for the teaching of this foreign language.

The Agueda Gallardo school has printable guides that were designed during the confinement due to Covid-19. It is important to note that recently these guides have been used only in elementary school and not in junior high school.

In addition, this institution also has books of the National Bilingualism Program, which have texts for grades 6 to 11; however, these materials do not represent a methodological basis within the curriculum of the institution, but are seen as support tools for the planning and execution of some classes in the area of English, which means that both teachers and trainee teachers in this area can use these texts and their content in their planning and execution, but not base the subject matter on the method proposed in it.

Syllabus

The syllabus contains information on the English area, as well as the area objectives by course, the basic learning rights, and the different curricular aspects of the area, which means, it has different objectives that are sought to be achieved in each class.

Methodology

To facilitate the learning process, the teacher adopted an instructional approach that involved explaining the topic based on the school curriculum. Subsequently, the students were provided with relevant work materials containing various activities to be completed during the class. Initially, the teacher allocated time for the students to independently work

on the worksheets, followed by a group correction session. Furthermore, in order to assess the understanding of the material covered in the subsequent sessions, an evaluation of the students was conducted.

Keeping in view that the students in these classes have limited exposure to the target language, the teachers employed a bilingual approach. They guided and explained the topic using both the students' mother tongue and the foreign language.

Arrangements for accompanying apprenticeships

In the Agueda Gallardo de Villamizar educational institution, the English teacher responsible for the sixth and eleventh grades employs various teaching methods to convey different topics to the students. The teacher uses the board as a visual aid to explain grammar concepts and addresses any immediate concerns that arise from the students. To reinforce understanding, contextual activities are provided, allowing students to apply the previously acquired knowledge. The teacher creates and employ custom-designed cards and workshops that cover a range of communicative skills according to their instructional criteria. Additionally, the teacher uses innovative methodologies when he considers it necessary to reinforce certain knowledge.

Following this stage, he administers individual assessments to measure each student's understanding, assigning respective grades based on their performance. Finally, if necessary, the teacher proposes a recovery to those students who require it due to their low performance, these are directed through workshops designed by the teacher with a previous explanation or review to consolidate that the knowledge is fully understood.

Design of guides and materials

In light of the fact, the creation of guides and materials, the teacher was autonomous to create his/her own work material according to the theme of the class. The materials that the teacher used with sixth grade were worksheets where students had complete sentences, answer open and closed questions, understand texts and draw pictures depending on the statement. As for grade 11, the teacher focused on the implementation of simulations for the preparation of the ICFES tests, which were divided into 7 sessions. Likewise, it could be perceived in the observation of the different groups the development of evaluations according to the topics covered in class.

The basic learning rights of the institution (BLR):

Considering that the trainee teacher worked with sixth and eleventh-grade students, it was necessary to conduct a search on the basic learning rights to analyze the aspects that they should attain throughout their academic journey in each respective course.

Below is a table classifying the BLR (The basic learning rights) of sixth graders based on the specific skills to be developed.

Table 1. *Basic learning rights sixth grade*

SIXTH-GRADE STUDENTS	
SKILLS TO BE DEVELOPED	**BASIC LEARNING RIGHTS**
Speaking – Listening	-Participate in a short conversation to state their name, age, and basic facts to teachers, friends, and family members. - Ask for and provide clarification on how unfamiliar names and words are spelled in a short conversation. -Answers questions related to "what, who, and when" after reading or listening to a short, simple text, as long as the topic is related to events that are familiar to them.

	Describe basic characteristics of people, things, and places in their school, city, and community through simple phrases and sentences.
Reading	-Understand and use familiar words and short phrases about routines, daily activities, and likes and dislikes. -Understand instructions related to classroom, school, and community activities. - Understand instructions related to classroom, school, and community activities. - Understand the topic and general information of a short, simple text, using aids such as images, headings, and keywords.
Writing	-Write basic personal information in pre-established formats that request data such as name, age, date of birth, gender, nationality, address, telephone, etc.

Note. Adapted by the trainee teacher according to basic learning rights.

Likewise, the classification was made for eleventh grade students.

Table 2. *Basic learning rights eleventh grade*

ELEVENTH-GRADE STUDENTS	
SKILLS TO BE DEVELOPED	**BASIC LEARNING RIGHTS**
Speaking and Writing	-Explain both orally and in writing the causes and effects, as well as the problem and solution to a situation. - Recognize the author's opinion in oral and written texts of medium length that relate to their school and academic context. - Express orally and in writing his/her position on a known topic, bearing in mind to whom the text is addressed. - Narrate orally or in writing personal experiences or familiar stories. - Express orally his/her point of view about a controversial topic previously studied.
Writing	• Write argumentative texts with a clear and simple structure on academic topics.
Speaking	• Hold formal discussions about previously prepared academic topics.
Reading Listening	- Identify the purpose of oral and written texts of medium length related to topics of general interest and their academic environment.

Note. Adapted by the trainee teacher according to basic learning rights.

Courses and schedules

To carry out this process, the trainee teacher located at the educational institution Águeda Gallardo de Villamizar was in charge of the sixth grade A, sixth grade B, eleventh grade A and B. She taught 4 hours per week in each sixth grade and two hours in each eleventh grade, with the objective of completing a total of 12 hours per week.

At Escorial Elementary School, she taught 4 hours on Mondays, 2 hours in fifth grade, 1 hour in third and fourth grade.

Figure 2.*Teacher's schedule*

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1:00 - 7:55	P		6B	11A	
7:55 – 8:50	R	6B	6A	11A	
8:50 – 9:45	I	6B			6A
Descanso 9:45 – 10:15	M A				
10:15 – 11:10	R	6A	11B	6B	6A
11:10 – 12:05	Í	11B			
12:05 – 13:00	A				

Note. Teacher trainee's schedule at Agueda Gallardo Elementary and Secondary School

Technological level

Agueda Gallardo school has connectivity in the teachers' area. In addition, at a technological level, they use the institutional platform WEBCOLEGIOS to upload the grades that the students are obtaining during each period, they also make use of a WhatsApp group with parents or students in order to communicate important news and

maintain active communication. Likewise, it was observed that English teachers do not use digital resources for the development of classes.

Level Population and subject information

Students

The trainee teacher taught 141 secondary school students (6A, 6B, 11A, 11B). Within this population, there were males and females who were in the age range of 12 to 23 years old in secondary school. In addition, it is essential to mention that their English level was A1.

Teacher staff

The Águeda Gallardo de Villamizar school is composed of 38 trained and qualified teachers. The following chart shows the areas that they teach:

Figure 3. *Areas of the institution*

AREAS	
• Natural Science • Chemistry • Physics	HUMANITIES: • Spanish Language • Foreign Languages (English)
• Social Science • Philosophy - Political Science	Math
Art Education: Music	Technology And Informatics
Education in Ethics and Human Values	Spanish Language Project
Sports	Social Sciences Project
Religious Education	English Project

Note. Distribution adapted by the teacher according to the information found in the PEI.

Administrative staff

- Rector: Sor Sol Cristina Redondo Ávila
- The Board of Directors.
- The Academic Council.
- Coordinator: Master Jesús David Gelvez

Parents' Community

It is a part of the Parents' Assembly, which is responsible for ensuring the participation of mothers, fathers and / or guardians, in the educational process of the establishment, particularly in the Evaluation and Promotion Committee. It is made up of a principal and his/her alternate for each grade in the institution.

Chapter III: Pedagogical and Research Component

The implementation of short dialogues to develop English speaking skills in sixth-grade students at a public school in Colombia: Action research.

Introduction

Learning foreign languages has become indispensable to develop and excel personally and professionally, since it allows us to interact with people from other countries, and to get more possibilities to study and work. Besides, learning a second

language improves memory and concentration levels. That is why many educational institutions have decided to integrate English into the curriculum as a subject within the educational content.

In order to address this language, the teaching-learning process requires that teachers master, know and apply innovative, playful, and pedagogical methodologies as required by their context, this will determine how much knowledge will be transmitted to their students. In the case of English as a foreign language it is essential that students develop all the communicative skills (listening, reading, writing, and speaking), in the educational institution Agueda Gallardo of Villamizar the aim is for students to have access to these competencies in the area of English; however, it is noticeable that not all of these competencies are within the reach of the students; not all of them have been worked at the same level, besides students may have more aptitudes in certain skills than in others, which is why having observed and analyzed this methodological context in the institution, it was concluded that one of the competencies that needed to be reinforced was speaking.

To achieve it, this project suggested the use of short dialogues as a tool that allowed sixth-grade students to use sentences in a real context. According to Karlsson, O. (2001) dialogue can be established as an exchange of experiences and knowledge in time and space, between different social groups and cultures. Meaning that through this process the students were able to experience different situations that allowed them to intervene and interpret real situations where they could put into practice what was learned.

Statement of the problem

This project focuses on the implementation of short dialogues in the English course since it was perceived during the observation stage that the sixth-grade students of the

Agueda Gallardo de Villamizar institution had a low level of the language in the linguistic competencies, more specifically in oral production, as they did not have a large vocabulary and did not know how to create basic sentences. Thus, this proposal sought to develop the skills and competencies necessary to be able to compose simple sentences, expressions in short dialogues that would be useful in different real contexts.

Based on this premise, the following question guided the analysis of this project: What is the impact of short dialogues in the promotion of oral expression in a class of English as a foreign language?

Justification

This project found in the implementation of short dialogues, a tool and methodology for sixth grade students of the educational institution Agueda Gallardo de Villamizar to improve their speaking skills. Furthermore, Huriyah, L., Nuriawarti, F. A., Zahro, S. F., & Hardini, W. A. (2020) mention in their study Rahmawati & Pd (2013) who point out that dialogue is important to give students the opportunity to speak English in class and to be able to help them overcome their nervousness when speaking this foreign language.

This aspect is particularly crucial considering the students' extremely low participation rate resulting from limited language knowledge and proficiency. Therefore, the implementation of short dialogues was of great help in mitigating this speech problem. Additionally, improving this skill was helpful for the development of listening, reading and writing skills, which benefited the population, since it resulted in the creation of a participatory and interactive environment in the classroom, as students felt more confident to interact with their peers freely and without specific guidelines imposed by the teacher, as pointed out by Huriyah, L., Nuriawarti, F. A., Zahro, S. F., & Hardini, W. A. (2020) in their

study, mentioning that speaking results in ease and fluency in communicating with each other.

Finally, this project worked with sixth-grade students since this population is the one that requires the most support follow-up. In addition, it was considered that if a solid foundation of these skills was formed in early stages, students could continue a more significant and progressive process in the future.

Objetives

General objective

- To analyze the impact of short dialogues to develop oral expression in a class of English as a foreign language.

Specific objectives

- To implement A1-level short dialogs taking into account different real-life contexts.
- To develop the oral production of sixth grade students through the representation and reading aloud of dialogues
- To expand the sixth-grade students' lexicon through the implementation of short dialogues.

Research questions

Therefore, this study aims to answer the following questions:

Main question

- What is the impact of short dialogues in the promotion of oral expression in a class of English as a foreign language?

Sub questions

- How does the implementation of dialogues of real-life situations help students improve their speaking skills?
- How can representation and reading aloud contribute to the development of oral production in sixth grade students?
- To what extent does the implementation of short dialogues contribute to broaden students' lexicon?

Theoretical framework

The focus of this project was to enhance the teaching and learning of English as a foreign language using short dialogues, with a particular emphasis on strengthening oral production. This chapter explores key aspects such as dialogues, speaking skills, pronunciation, vocabulary, and real-life situations, which are essential components in effective language acquisition. Through an in-depth analysis of these concepts, we aim to uncover effective strategies and approaches that foster meaningful language acquisition and develop strong communication skills.

Dialogues

According to Elias, A., & Mansouri, F. (2020) dialogue is connected with concepts such as interaction, relationship, communication and exchange. In addition, according to Galiano, L., & Semeraro, A. (2023) dialogues often contain pragmatic traits typical of conversation, such as pragmatic markers, interjections, conversational formulas, etc. Likewise, Clouet, R. (2010) points out that, in our teaching practice, we encourage students to interact with each other, mainly through a set of activities such as free conversations,

dialogues in pairs, exchange of written messages between students, role plays and work in groups, etc.

Taking into account these definitions, it can be stated that the dialogue is a great help for the students to participate among themselves, they can also interpret the meaning of the words through the context that is addressed in each theme of the script presented in the dialogues.

Speaking

This skill is defined by Maulidiyah, N., & Qolbia, M. (2020) as a complex one that involves interaction between the speaker and the listener in an active process. Likewise, Zhang, Y. (2009) points out that speaking skill is a great challenge and learners must master several difficult micro-skills, including pronunciation of unfamiliar phonemes, correct placement of accent and intonation, and proper use of formal and informal expressions.

Additionally, Gudu, B. O. (2015) states that even oral production classes do not provide opportunities for oral interaction, as most teachers talk a lot during the lesson without giving students the opportunity to speak, thus turning the class into a listening exercise.

It is for this reason that speaking was a fundamental part of the implementation of this project since students were able to develop skills to improve pronunciation and intonation of words, and it was an opportunity in which students were the main actors; they had the space to make use of this competence.

Pronunciation

Factoring in pronunciation, Low, E. L. (2021) has pointed out its importance for the teaching of English as an International Language (EIL), as it can also achieve effective communication to develop other aspects of language skills, like listening, speaking, and vocabulary. Likewise, Darcy, I., Rocca, B., & Hancock, Z. (2021) highlight in their research two authors who state the skills that can reinforce the teaching of pronunciation. On the one hand, Kissling (2018) points out the improvement in oral comprehension. On the other hand, Darcy and Levis (2018) specify reading and writing skills.

Considering the above, it can be evidenced that by having good pronunciation students can improve in other skills, therefore, in this project the repetition of words and phrases was used as a fundamental basis for students to practice their pronunciation, which was beneficial for the receiver to understand the message.

Vocabulary

Taking vocabulary into consideration, Apriandari, T. (2019) mentions Hornby (2006) who defines it as all the words that a person knows or uses and are all the words in a particular language. In addition, the authors McLeod, R. H., Kaiser, A. P., & Hardy, J. K. (2019) mention different researchers who point out the best strategy for the acquisition of this vocabulary. In the first instance, Harris, Golinkoff, & Hirsh-Pasek (2011) point out that vocabulary is best learned when it is meaningful, when children are involved, and when instruction is embedded in natural interactions. Next, Bowers & Vasilyeva, (2011) reference that engaging children in conversations in which they have the opportunity to hear and use vocabulary words supports vocabulary outcomes for children.

It is on this basis that the acquisition of vocabulary was implemented so that the sixth graders of the Águeda Gallardo institution would be involved and participate in the communicative action that the English area requires while expanding their knowledge in this language to obtain a visible result of the learning language throughout their training in the institution.

Real-life situations

In relation to this category, Sam, W. Y (1990) says that real-life situations and communication are unpredictable. A learner may learn all the correct forms of communication, but not know when to use them properly. Likewise, Kırkgöz, Y (2009) points out that real-life situations can be found in different dialogues and learners can learn to use English appropriately in different situations.

For this reason, the dialogues implemented with the sixth graders were based on real-life situations, allowing them to apply English as a foreign language in authentic contexts.

Literature Review

The implementation of different strategies to improve oral production has been an aspect addressed by several researchers. From this point of view, a rigorous search was made for studies related to the implementation of dialogues in the classroom for the improvement of oral production. So, in the next section, you can find the categorized information processed in the previous studies highlighting each of them, so you can deepen your knowledge of this topic. The categories are as follows: Project-Based Learning, dialogues implementation to learn a language and reading aloud for fluency.

Project-Based Learning

The initial aspect of this research focuses on Project-Based Learning (PBL). In this regard, Hernández Muñoz, J. S., and Arturo, V. H. (2019), conducted a study titled "Strengthening Oral Production in English of Students with Basic Level by means of Project-Based Learning," which aimed to demonstrate the efficacy of PBL. This approach facilitates the involvement of both teachers and students in real-life situations. Furthermore, it equips students with the necessary tools to enhance their autonomy and cooperation skills, which are crucial for developing oral proficiency in a foreign language. Thus, the main objective of this project is to strengthen the oral production of students with a basic level of English through PBL. This objective was carried out following an action-research methodology, so the results were analyzed through a qualitative method, analyzing the interactions, sociolinguistic competencies, and cooperative learning of the students. The proposal was carried out through six microprojects and a final macro project with basic-level students of the extension courses of the Universidad Libre. As a result, it became evident that students did strengthen their oral production and were more willing to interact in English with their peers at the end of the intervention. However, even though PBL increased their oral production, it did not have a great impact on their grammatical accuracy.

This approach allowed students to take an active role during the course, while allowing them to develop oral production skills in English as a foreign language. In addition, through a collaborative approach to project implementation, PBL sought to ensure that students' experiences could contribute to their education.

Dialogues implementation to learn a language.

In a first study entitled "*A dimensional model of interaction style variation in spoken dialog*" Ward, N. G., & Avila, J. E. (2022) focus on spoken dialogue. The authors present a dimensional model of the interaction style space that is based on prosody characteristics and is derived from a large data set. This model contains eight dimensions covering many aspects of the style, including some new ones. It can also be useful to select data for training and adjustment of dialogue systems, to investigate demographic differences and to adapt the style of the system to different users. The results of this study have contributed significantly to the understanding of interaction styles. In addition, it was found that gender does not explain much variation in interaction styles and that the tendency of speakers towards a positive or negative style is the most stable aspect, while individual styles have a limited influence.

Moreover, in the study entitled "*Alignment of code-switching varies with proficiency in second language learning dialogue*" Sinclair, A. J., & Fernandez, R. (2023) Investigated alignment in dialogues between English language learners and their tutors, specifically in terms of code-switching (CS) or switching to another language. The results indicate that code-switching alignment is present and varies according to the learner's proficiency. It was also found that code-switching can be triggered by lexical overlap and turn-taking asymmetry, which is attributed to conscious pedagogical choices of the tutor and the learner at different proficiency levels. These findings suggest that alignment is not only an automatic process but is also influenced by non-automatic factors related to speakers' pedagogical goals.

These articles are relevant to the present study as they are directly related to the implementation of dialogues aimed at improving students' oral production in English. The first article considers the variation and adaptation of styles in spoken dialogues, while the second article explores the tendency of speakers in dialogues to adopt each other's linguistic patterns. Thus, it becomes evident that the development of dialogues in the classroom enabled students to learn through peer interaction, where pronunciation and intonation corrections were made. This contributed significantly to the accurate understanding of the message conveyed in the scripted situations.

Reading aloud for fluency

A second important aspect for the construction of the literature review in the present project is reading aloud for fluency. The study *"Improving English Pronunciation of Adult ESL Learners Through Reading Aloud Assessments*" by Nurani and Rosyada (2015) aimed to enhance English pronunciation among adult ESL learners by having them read aloud short texts. The research was conducted at the Statistical Data Center (BPS) using action research with two cycles of evaluations. The study involved 20 computer engineers from the Network Operations Center with varied background knowledge. The researchers collected data by observing, taking notes, and administering tests to assess the participants' English task core and frequency, as well as their prior experiences with English. The results showed a noticeable improvement in the participants' pronunciation through reading aloud.

Besides, in the article entitled "*Graphs, sounds, intonation: didactic proposals for the integration of orthoepic content and pronunciation in ELE classes of level A1"* the author Lobato Beneyto, T. (2012) shows a collection of activities designed for students of Spanish as a foreign language (level A1) aimed at developing their orthopedic and

phonological skills, relevant to oral communication. The specific objectives of these activities include establishing a correct correspondence between written letters and sounds, spelling words in Spanish, achieving clear articulation of sounds, improving pronunciation, reading texts aloud accurately and fluently, and using appropriate intonation in declarative and interrogative sentences.

Based on this perspective, it can be concluded that reading aloud served as a beneficial strategy for sixth-grade students at Agueda Gallardo de Villamizar institution to enhance their pronunciation, intonation, and fluency. Furthermore, through the presentation of dialogues, they effectively conveyed clear and comprehensible messages, demonstrating their proficiency in the subject matter and vocabulary.

Implementation methodology

To carry out the implementation of short dialogues in English with sixth grade students, the methodology imposed by Espejo, G., & Sergio, A. (2019) in its article entitled "Conversation-oriented English language instruction" was taken as a fundamental basis.

The author suggests incorporating topics of interest to the student that are related to everyday situations. For example, if the conversation takes place in a specific context, the teacher should use commonly used vocabulary and phrases in that context. In addition, the instructor must determine the grammatical structure that corresponds to the language proficiency level of the group. The language teacher provides students with common vocabulary and phrases in different conversation topics within a specific context. The researcher also mentions the importance of performing pronunciation exercises, since English has about fifteen fundamental vowel sounds. Hence, the present work considered

topics of interests that were linked to the communicative objectives indicated in the syllabus of the English area in the institution.

Following this line of thought, to implement the use of dialogues in the area of English, the methodology of the supervising teacher of the institution had to be approached as a starting point, who proposed a weekly workshop and managed the contents worked on during the grammatical and thematic explanation session, this project articulated the implementation of dialogues in the English language to those contents that were established in the curriculum of the area, with the aim not only of providing students with an innovative tool that would put into practice various cognitive skills but also those necessary to master the English language, this means that the proposal found the curricular articulation within these weekly workshops, this was the place, time and space for its application, as soon as the proposal began its implementation, in the practice workshops, the dialogues had a section that was linked to the topics that the workshop sought to evaluate, which means that when the time came to apply the dialogues, the teacher in training reinforced in the students the different pronunciations, vocabulary and expressions that were being addressed through repetition and mechanization exercises.

In a second stage, the students were asked to form the necessary groups according to the dialogue, thus, if the dialogue specified the role of three actors, the students had to form groups of three. From that stage the students worked together to create a communicative space, which was concrete, understandable, dynamic and participatory, all with the assistance of the teacher, who was the guide and support to direct this activity. Each group was given the necessary space to practice their dialogue and carry out a group self-evaluation dynamic, where they corrected themselves.

Subsequently, an order of passage was determined and designated by the teacher, the students, in the character of silence, respect and tolerance listened attentively to the dialogues of their classmates and waited their turn to present their own exercises. During the staging process, the teacher took note of the strengths, and aspects to improve noted during the observation of the activity, this with the purpose of generating an analysis and feedback that would help to improve the activity in a next session.

After these stages, a brief space was left for the teacher to ask questions to the students searching for knowledge, perceptions and opinions about the activity, this was the activity at the end of each session in the proposal's implementation.

To develop this part of the proposal, a series of dialogues linked to the school curriculum were suggested, which had the topics to be addressed during the course. During this process, three dialogues were implemented with the main themes of professions, amusement park and food **(See Annex 1).**

During the choice of the dialogue, the suggestions of Espejo, G., & Sergio, A. (2019) were followed. First, the topic of interest that was related to the daily life of the participants was taken in view, for this choice the context of the game called "the small town" was considered in which the students assumed roles where they interpret the professions they would like to play in their adult life. In the second implementation, the amusement park was taken into account since it is an attractive place for the students. Lastly, the teacher looked for a topic related to food since it is an everyday topic.

It is necessary to mention that for the implementation of the different dialogues, 5 pairs were chosen, for a total of 10 students, in which there were men and women.

Activity Schedule

Below is the schedule used to complete the research project:

Table 3. *Project Schedule*

DATE	ACTIVITY DESCRIPTION
March 30, 2023	● Presentation of the proposal to the population. ● A diagnostic workshop on speaking skills was designed to measure the students' level of proficiency.
April 27, 2023	● Show students the dialogue "The Little Town" in order to explain the vocabulary and repeat the pronunciation. ● Students work in pairs to appropriate the dialogue and act out the script. **INTRUMENTS** *Throughout the project the teacher implemented the three instruments.* ● (First instrument: Observation) the teacher observed how the students acted when speaking English and how they behaved with their classmates. ● (Use of the field journal) The teacher took notes. ● Audio recording implementation
May 12, 2023	● Explain vocabulary and implement the second dialogue “Amusement Park.” ● Students work in pairs to appropriate the dialogue and act out the script. **INSTRUMENTS** *Throughout the second implementation, the teacher put the three instruments into practice.* • (First instrument: Observation) the teacher observed the behavior of the students compared to the first implementation. • (Use of the field journal) the teacher made an analysis of the progress. • Application of audio recording.

May 22, 2023	● Explain vocabulary and implement the third dialogue "Food." ● Students work in pairs to appropriate the dialogue and act out the script. **INSTRUMENTS** *Throughout the third application, the teacher implemented the three instruments.* ● (First instrument: Observation) the teacher observed what progress the students made. ● (Use of the field journal) the teacher took notes on the improvement of the students' oral production. ● Application of the audio recording.
June 5 to 9	● The trainee teacher showed a compilation of the dialogues implemented. ● Analysis of the students' progress.

Note: Schedule used as the basis for the project

Project Implementation Planning

To initiate the preparations for the workshops that would serve as the foundation of the project, a three-stage sequence was followed. Firstly, an introductory activity was conducted to familiarize the students with the vocabulary to be addressed. Subsequently, a systematic activity was carried out to delve deeper into the topic. Finally, the dialogue was implemented using a five-step process. Firstly, the teacher provided the sixth-grade students with the script. Then, two students assisted with pronunciation. The third step involved forming pairs within the groups, where they practiced and made corrections. Finally, they performed the dialogue to showcase their progress.

The following is an example of the third didactic sequence, designed to facilitate the development of the project with the students. (For additional examples, please refer to **Annex 2.)**

Table 4. *Didactic sequence No 3.*

Title	**The implementation of short dialogues to develop English speaking skills in sixth-grade students.**		
Course	**Level**	**Students**	**Estimated time**
6 grade	A1	31 students around 12 to 15 years old	60 minutes
Institution	**Program**	**Teacher**	**Classroom**
Escorial School	Foreign Languages Education	Angie Milexis Quintero Peláez	6 grade of the school Agueda Gallardo.
Objectives	• To analyze the impact of short dialogues in different contexts to develop oral expression in a class of English as a foreign language.		

Opening Activity

Step 1. To begin this lesson, the teacher will show the students images related to food on the television.



The objective is to ask: Do you like apples? Do you like chocolate? Do you like bread? and then ask: Which food is healthy?

Vocabulary explanation

Step 2. To continue, the teacher will give the students an index card with food vocabulary. Pronunciation of words will be practiced.

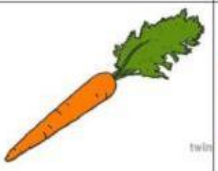
FOOD VOCABULARY	
English	**Spanish**
Apple	Manzana
Chocolate	Chocolate
Bread	Pan
Juice	Jugo
Yogurt	Yogur
Carrot	Zanahoria
Cheese	Queso
Ice cream	Helado
Egg	Huevo
Tomato	Tomate
French fries	Papas fritas
Rice	Arroz

Systematization activity

Step 3. In this phase the teacher will hand out a worksheet in which the students must describe the food (its taste, color and type) For this, the teacher will explain the meaning of the following words: sweet, salty, spicy and fresh.

DESCRIBING FOOD

TASTE (sabor)	COLOUR (color)	TYPE (tipo)
Sweet (dulce)	Yellow (amarillo)	Fruit (fruta)
Salty (salado)	Green (verde)	Vegetable (verdura)
Spicy (picante)	Red (rojo)	Drink (bebida)
Fresh (fresco)	Brown (marron)	Food (comida)
	White (blanco)	
	Orange (naranja)	

			
Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____
			
Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____	Name: _____ Taste: _____ Colour: _____ Type: _____

After 10 minutes, a group socialization of the correct answers will take place.

Dialogue implementation

Step 4. The teacher will tell the students that they are going to act out that they are choosing something for lunch at a restaurant, and they are deciding on that choice with a friend.

Step 5. The teacher gave each student an index card with the dialogue on it. One student had to read the A sentences and the other the B sentences. The teacher made pronunciation corrections when necessary.

FOOD DIALOGUE

A: Lucy, have you seen what today's special is? French fries, rice, and beef.
B: Yes, Susan, I like beef but today I want to have chicken for lunch.
A: Okay, I will choose today's special.
B: What do you like to drink with your lunch? there's orange juice and lemonade.
A: I prefer orange juice and you?
B: Me too.

Step 6. The students then worked in pairs according to the following organization: students in row 1 worked with students in row 2, students in row 3 with students in row 4, and the other students were organized as the teacher deemed appropriate.

Step 7. The pairs practiced the dialogue, considering pronunciation, intonation and body expression when speaking.

Step 8. The teacher chose 5 pairs to come to the front and perform the dialogue.

Research Methodology

This section presents the methodology that guided the development and implementation of this research. The methodology consists of six parts: approach, design, population, and data collection instruments.

Type of research

This research was conducted according to the qualitative approach, as a basis it is important to highlight the authors Blasco and Pérez (2007), who state that qualitative research studies reality in its natural context and how it occurs, drawing and interpreting the phenomena according to the people involved. In addition, Hernández Sampieri (2012) quotes Esterbeg (2002) who points out that qualitative research is conceived as a theory based on the observation of everything that happens; in other words, it is based more on

logic and on an inductive process (exploring and describing, and then generating theoretical ideas). It goes from the particular to the general.

Considering the above definitions, the qualitative approach allows us to objectively analyze the progress made by sixth-grade students of the Agueda Gallardo de Villamizar school when using short dialogues to improve oral production. Furthermore, this approach describes the students' process in their natural context, as far as the English course is concerned.

Research design

This project was developed based on the criteria of an action research design, ontemplating that a specific problem was sought to be solved in a specific population. Authors Aldridge, J. M., Fraser, B. J., Bell, L., & Dorman, J. (2012) cited Creswell (2012), who defines action research as systematic procedures used by researchers or individuals in an educational environment to collect quantitative and qualitative data to address improvements in their educational environment, teaching, and student learning.

The above definition is consistent with this study since systematic procedures were developed, namely, classroom dialogues, which were used with different topics of daily life but with the same objective, which is to reinforce the oral production of sixth-grade students at Agueda Gallardo de Villamizar School.

Population

This study was implemented in the educational institution Agueda Gallardo de Villamizar de Pamplona, Norte de Santander, with students in the sixth grade, with 37 sixth grade students between the ages of 12 and 15. This group was chosen because they were

students with a low level of English, which allowed an analysis of the process and improvement in oral production through the implementation of dialogues.

Sample

The participants of this study were chosen mainly through homogeneous sampling. Sampieri (2012) cites Miles and Huberman (1994), Creswell (2009) and Henderson (2009) who highlight the usefulness of this sample in qualitative studies. It consists of selecting people who have the same profile or characteristics, with the aim of focusing on the topic to study or highlight situations.

Consequently, to collect the data, we considered about 10 sixth grade students of A1 level, including males and females between 12 and 15 years old. The students' interest in participating was taken into account during the selection process.

Instruments

This category describes the data collection instruments that contributed to answering the research questions and achieving the formulated objectives.

Observations

The first instrument implemented was the observation, Hernández Sampieri (2012) names in the fifth edition of the research methodology Patton (2002) who points out that observation serves as a basis to describe communities, contexts or environments which involves providing detailed information on the physical, social and cultural characteristics that make them up. This may include aspects such as community size, geographical location, climate, geology, flora and fauna, infrastructure, economy, history, and culture. It also notes the importance of describing the activities taking place in these places, such as

cultural events, religious practices, sports, leisure and entertainment activities, work, and other aspects of daily life. It is also important to identify the people who participate in these activities and the meaning they have for them.

In line with this perspective, the author Hernandez Sampieri (2012) states that a good qualitative observer needs to know how to listen and use all the senses, pay attention to details, possess skills to decipher and understand nonverbal behaviors, be thoughtful and disciplined to write annotations, as well as flexible to change the center of attention. In addition, this author mentions that the observer should ask himself questions about what the participants do, what they do, when and how they act.

As a result, the observations were fundamental for the development of this project, since they made it possible to analyze the behavior of the students in terms of the process, they had to carry out the dialogues.

Likewise, we reflected on the behavior of students both with the language, as with their peers and teacher in charge of training.

Field journal

On the other hand, this project made use of a field journal of analysis. According to Hernández Sampieri (2012) has the function of documenting the analysis procedure and the researcher's own reactions to the process, as well as containing annotations on ideas, concepts, meanings, doubts, concerns, etc.

In addition, the author Hernandez Samipieri (2012) in the editing of the research methodology cites Grinnell and Unrau (2007) who suggest the following scheme to make use of this instrument: (p.448)

1) memos, annotations or comments about the method of analysis

2) memos on problems during the process

3) memos on coding,

4) memos encompassing ideas and comments of researchers (including diagrams, concept maps, drawings, diagrams, matrices)

5) memos on localised support material (photographs, videos, etc.)

6) memos related to meanings, descriptions and preliminary conclusions.

Due to this, the field journal was essential to have an order about the information collected in the process of implementing the project and thus meet the objectives proposed in this chapter.

Recordings

Likewise, this project made use of recordings for data collection. Garcez, A., Duarte, R., & Eisenberg, Z. (2011) mention in their study Ana Maria Sadalla and Priscilla Larocca (2004) who define recording as a necessary instrument for the study of complex phenomena such as teaching practice, which is influenced by several variables simultaneously. Therefore, it allowed recording even fleeting and non-repeatable events, which escaped direct observation.

Instruments designed and applied.

Three types of data collection tools were proposed to obtain the necessary information, which provides a solution to the problem encountered and serves as a basis for answering research questions and achieving the objectives formulated.

During the initial implementation of the project, an "observation" format (**See Annex 3)** was used as the first instrument. This format consisted of five categories that pertained to the students' language proficiency and their performance in group work. The instrument was administered for the first time on April 25, followed by subsequent implementations on May 12 and May 22, 2023.

In consequence, the purpose of applying the first instrument in the data collection process for this project was to address the unknowns that arose from the application of short dialogues in real-life situations with sixth-grade students at the Águeda Gallardo de Villamizar School. By employing an analysis process through observation, our objective was to gain insights into how the implementation of dialogues derived from real-life situations aided in improving students' oral expression skills. Additionally, we sought to determine to what extent the use of short dialogues contributed to the expansion of students' lexicon. It was widely recognized that enhancing students' lexicon through this approach simultaneously amplified their ability to engage in authentic contexts where English was a necessary and essential second language.

Moreover, the second instrument is a field journal **(Annex 4)** that seeks to respond to the second objective to know how representation and reading loudly can contribute to the development of oral production in sixth grade students. This was done with the aim of tracking each participant as to the improvement that they got at the end of this project. The first implementation took place on April 25, the second on May 12 and the last on May 22, 2023.

The final instrument employed was audio recording. Prior to its implementation, parents were provided with an informed consent form **(Annex 5).** The process of audio

implementation followed a guided protocol **(Annex 6).** This instrument aimed to analyze the influence of representation and reading on the development of oral production, as well as to assess the project's potential to enhance students' lexicon. The first recordings took place on April 25, the second on May 12 and the last on May 22, 2023.

The following table summarizes and classifies the questions and instruments used to collect the information that enabled us to address these inquiries.

Table 5. *Instruments with questions*

INSTRUMENTS	QUESTIONS
Observations	• How does the implementation of dialogues of real-life situations help students improve their speaking skills? • To what extent does the implementation of short dialogues contribute to broaden students' lexicon?
Field Journal	• How can representation and reading aloud contribute to the development of oral production in sixth grade students?
Recordings	• How can representation and reading aloud contribute to the development of oral production in sixth grade students? • To what extent does the implementation of short dialogues contribute to broaden students' lexicon?

Note. Table designed by teacher to summarize information.

Data analysis methodology

In this research, a typological analysis was chosen. According to Hatch (2022), this analysis method involves dividing the general data set into categories or groups based on

specific typologies. These typologies are derived from theory, common sense, and research objectives.

That is why the author Hatch, J.A (2022), in the book titled "Doing Qualitative Research in Education Settings," suggests the following steps for conducting a typological analysis (p.153):

1. Identify typologies to be analyzed
2. Read the data, marking entries related to your typologies
3. Read entries by typology, recording the main ideas in entries on a summary sheet
4. Look for patterns, relationships, themes within typologies
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns
6. Decide if your patterns are supported by the data and search the data for nonexamples of your patterns.
7. Look for relationships among the patterns identified.
8. Write your patterns as one-sentence generalizations.
9. Select data excerpts that support your generalizations.

With regard to the above, the first step that followed was the establishment of typologies based on the research questions:

- The impact of short dialogues to develop oral expression in a class of English as a foreign language.

- The implementation of dialogues from real-life situations to students to improve oral expression.
- Representation and reading aloud for the development of oral production.
- Expansion of the lexicon through the implementation of short dialogues.

After identifying the typologies, we worked in the Microsoft Excel program to approach data coding **(see matrix in Annex 7).** For this purpose, the information collected with the three instruments (observation, field journal and audios) was taken into account. To approach this process, the data were divided in order to classify them into the four typologies mentioned above.

The codes established are as follows:

1. Interaction
2. Emotions
3. Pronunciation
4. Representation of dialogues
5. Reading aloud for fluency
6. Group work
7. Use of the dictionary
8. Real life situations
9. Pronunciation
10. Intonation
11. Mother tongue interference
12. Use of real-life vocabulary

13. Corrections

The following table presents the codes classified according to the corresponding typology:

Table 6. *Classification of codes by typology*

TYPOLOGIES	CODES
Impact of short dialogues to promote oral expression in an English class.	Interaction Emotions Pronunciation Representation of dialogues Reading aloud for fluency
The implementation of dialogues from real-life situations to students to improve oral expression.	Group work Use of the dictionary Real life situations
Representation and reading aloud for the development of oral production.	Prononciation Intonation
Expansion of the lexicon through the implementation of short dialogues.	Mother tongue interference Use of real-life vocabulary Corrections

Note. This classification was made by addressing the matrix designed.

Triangulation of information

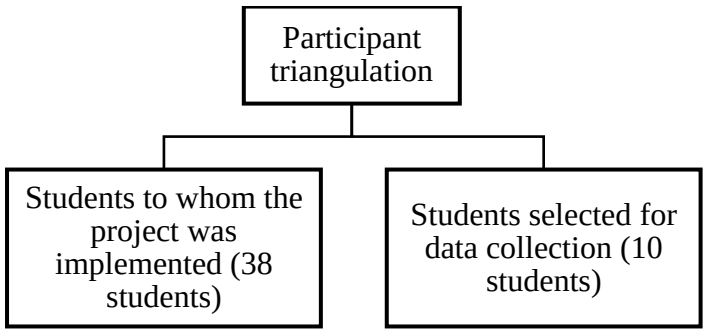
The validity of this study was established through the implementation of triangulation, it involved combining multiple elements to conduct a comprehensive analysis

of the information and minimize bias. Consequently, three types of triangulation were employed.

To perform the triangulation of information necessary to achieve the results of the data analysis, two schemes were created to reduce the information:

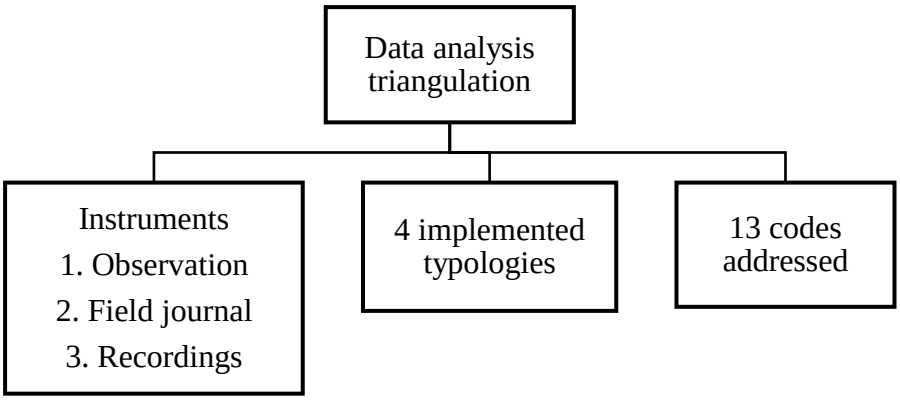
The following chart presents the participant data for the study, distinguishing between the students involved in the project and those selected as a sample.

Figure 4. *Participant triangulation*



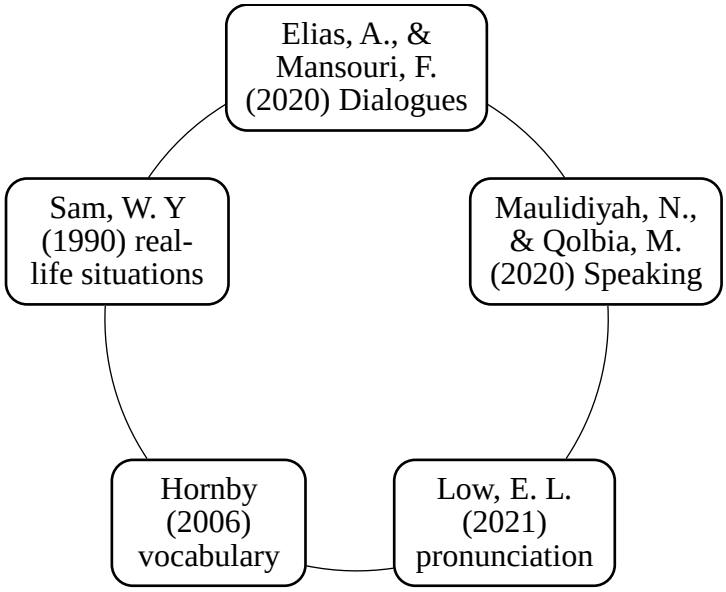
Next, it is the triangulation of data analysis, including the classification of different instruments, the number of typologies, and the selected codes:

Figure 5. *Date analysis triangulation*



Finally, a triangulation of the theories used as the foundation for the project is presented:

Figure 6. ***Theories triangulation***



Results

Impact of short dialogues to promote oral expression in an English class.

By implementing the short dialogues in real contexts in the area of English, it was possible to identify several aspects that became relevant in the application of this pedagogical project. Interaction, seen as a necessity, became a fundamental factor at the time of group work, students understood that this type of short dialogues would be a real preparation for the type of interaction they can face in real life in contexts that require the use of English. Likewise, reading aloud confronted the students to analyze their own mistakes and realize the weak and strong points in their oral production, in the same way, opened their minds to

the correction provided by the teacher, which was seen as a help for the moment and for future applications of the project, therefore through the analysis made with the monitoring that the instruments provide, it can be assured that an improvement in the oral fluency and pronunciation of the students who participated in this study was evidenced.

In addition, with the dialogues representation it was possible to detail a series of emotional factors such as nervousness, embarrassment and fear of speaking in public, aspects that played a challenging role when establishing the communicative act. However, the teacher's help provided the necessary motivating element for the participants to forget these details that could have prevented the success of the dialogue representation. Furthermore, these advances were observed throughout the different applications of the project, since the progression of the participants in the confidence to speak and represent these hypothetical cases was remarkable.

The implementation of dialogues from real-life situations to students to improve oral expression.

The dialogues implementation, being a group activity and focused on pair work, allowed students to generate a feedback process with their direct partner, that is, it was evident that group work played an important factor when it came to correction and motivation since it was understood by the participants that the success of the activity would come with good performance as a group.

Likewise, it could be noted that due to the low level of vocabulary, expressions, and grammatical compositions, it was necessary and useful to allow the use of the dictionary, which helped the students to have access to a tool that supplied them with this linguistic

need. Therefore, it can be affirmed that it was a good decision to use the dictionary during the short dialogues' application.

Consequently, and taking into account the progress reported by the population, there was a strong tendency to visualize the activity as a useful practice space for real-life situations; the participants directly expressed how useful it was for them to practice the type of communicative interaction they could face in a context situation such as the ones proposed in this project.

Representation and reading aloud for the development of oral production.

It should be considered that during the short dialogues' application in real contexts in English classes, most of the participants were faced with linguistic challenges focused on the development of oral production skills since it was noted that there was a significant lack of knowledge in areas such as pronunciation and intonation, which is why one of the great challenges of this project was to initiate the participants in a process of reflection and improvement in these aspects. In order to face this difficulty, the use of recordings was proposed as the tool through which the points to be improved were analyzed and later shared in a personalized way with each student. Thanks to this, and throughout the application of this project, a significant improvement in oral production was evidenced, especially in reading aloud.

Expansion of the lexicon through the implementation of short dialogues.

In order to generate an expansion in the lexicon of the participants through the implementation of short dialogues, two major factors must be taken into account, first, the students faced the negative interference that their mother tongue could generate at the time of the acquisition and use of new vocabulary, This was the case of "Avocado" whose real meaning is "aguacate" in Spanish and the students confused it with the profession of "abogado" due to the similarity of phonemes in their mother tongue.

Secondly, the most indispensable factor for the participants' lexical expansion through the short dialogues' implementation, it was the vocabulary acquisition focused on various interest topics. This was worked through flashcards with vocabulary presented in their mother tongue and the foreign language, which allowed the students to clearly understand the topics worked on throughout the implementation of these dialogues, it also represented a simple and useful tool for the students to have access to this lexicon, and at the same time, they put it into practice in the dialogue activity under a real context.

Conclusion

In general, the process of applying and interpreting short dialogues in real contexts among sixth-grade students in the institution provided valuable insights into the initial proficiency level of the sample. This served as a baseline for the implementation of the proposed pedagogical project, which focused on enhancing vocabulary acquisition and improvement in the English language for these students. Through this process, the students were guided in a journey of continuous progress, resulting in a consolidated rhythm that demonstrated their advancements in various areas of oral production within real contexts. Notably, the sample exhibited significant growth in communication skills, comprehension abilities, and expression in the second language.

Consequently, it was possible to ascertain that the methodology implemented, aligned with the research objectives, successfully facilitated progress and effectively showcased the potential impact of using short dialogues as a pedagogical tool for oral expression development within the English language domain at the institution. Moreover, the students displayed a positive response to the programmatic contents established in the academic curriculum, demonstrating both their acceptance of and proficiency in articulating the concepts and skills integrated through the project.

These findings highlight the effectiveness of integrating short dialogues within the curriculum, emphasizing the significance of real-life application and contextualized learning experiences. The positive outcomes achieved through this pedagogical approach not only contribute to students' language development but also reinforce the relevance and applicability of language learning in authentic communicative situations.

Recommendations

For the implementation of this project, particular emphasis was placed on incorporating short dialogues, which proved to be beneficial for students at the A1 level in English. Consequently, it would be pertinent to consider the inclusion of such exercises in the academic curriculum, aligning them with the topics covered in the language area. Engaging in these activities enables students to develop fundamental skills in oral production, which are highly valuable for effective communication in the target language.

On top of that, if this topic was to be explored in future projects, an additional element to consider would be the incorporation of various techniques for interaction and language

use. These didactic methods would continue to promote the development of students' oral production skills, enhancing their ability to engage with the foreign language.

Chapter IV: Community Outreach Component

Use of board games in the teaching of vocabulary in primary school students of the Escorial headquarter of the Agueda Gallardo Educational Institution of Villamizar.

Introduction

Unlike adults, children possess a remarkable ability to explore and manipulate language through their mother tongue, which opens up a world of possibilities for play and experimentation. This innate capacity enables them to seamlessly incorporate new words and concepts, even when learning a second language. Hence, it is of utmost significance for educational institutions to integrate foreign language instruction into their school curriculum. In the case of Colombia, the English language is mandatory, reflecting the recognition of its importance and the benefits it offers to young learners.

Unfortunately, in Colombia, the elementary school teacher, whether licensed in a foreign language or not, often teaches English without sufficient training, which presents an obstacle for both the teacher and the students. Therefore, in addressing this issue within the Colombian education system, the objective of this study was to mitigate the English language learning needs of 3rd, 4th, and 5th-grade students at the El Escorial headquarter of the Agueda Gallardo de Villamizar educational institution. To this end, interactive and dynamic board games were implemented to help students acquire vocabulary.

Justification

The process of teaching and learning a foreign language requires language teachers to have knowledge of methodologies, strategies, teaching resources, techniques and teaching methods, with the aim of getting students to acquire all the knowledge that is taught in the classroom. However, in many institutions teachers use low-didactic methods which lead to students not paying attention and losing interest in learning a second language.

In addition, based on the observation made at the Escorial school it was possible to note that the teachers in charge of the third, fourth and fifth grades do not master the English language, therefore, these students have a low level in this foreign language. That is why the University of Pamplona in the degree program in foreign languages aims to meet the needs of the population in primary basic education through the Integral Practice of competent students in the English language as well as in the methods and practices that a teacher must implement in the classroom.

For this reason, the present project implemented board games for children to learn vocabulary in a didactic and pedagogical way. The author Bayeck, R. Y. (2020) cites in his study Carter (2014) who mentions that board games are games that are played with support to a table and that they have rules, structure, game materials, but also rely on interactions between tiles or game pieces rather than the physical interaction of the players' bodies. Additionally, Rubio, J., & Conesa, M. I. (2013) mentions that games are an important resource in the language learning process, and especially at the primary stage as it increases the motivation of students and provides an incentive to use the foreign language. Under this

premise, by making use of board games in elementary students were able to acquire English vocabulary while having fun.

Objectives

General objective

- To attend the English-language training needs of primary school children at the Escorial headquarter of the Agueda Gallardo institution.

Specific objectives

- To implement board games as a strategy to increase the vocabulary of elementary school students.
- To support students in resolving doubts related to the development of their English workshops.
- To complement the teaching-learning process of the English language through the fulfillment of the institution's curriculum.

Description of the activities implemented.

In the community outreach component, the objective was to facilitate vocabulary acquisition for fifth-grade students through the use of board games, providing them with an interactive and dynamic English learning experience. Throughout this process, four board games were employed as effective tools for engagement and language development.

The first one was a word search game with animals as the main theme, the second one was a crossword puzzle in which the students had to write words related to colors, followed by an activity to order letters to form vocabulary for feelings and finally a word search on physical appearance **(Annex 8).**

The following table presents the classification of the information explained earlier:

Figure 7. *Board games with the topic*

Board Games	Topics
Word Search	Animals
Crossword Puzzle	Colors
Order Letters	Feelings
Word Search	Physical Appearance

Note. Classification designed by the trainee teacher

When addressing these activities, it was possible to work in an organized way since all were linked to previously announced vocabulary, so the students were already familiar with the subject and it was easy for them to participate and complete the activities. They were also motivated to contribute as they were competing between ranks and peers.

Methodology

English language learning in primary school children is a challenge that must be taken up in an innovative and creative way, since children do not learn in the same way as adults; they require a motivation, attractive methodologies and pedagogies that make the learning process an exciting experience, in other words, the more encouragement the students receive the greater the success of their learning, it is under this scoop that this study implemented board games as a tool to introduce different types of vocabulary that were established in the curriculum of the Escorial primary headquarters of the institution Agueda Gallardo de Villamizar. To achieve these objectives, the teacher in training proposed the creation of materials such as: crossword puzzles, soups of letters, and order words. These tools were precisely articulated with the learning that was taught in the fifth grade, since this grade had two hours per week for the area of English.

In a first step the students received an explanation of the topic to be developed, the teacher proposed the didactics that included the respective board game for each session; explained the regulations and rules as appropriate, divided and organized the group as required, and to the extent that all these factors were aligned, the methodical tools that these provided began, the students found their motivation in the competitiveness that the game entailed by nature, which was expected to be a positive factor when learning the proposed vocabulary. Likewise, the role assumed by the teacher during these sessions was that of guide and mediator; he was the one who had the voice of command, decision and last word when it came to choosing winners, determining successes, failures, faults and penalties, which is why his explanations had to be clear, precise and concise.

Besides, during each implementation there was a remarkable focus on vocabulary; which entailed the writing of words, meaning, pronunciation and intonation. The topics that were handled according to the level of the students were: animals, colors, food, physical appearance and feelings.

Schedule in elementary

The following is the schedule that was considered for the implementation of the project based on board games at the Escorial elementary school.

Table 7. *Schedule in elementary*

DATE	ACTIVITY DESCRIPTION
March 27th	**Animal word search application** ● Explanation of animal vocabulary. ● Practice pronunciation and meaning. ● Rules of the game: individual word search competition. ● Word search implementation.

April 17th	**Crossword words about colors** ● Explanation of vocabulary about colors. ● Practice pronunciation and create sentences using the verb To be. ● Rules of the game: in pairs complete the crossword puzzle. ● Crossword implementation
May 8	**Unscramble words: feelings.** ● Vocabulary explanation of feelings through the charade game. ● Practice pronunciation and meaning of words. ● Rules: The first student to complete the crossword will be the winner. ● Unscramble word application
May 22	**Word search: physical appearance** ● Explanation of vocabulary and pronunciation practice. ● Rules of the game: individual competence. ● Word search implementation.

Note. Schedule designed to address the board games.

Achievement of objectives

As for the specific objectives of this component, all three were developed. First, four board games were implemented to increase students' vocabulary and throughout this process it was possible to analyze that the students made progress in terms of vocabulary, since they understand simple sentences using words related to those previously explained. Similarly, the second objective had an advance since in all classes support was provided to the students for the resolution of doubts on different topics of English as a foreign language. Regarding the last objective, the school curriculum of the institution was taken into account for the explanations of topics and creation of materials.

Material designed for process support and planning.

The following is a description of the first work carried out with the fifth-grade students at the Escorial School.

Table 8. *Didactic sequence No 1*

Title	**Use of board games in the teaching of vocabulary**		
Course	**Level**	**Students**	**Estimated time**
5 grade	A1	31 students around 10 to 12 years old	90 minutes
Institution	**Program**	**Teacher**	**Classroom**
Escorial School	Foreign Languages Education	Angie Milexis Quintero Peláez	5 grade of the school Escorial
Objectives	• To implement board games as a strategy to increase the vocabulary of elementary school students.		
Opening Activity			
Step 1: The teacher will tell five students to go to the board to draw five different animals, other companions must guess which animals are. Then the teacher will tell them that the topic they will address during the class are animals.			
Animal vocabulary			
Step 2: The teacher will write animal vocabulary on the board, with which they will practice the pronunciation and meaning of words. Vocabulary: Dog, cat, bird, hippo, mouse, tiger, monkey, alligator, lion. fish, giraffe, elephant, squirrel, crocodile, kangaroo, rhino, snake and zebra. Step 3: To mechanize the previous activity, each student will be given a worksheet where the use of animal vocabulary is evidenced.			
Board game implementation			
Step 4 A word search will be implemented. The teacher will tell the students to look for words related to the animals mentioned above.			


NAME_____ GRADE_____

ANIMALS

G E S U O M H N W R B W C W L
X D A Q H J X O O M L T H W J
B W S H N L H T P I C R A W M
Y W M E F F A R I G L K D O G
R C K R R R S Y K T H I P P O
J T O W I E F B X X L Q R J E
D R O T A G I L L A E B Z H X
T H N X P I C L F C R V Z S Z
V N H R S T H E T D R I B I Q
N Z A C S T Y X L W I N H F L
W U Q H K L J A E A U F A H F
V Q Q D P O Y K N V Q Z A T V
X M T L Q E T J Y E S Y R C H
T A C K Q C L K M O N K E Y R
P T S H W L Y E T D R A H T L

CAT HIPPO MOUSE TIGER
DOG SQUIRREL MONKEY
BIRD GIRAFFE ALLIGATOR
ELEPHANT FISH LION

Students will work individually, and the winner will be the first to find all the words.

Conclusion

When teaching in an elementary school, it is crucial to employ didactic and engaging methods to foster student motivation. In this regard, the implementation of board games proved to be highly beneficial.

First and foremost, the board games facilitated the learning of vocabulary related to the topics covered in the institution's curriculum. By incorporating these vocabulary-building activities, students were able to expand their knowledge while also enhancing their imagination through engaging and interactive tasks.

Furthermore, it is important to highlight that the application of these board games served as a strong motivator for the students. The use of familiar vocabulary, contributed to their enthusiasm and active participation. Moreover, activities such as word searches, crossword puzzles, and word orders stimulated their natural inclination for exploration and problem-solving. The element of healthy competition among peers further incentivized their commitment and determination to successfully complete each activity.

By integrating board games into the teaching process, not only were students able to acquire new vocabulary, but they also developed essential cognitive skills, fostered teamwork, and experienced the joy of learning in a playful and interactive manner. Therefore, it is recommended that educators continue to incorporate such engaging methods into their teaching practices to enhance student motivation and promote effective language learning.

Chapter V: Intra- institutional Activities component

Introduction

Educational institutions incorporate activities, events, and celebrations into their timeline and institutional programming that extend beyond academic training. These activities encompass participation from teachers, administrators, and students, taking into account various significant aspects within the institution, such as cultural, religious, social, and national and regional characteristics. As a teacher trainee and participant of the institution, it is vital to contribute actively and positively to these events by sharing experiences, knowledge, and creativity.

These activities typically involve multiple stakeholders within the institution and necessitate meticulous planning and execution to ensure their successful realization and greater impact.

The educational institution Agueda gallardo of Villamizar within its intra institutional activities proposed flag hoists, meeting of parents, interclass games, Eucharist, special dates, holidays, among others. Therefore, the teacher in training had to get involved in all these types of activities to acquire a real experience of all the aspects that entails the teaching role.

Objectives

General objective

-To assume the role of a teacher in cultural, religious and social events proposed by the educational institution Agueda Gallardo de Villamizar

Specific objectives

• To participate actively in extracurricular educational activities developed by the institution Agueda Gallardo de Villamizar.

• To contribute to the organization of events proposed by the institution when necessary.

• To assume the role of a teacher outside the classroom.

Methodology

The Agueda Gallardo educational institution in Villamizar held events, activities and celebrations, in which the teacher trainee actively participated, this was done by providing assistance in the management and organization of such activities and discipline of the students.

It is necessary to mention that every day in this institution there was a formation called "Good morning", with the aim of presenting important announcements and offering a prayer for a new day. In these events, the teacher trainee supported to maintain order and discipline.

Description of intra-institutional activities

At the Agueda Gallardo de Villamizar institution, a series of events were held in which the trainee teacher was helpful in organizing the materials and maintaining discipline. The first celebration was related to Women's Day (**Annex 9),** celebrated on March 8; there were different presentations, prizes and sharing. The role of the teacher in training was to help in the sound and also in the discipline of the students who were participating in the event.

In addition, on March 10 and 24 a Via Crucis was carried out to commemorate the passion and death of our Lord Jesus Christ, **(Annex 10)** each grade had to decorate a part of the multiple classroom and appropriate one of the twelve stations. Throughout these activities, the teacher-in-training was helping to maintain order in the sixth grade.

Subsequently, on March 22 there was an open day **(Annex 11)**, in which parents went to find out their children's grades so far. The teacher in training assisted with discipline and administration of the sign-in sheet so that it was completed correctly.

Another intra-institutional activity of which the teacher was the language day on April 25, **(see Annex 12)** which took place during the first two hours of class; in this event different presentations and reflections were made to remember the writer Miguel de Cervantes Saavedra. Taking into account that the teacher had to teach sixth grade, her work was to accompany and manage the discipline of these grades.

Next, on May 2, a festivity was held to commemorate the Holy Trinity **(see Annex 13)**, in which the phrase "“Hagamos un pacto, seamos como María" was highlighted. It

lasted for one hour and the role of the trainee teacher was to organize the eleventh and sixth grade students.

Finally, there was an institutional forum on human rights on June 8, 2023. **(see Annex 14)** During the first three hours of this event, topics such as bullying, psychoactive substances and free development of personality were discussed. The teacher in training was attentive to the discipline of the sixth grade while the guests gave the lecture and their opinions on the subject.

During my participation in these seven activities, I had an experience regarding the organization and management of discipline in different contexts, and I was also able to analyze the different extracurricular responsibilities that a teacher may have, for example, the students' choice to be part of the presentations and the logistics that this requires. Therefore, it can be said that each of the objectives presented in this component has been fully met.

Chronogram

Table 9. *Intra-Institutional activities schedule*

Intra-Institutional Activities	March	April	May	June
Women's Day	8			
Stations of the Cross (Viacrucis)	10 – 24			
Open journey (parents' meeting)	22			
Language day		**25**		
Holy Trinity			**2**	
Human rights forum				**8**

Note: Chronogram of intra-institutional activities in which the trainee teacher took part.

Conclusions

In general, being part of the intra-institutional activities allowed me to learn about the role of the teacher outside the classroom, the protocols that must be followed for each of the activities, and also analyze the importance of religious events for the Águeda Gallardo de Villamizar educational institution.

In addition, as a teacher in training, it is possible to highlight the enrichment for my leadership and group management skills that these moments provide; these experiences are necessary and of great help when facing the teaching task, because as mentioned above, it is necessary to take ownership of the role inside and outside the classroom.

Finally, these activities helped me to perceive the talents that students had, in which they stood out in different skills, and it was also beneficial to know what kind of activities could be implemented in the classroom according to these capabilities.

Chapter VI. Reflective approach

Objective

To provide a reflection of the process of integral practice in the educational institution Agueda Gallardo de Villamizar through weekly narratives.

Reflection achieved through narratives.

The narrative writing was a process seen as a support tool within the teaching activity, because it was through this space that experiences, reflections and thoughts could be deposited that allowed to create and keep track of various aspects within the work, this includes inside and outside the classroom. Therefore, this method was a daily personal

reflective support within the institution, in such a way that the teacher in training was able to give feedback and improve gradually from these experiences.

On the other hand, being a tool where all the aspects that occurred inside and outside the classroom were deposited, these reflections allowed me to keep a record of the exceptional situations that the teacher faced during her integral practice process.

General reflection, pedagogical and human lessons learned.

The narratives that were developed during the 11 weeks **(see example in Annex 15)** served to reflect on various aspects faced by teachers.

Students' motivation: Considering that the students were easily distracted at the beginning of the practice and lost interest in learning English, the trainee teacher chose to look for different didactic tools to capture their attention, so she used websites such as Kahoot, quizziz, wordwall, and baamboozle to develop activities for the topics explained.

Discipline management: At the beginning, managing a large group of students was a significant challenge for the trainee teacher. The students would frequently get up from their seats and interrupt the classes. In response, the teacher incorporated more systematic and interactive activities into their lesson plans to gauge student understanding and keep them engaged.

Exceptional cases: Exceptional cases also presented valuable learning opportunities for the trainee teacher. Engaging in reflective practice, she analyzed her own behavior when conflicts arose among students or when other exceptional situations occurred. In such

instances, the teacher consistently demonstrated a responsible and rigorous approach, actively seeking solutions through established channels.

Conclusion

Being part of this comprehensive practice process and implementing weekly narratives served as a reflective tool for the trainee teacher to comprehend all the phases involved in the teaching profession. It made her recognize that teaching goes beyond classroom instruction and encompasses being a support system, guide, and mediator for students outside the classroom. Observing her actions and behavior in these various aspects, situations, and experiences allowed her to realize that teaching demands skills and sacrifices that she is willing to embrace in her future career, driven by the vocation of being an exceptional teacher guided by ethical and academic principles.

Lastly, witnessing the gratitude expressed by many students and professors towards her work at the institution has boosted her confidence and reinforced her professionalism in the field of education.

General Conclusions of the Project

This project contributed to the development of English skills among sixth-grade students through the implementation of dialogues that provided real-life contexts for the participants. As a result, they showed improvement in pronunciation and an enriched vocabulary.

Similarly, the incorporation of community outreach proved beneficial for the students as they gained vocabulary through the application of board games and their natural

curiosity was stimulated. Each implementation also allowed for an analysis of the increased motivation observed in the students through these activities.

Furthermore, each intra-institutional activity provided valuable teaching experiences by examining the duties and responsibilities involved. This included following organizational protocols, maintaining discipline and control, and recognizing the diverse skills possessed by students, all of which contributed to an effective classroom process.

Finally, the practice of writing narratives contributed to the trainee teacher's daily improvement, serving as a valuable tool for analyzing and reflecting on both the positive and negative aspects of the teaching practice.

Annexes

Annex 1. ***Dialogues implemented.***

Dialogue #1. Professions

A: Hello, my name is Maria. What is your name?
B: Hi Maria, my name is Juan. Where are you from?
A: I am from the small town and where are you from?
B: Me too, I am from the small town and what is your profession here?
A: I am the doctor in the small town and what is your profession?
B: I am the English teacher in the small town.
A: Cool! My mother is a teacher too.
B: Nice! My brother is a doctor too.

Dialogue #2 Amusement Park

A: Would you like to come to the amusement park with me?
B: Yeah, I would like this, I heard there is **a terror castle.**
A: That is true, there are many attractions.
B: Tell me, are there **bumper cars** and a **roller coaster**?
A: Yes, there are.
B: How fun! You convinced me.

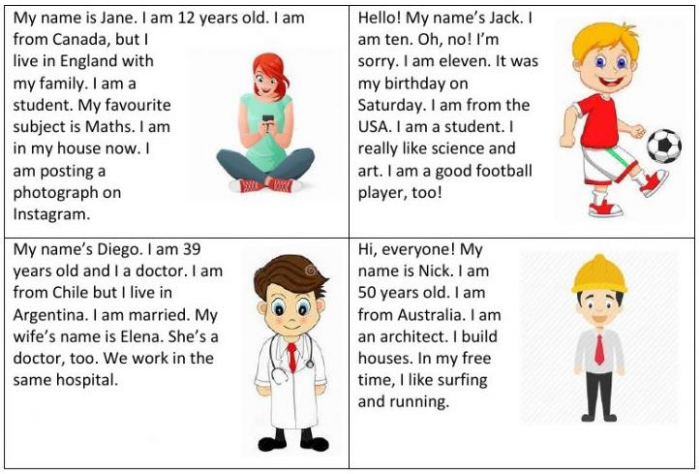
FOOD DIALOGUE

A: Lucy, have you seen what today's special is? French fries, rice, and beef.
B: Yes, Susan, I like beef but today I want to have chicken for lunch.
A: Okay, I will choose today's special.
B: What do you like to drink with your lunch? there's orange juice and lemonade.
A: I prefer orange juice and you?
B: Me too.

Annex 2. ***Didactic sequences implemented in the pedagogical component.***

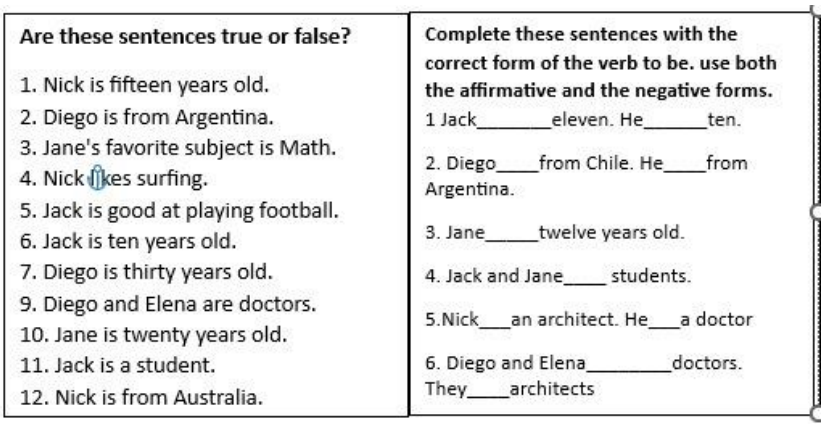
Didactic sequence No 1

Title	**The implementation of short dialogues to develop English speaking skills in sixth-grade students.**

<table>
<tr><td>Course</td><td>Level</td><td>Students</td><td>Estimated time</td></tr>
<tr><td>6 grade</td><td>A1</td><td>31 students around 12 to 15 years old</td><td>60 minutes</td></tr>
<tr><td>Institution</td><td>Program</td><td>Teacher</td><td>Classroom</td></tr>
<tr><td>Escorial School</td><td>Foreign Languages Education</td><td>Angie Milexis Quintero Peláez</td><td>6 grade of the school Agueda Gallardo.</td></tr>
<tr><td>Objectives</td><td colspan="3">• To analyze the impact of short dialogues in different contexts to develop oral expression in a class of English as a foreign language.</td></tr>
<tr><td colspan="4">Opening Activity</td></tr>
<tr><td colspan="4">Step 1: The teacher will choose five students who will have to act in front of their classmates representing five different professions, which will be: Singer- Futball player - Doctor- Teacher- Architect. The other students will have to guess these professions by saying them respectively in English.</td></tr>
<tr><td colspan="4">Reading activity</td></tr>
<tr><td colspan="4">Step 2. To develop the reading activity, the teacher will give the students an index card, in which 4 people are mentioned.


Step 3. To read the texts the students have 5 minutes, and they must underline with blue color where the verb To Be appears and with red color the professions, then the teacher will ask four students to read each text aloud, then she will ask the following questions to the whole group: What are the characters' names? How old is Nick? Who is a doctor? Who is a good player? Who is 12 years old? What professions appear in the texts? What verb tenses appear in the texts?</td></tr>
</table>

Step 4. Next, the teacher will give the students a worksheet, which is divided into two parts. In the first part, students must write whether the sentences are true or false, in the second part, they must complete the sentences with the verb To be in its present or negative form. The answers will then be socialized.



Are these sentences true or false?

1. Nick is fifteen years old.
2. Diego is from Argentina.
3. Jane's favorite subject is Math.
4. Nick likes surfing.
5. Jack is good at playing football.
6. Jack is ten years old.
7. Diego is thirty years old.
9. Diego and Elena are doctors.
10. Jane is twenty years old.
11. Jack is a student.
12. Nick is from Australia.

Complete these sentences with the correct form of the verb to be. use both the affirmative and the negative forms.

1 Jack_____eleven. He_____ten.

2. Diego____from Chile. He____from Argentina.

3. Jane_____twelve years old.

4. Jack and Jane____ students.

5.Nick___an architect. He___a doctor

6. Diego and Elena_____doctors. They____architects

Dialogue implementation

Step 4. The teacher told the students that they were going to act out a dialogue about a game called "the small town". For this, the students had to look up in the dictionary the profession they want to have when they grow up.

Step 5. The teacher gave each student an index card with the dialogue on it. One student had to read the A sentences and the other the B sentences. The teacher made pronunciation corrections when necessary.

Step 6. The students then worked in pairs according to the following organization: students in row 1 worked with students in row 2, students in row 3 with students in row 4, and the other students were organized as the teacher deemed appropriate.

Step 7. The pairs practiced the dialogue, taking into account pronunciation, intonation and body expression when speaking.

Step 8. The teacher chose 5 pairs to come to the front and perform the dialogue.
Context: *The children are playing small town, a fun game where they act out the professions they would like to play in their adult life.*

A: Hello, my name is Maria. What is your name?

B: Hi Maria, my name is Juan. Where are you from?

A: I am from the small town and where are you from?

B: Me too, I am from the small town and what is your profession here?

A: I am the doctor in the small town and what is your profession?

B: I am the English teacher in the small town. *A: Cool! My mother is a teacher too.* *B: Nice! My brother is a doctor too.*

Didactic sequence No 2.

Title	**The implementation of short dialogues to develop English speaking skills in sixth-grade students.**		
Course	**Level**	**Students**	**Estimated time**
6 grade	A1	31 students around 12 to 15 years old	60 minutes
Institution	**Program**	**Teacher**	**Classroom**
Escorial School	Foreign Languages Education	Angie Milexis Quintero Peláez	6 grade of the school Agueda Gallardo.
Objectives	• To analyze the impact of short dialogues in different contexts to develop oral expression in a class of English as a foreign language.		

Opening Activity

Step 1: The teacher will give the students an index card on which they will find amusement park vocabulary in English and Spanish.

Taquilla	Ticket window
Fuegos artificiales	Fireworks
La noria	Ferris Wheel
Tobogán	Water slide
Algodón de azúcar	Cotton candy
Montaña rusa	Roller coaster
Coches de choque	Bumper cars
Castillo del terror	Castle of terror
Circo	Circus
Casa encantada	haunted house
Carrusel	Merry go round
Columpio	Swing ride
Paseo largo	Long ride

Casa de los espejos	House of mirrors

Step 2. The whole group will practice the pronunciation of the words

Systematization activity

Step 3. The teacher will give the students an index card on which they must match the images with the words that appear at the bottom.



Haunted House | Roller Coaster | Merry go round | Bumper Cars

Ferris Wheel | Swing Ride | Log Ride | House of Mirrors

Dialogue implementation

Step 4. The teacher will tell the students that they are going to similarly go to an amusement park with a friend and tell what games or things are there.

Step 5. The teacher gave each student an index card with the dialogue on it. One student had to read the A sentences and the other the B sentences. The teacher made pronunciation corrections when necessary.

Dialogue #2 Amusement Park

A: Would you like to come to the amusement park with me?
B: Yeah, I would like this, I heard there is **a terror castle.**
A: That is true, there are many attractions.
B: Tell me, are there **bumper cars** and a **roller coaster**?
A: Yes, there are.
B: How fun! You convinced me.

Step 6. The students then worked in pairs according to the following organization: students in row 1 worked with students in row 2, students in row 3 with students in row 4, and the other students were organized as the teacher deemed appropriate.

Step 7. The pairs practiced the dialogue, taking into account pronunciation, intonation and body expression when speaking. Step 8. The teacher chose 5 pairs to come to the front and perform the dialogue.

Annex 3. ***Observations implemented.***

Department of Languages and Communication

Faculty of Education

Title of the project: The implementation of short dialogues to develop English speaking skills in sixth-grade students at a public school in Colombia: Action research.

Description: Through observation it is sought to know how the implementation of real-life dialogues develop the speaking skills of sixth-grade students, as well as the extent to which these dialogues help to expand the students' lexicon.

INSTITUTION: Águeda Gallardo de Villamizar	**DATE:** 25 de Abril, 2023	**OBSERVATION TIME:** 30 minutes
COURSE: Sexto A	**PEOPLE:** Students from 12 to 15 years old	**TOPIC:** Professions
CATEGORIES	DESCRIPTIONS	COMMENTS
Interactions	Los estudiantes hablan mucho con los otros grupos durante la aplicación.	
Group work	Hay discordia entre algunas las parejas porque alguno de los estudiantes no quiere presentar por miedo a equivocarse.	
Linguistic level	Los estudiantes tienen transferencia negativa en la lengua materna, ya que leen como si fuera en español. Se les dificulta utilizar entonaciones al hacer preguntas.	
Dictionary use	Los estudiantes usan muy poco el diccionario porque las palabras que aparecen en el dialogo se trabajo previamente.	
Dialogue representation	Las parejas tienen dificultad para expresarse al frente de sus compañeros, ya que no quieren que se les burlen.	Se evidenció burla entre estudiantes por la pronunciación.

INSTITUTION: Águeda Gallardo de Villamizar	**DATE:** 12 de Mayo, 2023	**OBSERVATION TIME:** 30 minutes
COURSE: Sexto A	**PEOPLE:** Students from 12 to 15 years old	**TOPIC:** Amusement Park
CATEGORIES	DESCRIPTIONS	COMMENTS
Interactions	Gracias a la implementación de pautas para el proceso de practica de pronunciación de frases, los estudiantes trabajaron únicamente con su pareja y alzaban la mano para pedir ayuda de la docente en cuanto la pronunciación.	
Group work	- Los estudiantes estuvieron más motivados para trabajar en grupo. - – Se ayudaban entre sus parejas.	
Linguistic level	Los estudiantes al principio no tenían un amplio conocimiento sobre vocabulario de parque de diversiones en inglés, pero en algunas de las palabras que se les presentó hacían transferencia del español al inglés. Ej: Circus- circo	
Dictionary use	Los estudiantes no hicieron uso del diccionario.	
Dialogue representation	Los estudiantes presentaron los diálogos más confiados y hubo una mejora en la pronunciación de palabras.	

INSTITUTION: Águeda Gallardo de Villamizar	**DATE:** 22 de Mayo, 2023	**OBSERVATION TIME:** 30 minutes
COURSE: Sexto A	**PEOPLE:** Students from 12 to 15 years old	**TOPIC:** Food
CATEGORIES	DESCRIPTIONS	COMMENTS
Interactions	La interacción de los estudiantes fue excelente, ya que se comunicaban para hacer correcciones de pronunciación entre compañeros.	
Group work	- Las parejas se ayudaban ya que sentían el compromiso de hacer una buena representación de dialogo.	
Linguistic level	Los estudiantes presentaron transferencia negativa de su lengua materna. Ej: ellos pensaron que "Avocado" significaba "Abogado" - Los estudiantes tuvieron más dominio en el manejo de vocabulario y en la pronunciación.	
Dictionary use	Los estudiantes no hicieron uso del diccionario.	
Dialogue representation	Al presentar los diálogos los estudiantes se sintieron más confiados ya que se les facilitó el vocabulario y la pronunciación.	

Annex 4. ***Field journal implementation***

Researcher: Milexis Quintero	**Date :** 25 de Abril, 2023 **Dialogue Name :** Professions
DEVELOPMENT	**OBSERVATION**
Speaking	Al desarrollar el primer dialogo enfocado en vocabulario de profesiones, se pudo evidenciar que los estudiantes tienen un nivel bajo en la lengua inglesa, ya que hacen transferencias con la lengua materna y confunden muchas palabras. Además, en las presentaciones se pudo evidenciar la mala pronunciación y el mal uso de signos de puntuación durante la lectura de este dialogo. Así mismo, fue notable que ellos tienen conocimientos de algunas palabras, pero no saben cómo conectarlas a oraciones, por lo tanto, la implementación de representación de diálogos les ayudará a mitigar este aspecto, ya que usaran dicho léxico en diferentes oraciones para que así tengan una idea de cómo utilizarlo en un contexto real de manera oral.

Researcher: Milexis Quintero	**Date :** 12 de Mayo, 2023 **Dialogue Name :** Amusement Park
DEVELOPMENT	**OBSERVATION**
Speaking	Durante la implementación del segundo dialogo basado en vocabulario de parque de diversiones, los estudiantes estuvieron muy motivados, ya que era un tema de interés para ellos, es por esta razón que estaban interesados en saber la pronunciación de las atracciones que más les gustaban. La mayoría preguntaban constantemente por las siguientes palabras: Horror castle, circus, Ferris wheel and bumper cars.

	El tener un dialogo que fuera llamativo para los estudiantes permitió que practicaran la pronunciación con más dedicación y así poder notar un avance al leer y representarlo

Researcher: Milexis Quintero	**Date :** 22 de Mayo, 2023 **Dialogue Name :** Food
DEVELOPMENT	**OBSERVATION**
Speaking	Antes de implementar el dialogo sobre comida, se les proporcionó a los estudiantes una ficha donde encontraban vocabulario de dicho tema. Esto ayudó a que estuvieran contextualizados sobre el significado de palabras que aparecían en el dialogo. En esta ultima implementación los estudiantes estuvieron más motivados a participar ya que habían dejado de lado un poco el nerviosismo, esto fue debido a que practicaban bastante en voz alta y se corregían entre compañeros, ya que el objetivo principal era representar diálogos de calidad. Además, durante esta representación se notó un avance en la pronunciación al leer frases completas, la mayoría de los participantes leían sin hacer tantas pausas, así como también hacían entonaciones adecuadas.

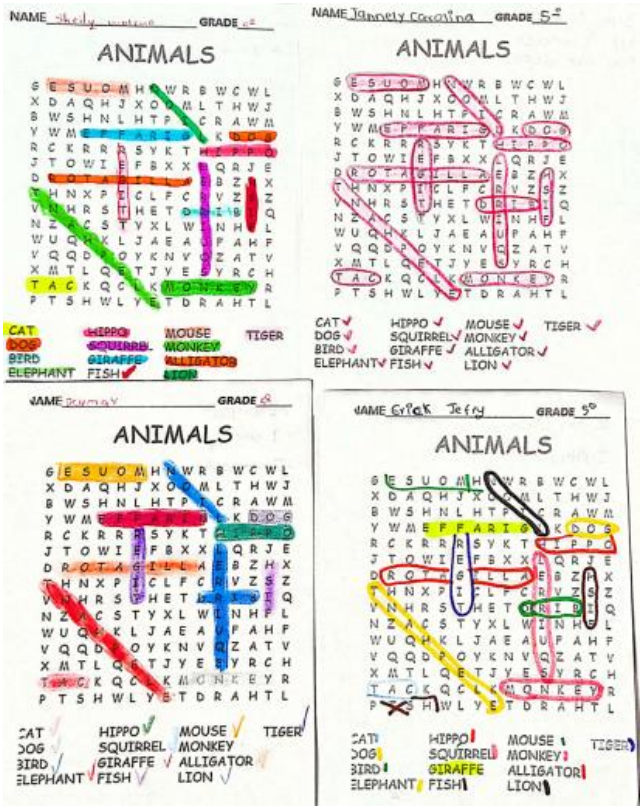
Annex 7. *Data coding matrix*

Observations	CODES	Field journal	CODES
The implementation of dialogues from real-life situations to students to improve oral expression.	**Group work** : allowed students to generate a feedback process with their direct partner	**Representation and reading aloud for the development of oral production.**	There was a significant lack of knowledge in areas such as **pronunciation** and **intonation.** The use of recordings was proposed as the tool through which the points to be improved were analyzed and later shared in a personalized way with each student.
	Use of the dictionary: due to the low level of vocabulary, expressions, and grammatical compositions, it was necessary and useful to allow the use of the dictionary.		
	Real life situations: there was a strong tendency to visualize the activity as a useful practice space for real-life situations		
Expansion of the lexicon through the implementation of short dialogues.	**Mother tongue interference:** the students faced the negative interference that their mother tongue. EX: Avocado" whose real meaning is "aguacate" in Spanish and the students confused it with the		

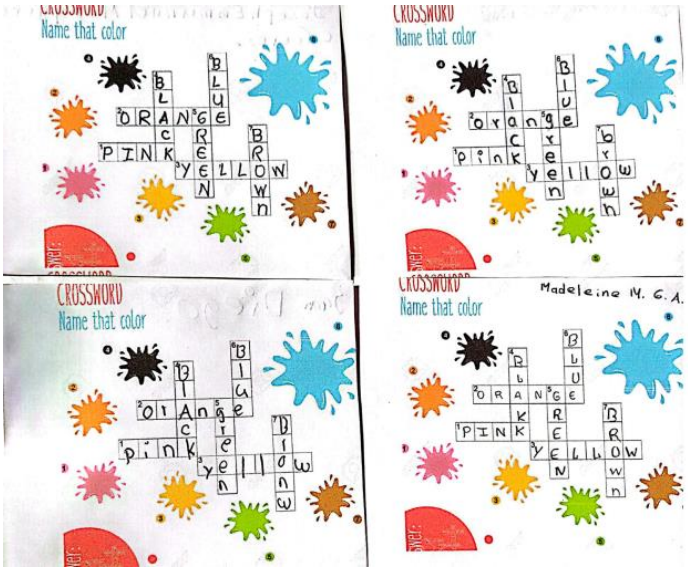
Recordings	CODES		
Representation and reading aloud for the development of oral production.	**Prononciation:** Students pronounce as in Spanish.	**Impact of short dialogues to promote oral expression in an English class.**	**Interaction**: A fundamental factor at the time of group work.
	Intonation: Do not intonate when using question signs		**Emotions:** Nervousness, embarrassment and fear of speaking in public.
Expansion of the lexicon through the implementation of short dialogues.	**Mother tongue interference** : Students pronounce as in Spanish.		**Pronunciation:** improvement in the oral fluency and pronunciation
	Use of real-life vocabulary: Students handled vocabulary from three different topics		**Representation of dialogues:** the participants in the confidence to speak and represent these hypothetical cases was remarkable.
			Reading aloud for fluency: to analyze their own mistakes and realize the weak and strong points in

Annex 8. ***Board games implemented for fifth-grade students.***

Animal word search



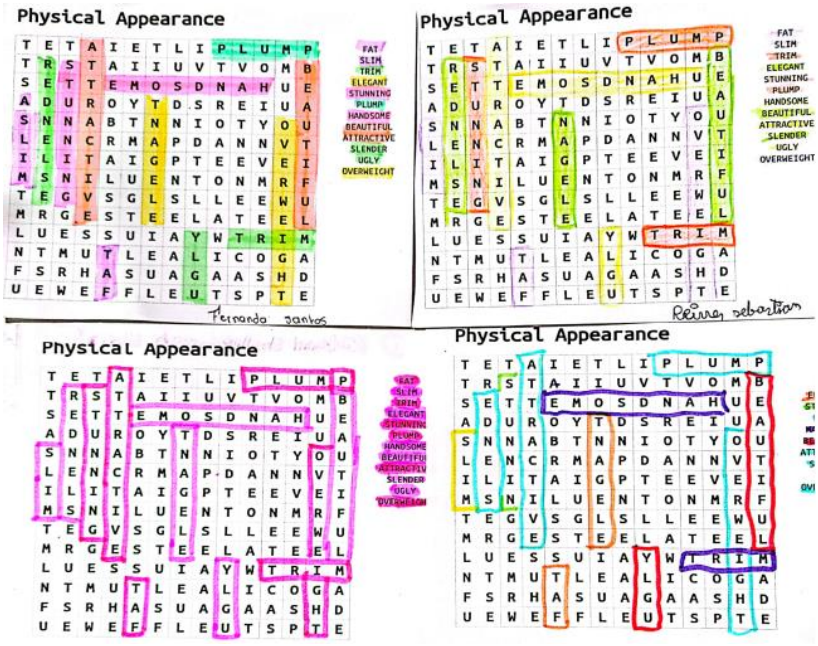
Crossword puzzle about colors



Letter order on emotions



Word search on physical appearance



Annex 15. ***Narrative example.***

Narrativa No 10

Institución: Institución educativa Águeda Gallardo de Villamizar

Semana: Del 29 de mayo al 14 de junio, 2023

Practicante: Angie Milexis Quintero Peláez

Tutora: Myriam Edilma Gómez Filigrana

En lo que concierne la décima semana de practica integral en la institución educativa Águeda Gallardo de Villamizar, me sentí satisfecha con el trabajo que realicé y también con el comportamiento y desempeño que tuvieron los estudiantes de secundaria, sin embargo, a lo largo de esta tuve problemas de afonía, lo cual incrementó al desarrollar las clases en básica primaria de la sede el Escorial.

Para empezar, durante esta semana se llegó a un acuerdo con mi docente supervisor Anderson Colmenares; esto consistía en cambiar el horario de clase que se estipuló para el proceso de extensión a la comunidad, para así poder remplazarlo en la sede principal el lunes. Durante este día adelanté algunas clases de inglés que se tenían programadas para el jueves y viernes, estas se desarrollaron de manera satisfactoria ya que se les había avisado a los estudiantes previamente.

Durante el martes, miércoles y jueves los estudiantes de sexto y once estuvieron atentos a las explicaciones y diferentes temáticas que estaban estipuladas en los planeadores, así mismo durante esta semana hubo una evaluación en los grados que tengo a mi cargo, por fortuna la mayoría de los estuvieron tuvieron excelentes resultados, lo que me hizo sentir alegre y confiada en mis explicaciones y en la forma en la que preparo mis clases.

Por el contrario, el día viernes tuve un inconveniente en la sede el escorial, el cual afectó mi salud. Para empezar durante este día dicté dos horas en el grado quinto, por lo tanto, llevé diferente material didáctico acompañado de explicaciones y actividades lúdicas. Sin

embargo, el comportamiento de los estudiantes fue difícil de manejar ya que se levantaban mucho del puesto y hablaban con sus compañeros, por lo cual me tocaba forzar mi voz y en el desarrollo de una hora ya no se escuchaba casi las instrucciones que impartía. La solución que busqué fue decirles a los estudiantes que cada actividad desarrollada en la clase sería evaluada, así mismo iba anotando a las personas que obstaculizaban este proceso.

Para concluir, a lo largo de esta semana con los sucesos previamente nombrados, expresé una serie de sentimientos que en su momento me hicieron llegar a la frustración e incluso malestar emocional y físico, ya que sentía que en el caso de la perdida de voz y problemas de afonía, estaba dando demasiado de mí y sentí miedo al pensar que podría tener problemas a futuro por este sobre esfuerzo, sin embargo, comprendo que como en toda vocación hay que sacrificar una parte nuestra para poder llegar al objetivo, y encuentro en esta reflexión la respuesta a estos sentimientos que me frustraron en su momento, pues así como toqué fondo con el desgaste de mi voz, gracias a mí experiencia surgió la solución que fue expresar a los estudiantes mi inconformidad y forjar temperamento siendo estricta con la disciplina en clase, esto no solo me dio una luz de la forma en que debo manejar este tipo de grupos, sino también me sirvió para darme cuenta en como actúo en los momentos de crisis.

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